

Black Studies @ Northwestern University

Marie-Edith LeNoble, Editor

Illinois Documentary History of Black Studies, Volume 4

Abdul Alkalimat, Series Editor

University of Illinois at Urbana Champaign

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Preface

Research on the history of Black Studies is being taken to a new level of empirical investigation with this series of documentary case studies. We are proud to be launching this from the Department of African American Studies and the Graduate School of Library and Information Science at the University of Illinois. We will carry this work forward in the spirit of academic excellence and social responsibility.

Our first four volumes in this series are as follows:

1. Black Studies @ South Suburban Community College
Jonathan Hamilton, editor
2. Black Studies @ Loyola University
Ruth Hoffman, editor
3. Black Studies @ University of Illinois @ Springfield
Tony Laing, editor
4. Black Studies @ Northwestern
Marie-Edith LeNoble, editor

The general narrative of Black Studies over the last 40 years can be summed up in three historical experiences:

1. Black Studies as social movement
2. Black Studies as academic profession
3. Black Studies as knowledge network

These are over-lapping identities for Black Studies, and can be more or less important on any given campus depending on the circumstances. Racist attacks can provoke student mobilization and protest. All campus programs are official academic units and governed by campus rules and regulations as well as the standards developed by national professional organizations and journals. Further the information revolution is transforming higher education and that includes Black Studies as email and web sites have reinvented our communication, curriculum, and the research process. A full discussion of Black Studies will include all three of these historical experiences.

Each documentary volume covers an individual campus experience, basic primary documents from the original demands for Black Studies to a down load of the website at the time the data collection was developed. The main distribution will be through the web based archive at the University of Illinois called IDEALS (<http://hdl.handle.net/2142/14913>). In addition a bound volume will be deposited at the campus being documented, the Vivian Harsh Collection of the Chicago Public Library, and the University of Illinois (Urbana). We anticipate that each volume will only be a beginning and will lead to additional volumes on each campus by scholarship of students, faculty and researchers. The main objective is to be comprehensive and make this material available to everyone in the world.

Our goal is to reach out to every program in the country and establish a national data set in the spirit of how the slave narratives were developed, a collective effort to document a historical experience that will stand the test of time and provide a fertile field for research. Black Studies is one of the most important achievements of the Black Power movement. We have launched this series because of the significance of this historical practice that lives into the 21st century.

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Spring, 2010

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INTRODUCTION

This volume is a compilation of documents related to the history of Black Studies at Northwestern University. The project was the requirement of a course of Afro American Studies Afro500, core problems in African American Studies by Professor Abdul Alkalimat. Actually, this volume is included in a larger project aiming to build a documentary history of Black studies in Illinois. I will explain how I have proceeded to gather the following documentation.

This project was really challenging to me. First because I am a French exchange student and it is my first time in the US. At the beginning, I had the impression that I hadn't sufficient background knowledge to fill the requirements for such a project. Hopefully, the course provided me with some readings that allowed me to have better insights of how the black studies programs were created around the country. It was also a challenge because I didn't know anything about the system of universities in the US. I learned a lot about that.

I wanted to take a course in African American studies first, because it was related to the topic of my French dissertation and second, because this kind of course doesn't exist at all in France and I was really interested in following such a course. I learned about the political and intellectual context that finally led to the creation of black studies department in the American universities. It is a paradox that a revolutionary movement such as the Black Power Movement, which was part of the political revolutionary trends of the 60's, led to the creation of a new academic discipline. And it wasn't without tensions that such a paradox could be resolved, if it is possible to resolve it: it is still an issue nowadays.

To gather information about Northwestern University, I wrote to several professors and former professors in the department. I obtained an interview with Kathleen Bethel and Pr. Biondi who were very welcoming and helpful with this project. We were granted 300 \$ to have the job done which allowed me to fund my travel from Urbana to Chicago.

I spent one day in the archives at Northwestern where I found interesting papers (papers from the ormer professors of African American courses), papers from FMO (For Members Only), an association who played an important role in the foundation of the Black

Studies at Northwestern, as well as college course catalogs and several syllabi from 1972 to nowadays.

I want to thank Janet C. Olson, assistant of the archivist who was really helpful with my research. She prepared the material before my arrival and answered all my questions the best she could. I was also authorized to copy the material myself which saved me a lot of time. It was a great experience to spend this time in the archive, looking at original documents that are there from the beginning, waiting for someone to dig into them. Compared to what would have happened in France, it was much easier to access such documents. I am not sure that such a system of conservation of material exists in France. In France, to consult archives is a process much more complicated, and most of the time you are not allowed to consult them by yourself.

What was really great about this research project is that we, as students, had an opportunity to experiment how it is like to be a researcher. We were guided through the research process but we have to do it ourselves. Later in our class, we welcomed Fabio Rojas who wrote a book about the foundation of black studies: *From Black Power to Black Studies: How a radical social movement became an academic discipline*. First we read his book, which was helping for our project and then we had the opportunity to discuss our respective experiences as researchers with the author himself. This created a dialogue and showed me how research is not something you do on your own. A lot of people are needed to realise projects of this scope.

The next step to complete this documentation would be to go back in the archives and to go through the files of former faculty professors (Dennis Brutus, William H. Exum, Leon Forrest), to the Records of the Department of African-American Affairs, and also to have a look at the Records of the Program of African Studies where more information may be found about the background and the possibility of creation of Black Studies at Northwestern (see Finding Aids, section 10). Obtaining an interview and documents from James Turner, the leader of the Black Student Association, FMO (For Members Only) which is responsible for the strike in 1968 would also be a great help in a more in-depth understanding of the entire movement.

Section 2 includes a chronology concerning the origin of the department and a concise history, part of which has been reconstituted through the interviews of Professor Sandra Richards and of Kathleen Bethel.

Section 3 includes a table of the number of courses given per year, articles about the enrolment of black students at Northwestern University.

Section 4 includes a copy of the actual website of the department of African-American Studies of Northwestern University (2009), the website of the Center for African American history. The website of the department contains information such as descriptions of the programs for undergraduate and graduate studies, a list of the actual faculty members, information about fellowships. It also includes the Wikipedia article about Northwestern University.

Section 5 is a list of course catalogs, from 1992 to 2010.

Section 6 lists the heads of the department since the origin of the program as well as their curriculum vitae and information about them gathered on the internet.

In Section 7 are gathered documents about the origins of the department, including a compilation of documents about the 1968 students protest, a timeline, articles about this protest, newspapers clippings, and original documents by the association For Members Only.

Section 8 includes samples curriculum from 1992 to 2002.

Section 9 gathers information about the administration and the faculty as well as some information relating to the boards of trustees and student organizations.

Section 10 includes newspaper articles concerning the recent development of the department, particularly the creation of the ph.D program in 2006.

Section 11 is a copy of the findings aids available on the Northwestern's library website.

In section 12 is a bio-bibliography of the author of this volume, including some information about my background and my publications.

Section 13 is the appendices. They include summary, method and Interview questions, two articles, one about the historical context in Northwestern that led to the creation of African American Studies : *The Nature and Context of Black Nationalism at Northwestern in 1971* written by Freddy Hill and *The politicalization of Black Students:Northwestern University* by James Pitts. The syllabus of the course from which results this project is also included in this section.

This volume ends with a bibliography and a webibliography (section 13 and 14) listing books, newspapers and websites I used for this project.

Bibliography

1) Books

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Finkel Alexandra, *NU Cultural Program often had earned*, *The Daily Northwestern*, May 29, 2009

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Watson Jamal, *And Northwestern Makes Seven*, *Noteworthynews*, Aug. 24, 2006.

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Wikipedia website about Northwestern University

<http://www.adminplan.northwestern.edu/board/life.htm>

<http://library.northwestern.edu/archives/news/archives/2008/04/>

<http://jstor.org/stable/2783741>
Article by Freddye 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.

Chronology : Founding of Black studies at Northwestern

1968 April 22 Black students present their demand to the University Administration including the institution of a Black Studies program

1968 May 3-4 Occupation of the School's business office by a group of black students

1970 The University proposed a program of African American studies but it is rejected by FMO

1971 Agreement on a fully autonomous department of African American Studies based on full-time faculty

1972 January Lerone Bennett is elected chair of the department

1972 June Lerone Bennett resigned

1972 September The department was started
Conflict inside the department and within the committee of African American Studies

1972 27 November The committee sent a letter to the president asking the university to reconsider the appointment of Lerone Bennett

1973 Appointment of Pr. Jan Carew as permanent chairman without the consent of Black students

1973 Alternative program in opposition to the African American studies department, boycott of the courses.

Black Studies at Northwestern: Principal stages of the history of the department.

Looking at the founding of the Black Studies Department at Northwestern, I found it was helpful to compare it to the University of Chicago and the University of Illinois at Chicago. Actually, the first steps were similar. As in UC and in UIC, it is also a protest which initiated the demand of an African American studies program at Northwestern University. At Northwestern, the leading student's organization was FMO (For Member Only) who submitted a set of demands to the administration. From 1965 to 1967 the number of black freshmen had risen from 5 to 70 and in 1968, 160 black students were enrolled. The students demanded to be part of the decisions regarding them. As in Chicago, they demanded that the University created black students quotas, and an all-black dormitory.

The administration's refusal to access these demands led to a protest and, as in the University of Chicago, to the occupation of the University's business office on may 3rd and 4th 1968. Finally, after two days of negotiations and without any burst of violence, they found an agreement. As stated by Harold F. Williamson and Pyson S. Wild in their book *Northwestern University, A history 1850-1975*, "the university agreed to seek advice of black students on matters that closely touched their interests, while the students agreed to give up their demands to participate in the final decision-making on admissions, personnel and curriculum". The University honoured its commitment to recruit more black students and in 1973, they were approximately 650 black undergraduates enrolled. In 1972, the University hired Lerone Bennett as head of the department with the approval of the black students committee. But the same year Bennett was forced to resign and this led to a conflict between the administration and the black students organizations. Pr. Jan Carew was chosen to be the head of the department but black students protested that they hadn't been consulted about this choice.

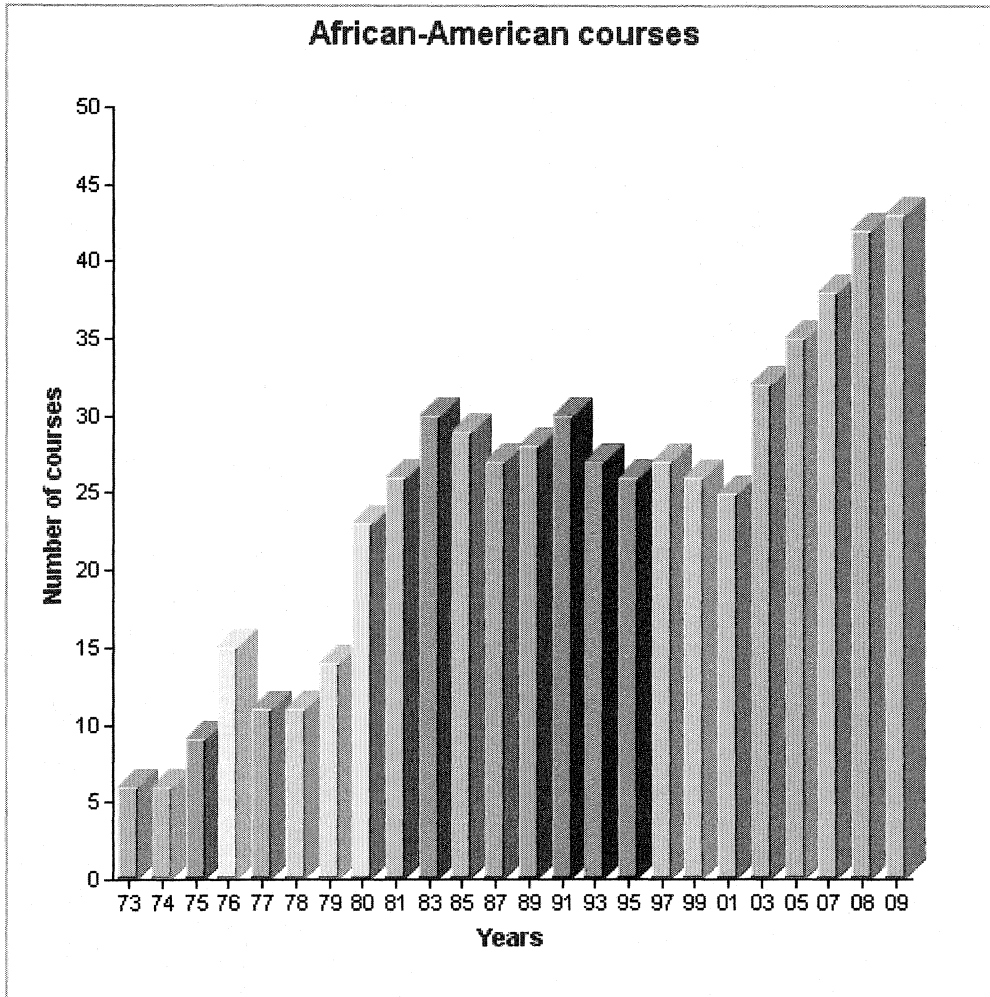
This conflict reflected the same problem of "community education" versus "academic black studies" as on the two other Chicago campuses (cf. Fabio Rojas, *From Black Power to Black Studies*, p.100). The hiring of Pr. Jan Carew who was a well known Guyana writer led to a boycott and to the establishment of an alternative program of Black Studies created by the students themselves with the help of some black faculty members. Hiring a Caribbean professor as the head of the department rather than an Afro-American professor was considered as a way to ignore the problems the community had to face; it was also perceived as a way for the administration to give more legitimacy to an African-American program since the black Caribbean had a longer history of intellectual recognition. On the opposite,

students wanted courses that were relevant to them, they were thinking of a kind of activist faculty who could help the community.

In the 1990's this was still a source of contentions. Faculty became an issue, the question being: would the department of African-American Studies members be appointed directly by the department? At this period, tenured faculties were still trained in other disciplines than African-American Studies and generally they wanted a joint appointment. The department was small and wasn't well resourced, so that people tended to gravitate to bigger department. Northwestern was literally loosing its department.

The shift happened in 1997 when Eric Sundquist was hired as dean of the Weinberg College of Arts and Science, a position he held until 2002. He was a scholar specialised in African American Literature and he didn't want the department to disappear. He decided to infuse a lot more of resources.

The department of African-American Studies knew a new phase of expansion under the leadership of Chair Dr. Dwight Mc Bride (see "Coming of age" by Curtis Lawrence in *Northwestern*). Finally, in 2006 a PhD program in African American studies was launched. According to Martha Biondi, the challenge nowadays is to enlarge the horizon of Black Studies and to open the frontiers, developing questions about "Blacks and Europe" for instance, and to have a more international community of graduate students.



NORTHWESTERN UNIVERSITY
TOTAL FULL AND PART-TIME ENROLLMENT BY ETHNICITY AND GENDER
Fall 2008
Both Campuses

CATEGORY	AFRICAN AMERICAN		ASIAN		NON-RES.			TOTAL
	AMERICAN	INDIAN	AMERICAN	HISPANIC	ALIEN	WHITE	OTHER	
UNDERGRADUATE								
Male	156	4	778	235	261	2,455	258	4,147
Percent	3.8%	0.1%	18.8%	5.7%	6.3%	59.2%	6.2%	100.0%
Female	333	5	783	340	213	2,571	312	4,557
Percent	7.3%	0.1%	17.2%	7.5%	4.7%	56.4%	6.8%	100.0%
TOTAL UNDERGRADUATE	489	9	1,561	575	474	5,026	570	8,704
Percent	5.6%	0.1%	17.5%	6.6%	5.4%	57.7%	6.5%	100.0%
GRAD. AND PROFESSIONAL								
Male	156	12	479	154	1,286	2,226	1,091	5,404
Percent	2.9%	0.2%	8.9%	2.8%	23.8%	41.2%	20.2%	100.0%
Female	241	6	448	160	770	2,100	737	4,462
Percent	5.4%	0.1%	10.0%	3.6%	17.3%	47.1%	16.5%	100.0%
TOTAL GRAD. AND PROF.	397	18	927	314	2,056	4,326	1,828	9,866
Percent	4.0%	0.2%	9.4%	3.2%	20.8%	43.8%	18.5%	100.0%
OVERALL								
Male	312	16	1,257	389	1,547	4,681	1,349	9,551
Percent	3.3%	0.2%	13.2%	4.1%	16.2%	49.0%	14.1%	100.0%
Female	574	11	1,231	500	983	4,671	1,049	9,019
Percent	6.4%	0.1%	13.6%	5.5%	10.9%	51.8%	11.6%	100.0%
OVERALL TOTAL	886	27	2,488	889	2,530	9,352	2,398	18,570
Percent	4.8%	0.1%	13.4%	4.8%	13.4%	50.4%	12.9%	100.0%

SOURCE: Office of the Registrar & IPEDS Enrollment Report

NORTHWESTERN UNIVERSITY
TOTAL FULL AND PART-TIME ENROLLMENT BY ETHNICITY AND GENDER
Fall 2008
Evanston Campus

CATEGORY	AFRICAN AMERICAN		ASIAN		NON-RES.			TOTAL
	AMERICAN	INDIAN	AMERICAN	HISPANIC	ALIEN	WHITE	OTHER	
UNDERGRADUATE								
Male	148	4	769	228	254	2,364	225	3,992
Percent	3.7%	0.1%	19.3%	5.7%	6.4%	59.2%	5.6%	100.0%
Female	311	5	773	332	201	2,476	274	4,372
Percent	7.1%	0.1%	17.7%	7.6%	4.6%	56.6%	6.3%	100.0%
TOTAL UNDERGRADUATE	459	9	1,542	560	455	4,840	499	8,364
Percent	5.5%	0.1%	18.4%	6.7%	5.4%	57.9%	6.0%	100.0%

SOURCE: Office of the Registrar & IPEDS Enrollment Report

NORTHWESTERN UNIVERSITY
TOTAL FULL AND PART-TIME ENROLLMENT BY ETHNICITY AND GENDER
Fall 2008
School of Continuing Studies

CATEGORY	AFRICAN AMERICAN		ASIAN		NON-RES.			TOTAL
	AMERICAN	INDIAN	AMERICAN	HISPANIC	ALIEN	WHITE	OTHER	
UNDERGRADUATE								
Male	8	0	9	7	7	91	33	155
Percent	5.2%	0.0%	5.8%	4.5%	4.5%	58.7%	21.3%	100.0%
Female	22	0	10	8	12	95	38	185
Percent	11.9%	0.0%	5.4%	4.3%	6.5%	51.4%	20.5%	100.0%
TOTAL UNDERGRADUATE	30	0	19	15	19	186	71	340
Percent	8.8%	0.0%	5.6%	4.4%	5.6%	54.7%	20.9%	100.0%

SOURCE: Office of the Registrar & IPEDS Enrollment Report
Note: Non-degree seeking students are excluded.

**NORTHWESTERN UNIVERSITY
TOTAL GRADUATE SCHOOL ENROLLMENT BY PROGRAM
FALL QUARTER - 1999-2008**

SCHOOL	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
ARTS & SCIENCES										
African American Studies	14	8	5	--	--	--	--	--	--	--
Anthropology	49	40	37	32	27	25	25	24	22	26
Art Theory & Practice	11	9	9	11	11	8	10	10	10	11
Art History	30	27	26	24	22	21	20	23	29	31
Biochem/Molec. Bio/Cell Bio.	--	--	--	--	--	--	--	2	3	6
Biological Sciences	118	112	120	130	105	108	92	86	79	71
Chemistry	266	244	244	232	228	232	205	171	153	152
Classics	--	--	--	--	--	1	1	2	4	2
Comparative Lit. and Theory	23	19	21	17	15	13	12	12	10	9
Earth & Planetary Sciences	17	14	13	13	14	14	15	16	10	14
Economics	131	129	116	113	109	102	94	98	97	106
English	48	50	43	43	37	40	33	38	31	21
French and Italian	15	14	16	15	16	15	12	11	9	7
German	5	4	4	3	2	4	4	5	7	4
History	89	81	78	69	68	63	61	60	54	68
Linguistics	21	19	23	22	24	21	23	20	20	25
Mathematics	45	43	43	45	43	36	38	39	38	43
Math Methods in the Social Sciences	--	--	2	--	1	--	--	--	--	--
Medical Anthropolgy	--	2	2	1	--	--	--	--	--	--
Medical Anthropology/MD/MPH	2	--	--	--	--	--	--	--	--	--
Neurobiology & Physiology	8	7	6	4	9	10	15	11	9	11
Philosophy	31	29	23	27	27	26	27	25	27	27
Physics and Astronomy	76	78	77	78	77	68	61	59	55	55
Plant Biology & Conserv	21	18	13	8	--	--	--	--	--	--
Political Science	84	77	66	60	56	60	54	58	45	59
Psychology	65	63	67	57	53	47	45	44	41	47
Religion	20	16	11	8	3	--	--	3	5	6
Slavic Lang. & Lit.	15	16	14	11	13	12	8	9	9	12
Sociology	73	69	64	67	58	61	65	63	59	62
Statistics	12	15	12	8	9	9	7	9	9	9
SUB-TOTAL: ARTS & SCL	1289	1203	1155	1098	1027	996	927	898	835	884
EDUCATION										
Educational Process	--	--	--	--	1	--	--	--	1	1
Counseling Psychology	--	--	--	--	--	--	--	2	48	51
Human Devel. Soc. Pol.	33	31	30	24	31	32	27	29	28	29
Learning Sciences	47	46	39	39	45	45	38	37	34	44
SUB-TOTAL: EDUCATION	80	77	69	63	77	77	65	68	111	125
MANAGEMENT										
Accounting Information & Management	11	8	7	8	9	12	10	10	13	9
Finance	29	28	25	33	28	29	24	22	20	23
Management & Organization	27	23	26	26	19	19	22	17	15	18
Managerial Econ & Strategy	25	31	36	33	33	31	22	19	16	13
Marketing	22	26	22	22	21	21	19	18	20	18
Managerial Economics and Decision Sciences	--	--	--	--	--	1	1	2	2	5
Operations Mangement	6	--	--	--	--	--	--	--	--	--
SUB-TOTAL: MANAGEMENT	120	116	116	122	110	113	98	88	86	86

**NORTHWESTERN UNIVERSITY
TOTAL GRADUATE SCHOOL ENROLLMENT BY PROGRAM
FALL QUARTER - 1999-2008**

MUSIC										
Music	32	27	24	20	16	13	7	4	--	--
Music Education	--	--	1	--	--	1	4	4	5	6
Musicology	--	1	1	1	1	1	2	2	4	3
Music Theory	1	2	1	1	2	5	6	6	7	8
SUB-TOTAL: MUSIC	33	30	27	22	19	20	19	16	16	17
COMMUNICATION										
Communication Studies	34	41	41	42	46	46	42	44	50	68
Communication Disorders										
Audiology	2	3	3	5	7	12	17	19	14	19
Communication Sciences & Disorders	31	27	26	23	17	12	7	2	--	--
Learning Disabilities	19	13	15	15	17	22	18	20	23	34
Speech & Language Pathology	94	109	93	81	87	62	63	76	86	104
Speech & Language Pathology/Learning Disabilities	5	10	8	8	6	4	1	4	8	10
SUB-TOTAL: COMM. DISORD.	151	162	145	132	134	112	106	121	131	167
Interdepartmental										
Media, Technology & Soc	28	42	30	18	9	--	--	--	--	--
Performance Studies	33	33	28	30	31	29	30	31	35	30
Radio/TV/Film	10	19	22	26	28	28	32	33	42	31
Screen Cultures	35	--	--	--	--	--	--	--	--	--
Theatre	33	33	33	26	30	35	33	27	28	30
Theatre & Drama	23	20	18	15	14	16	15	14	14	13
Writing	24	25	14	--	--	--	--	--	--	--
SUB-TOTAL: COMMUNICATION	371	375	331	289	292	266	258	270	300	339
ENGINEERING										
Applied Mathematics	38	39	33	32	35	31	29	28	28	29
Biomedical	123	113	93	90	89	83	71	68	57	64
Chemical	92	87	95	96	91	87	79	71	72	62
Civil	60	60	46	58	74	77	75	65	63	76
Computer Science	54	45	45	54	51	50	48	35	25	31
Electrical & Computer Engineering	123	96	91	120	113	113	117	108	125	140
Electrical Engineering & Computer Science	12	49	37	--	--	--	--	--	--	--
Engineering Design & Innovation	9	3	--	--	--	--	--	--	--	--
Industrial Engg. / Management Sciences	48	51	43	50	52	50	45	38	36	39
Material Sciences	160	155	143	123	140	128	119	108	108	110
Mechanical	81	74	78	95	103	98	89	85	79	71
Theo. & App. Mechanics	7	6	7	3	4	3	6	5	10	13
SUB-TOTAL: ENGINEERING	807	778	711	721	752	720	678	611	603	635
INTERDEPART. PROGRAMS										

**NORTHWESTERN UNIVERSITY
TOTAL GRADUATE SCHOOL ENROLLMENT BY PROGRAM
FALL QUARTER - 1999-2008**

Computational Biol & Bioinf	6	10	9	5	--	--	--	--	--	--
Counseling Psychology	66	58	55	62	60	55	48	47	--	--
Marriage & Family Therapy	46	45	44	40	39	33	29	29	--	--
Neuroscience	149	136	125	118	105	92	80	71	70	64
Org. Behavior & Sociology	--	--	1	1	4	6	7	7	7	8
SUB-TOTAL: INTERDEPARTMENTAL	267	249	234	226	208	186	164	154	77	72
MEDICAL/DENTAL										
Clinical Investigations	47	43	46	52	37	24	24	20	--	--
Clinical Psychology	32	32	29	28	27	28	25	24	25	27
Genetic Counseling	19	19	18	18	18	15	16	14	12	11
Clinical Embryology	3	1	--	--	--	--	--	--	--	--
Epidemiology / Biostatistics	4	3	--	--	--	--	--	--	--	--
Genetic Counseling/Medical Humanities & Bioethics	2	2	--	--	--	--	--	--	--	--
Integrated Graduate Program in the Life Sciences (IGP)	220	218	208	188	159	144	125	122	114	109
Healthcare Quality & Patient Safety MD/MS	16	--	1	--	--	--	--	--	--	--
Healthcare Quality & Patient Safety MS	--	15	4	--	--	--	--	--	--	--
IGP PhD/Master of Public Health	1	6	5	4	--	--	--	--	--	--
MD/Master of Public Health	37	28	23	19	19	18	19	16	17	5
MD/PhD Program	37	--	--	--	--	--	7	16	12	2
Medical Humanities & Bioethics MD/MA	10	--	--	--	--	--	--	--	--	--
Medical Humanities & Bioethics	15	3	8	--	--	--	--	--	--	--
Oral Biology	--	--	--	--	--	--	--	1	1	2
Physical Therapy	--	--	--	--	--	--	--	1	2	1
Public Health	15	11	17	19	22	17	15	22	19	10
SUB-TOTAL: MEDICAL/DENTAL	458	381	359	328	282	246	231	236	202	167
CONTINUING STUDIES										
Biotechnology	--	--	--	--	--	--	--	4	42	39
Creative Writing	40	65	58	53	33	17	--	--	--	--
English - University College	--	--	--	--	--	1	--	1	5	11
Literature	49	53	37	23	28	18	20	21	16	12
Liberal Studies	41	34	41	28	29	40	40	30	32	52
Public Policy Admin	33	52	71	99	74	29	--	--	--	--
Technology & Social Behavior	6	3	--	--	--	--	--	--	--	--
Transportation	--	--	--	--	--	--	--	--	--	2
SUB-TOTAL: CONTINUING STUDIES	169	207	207	203	164	105	60	56	95	116
Religion (Garrett)	--	--	--	--	--	--	3	6	14	21
TOTAL ENROLLMENT	3594	3416	3209	3072	2931	2729	2503	2403	2339	2462

SOURCE: The Graduate School

NOTE: Residents in Research and "E98" (Doct. Credit Enroll.) are included in these figures.

**NORTHWESTERN UNIVERSITY
GRADUATE SCHOOL ENROLLMENT BY DEPARTMENT
DOCTORAL STUDENTS - 1999-2008**

SCHOOL	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
ARTS & SCIENCES										
African American Studies	14	8	5	--	--	--	--	--	--	--
Anthropology	49	40	37	32	27	25	25	24	22	26
Art History	30	27	26	24	22	21	20	23	29	31
Biochem/Molec. Bio/Cell Bio.	--	--	--	--	--	--	--	2	3	6
Biological Sciences	118	112	120	130	105	108	92	86	79	71
Chemistry	265	243	244	232	228	232	205	171	153	152
Classics	--	--	--	--	--	1	1	2	2	2
Comparative Lit. and Theory	23	19	21	17	15	13	12	12	10	9
Earth & Planetary Sciences	17	14	13	13	14	14	15	16	10	14
Economics	131	129	115	113	109	102	94	98	97	106
English	48	49	41	42	36	36	32	32	30	19
French and Italian	15	14	16	15	16	15	12	11	9	7
German	5	4	4	3	2	4	4	5	7	4
History	89	81	78	69	68	63	61	60	54	68
Linguistics	21	19	23	22	24	20	21	17	16	23
Mathematics	45	43	43	45	43	36	38	39	38	43
Medical Anthropology	--	2	2	1	--	--	--	--	--	--
Medical Anthropology/MD/MPH	2	--	--	--	--	--	--	--	--	--
Philosophy	31	29	23	27	27	26	27	25	27	27
Physics and Astronomy	76	78	77	78	77	68	61	59	55	55
Political Science	84	77	66	60	56	60	54	58	45	58
Psychology	65	63	67	57	53	47	45	44	41	47
Religion	20	16	11	8	3	--	--	3	5	6
Slavic Lang. & Lit.	15	16	14	11	13	12	8	9	9	12
Sociology	73	69	64	67	58	61	65	62	58	62
Statistics	12	14	12	8	8	9	7	8	8	8
SUB-TOTAL: ARTS & SCL.	1248	1166	1122	1074	1004	973	899	866	807	856
EDUCATION										
Educational Process	--	--	--	--	1	--	--	--	1	1
Counseling Psychology	--	--	--	--	--	--	--	2	4	8
Human Devel. Soc. Pol.	33	31	30	24	31	32	27	29	28	28
Learning Sciences	36	37	31	31	35	38	32	30	28	33
SUB-TOTAL: EDUCATION	69	68	61	55	67	70	59	61	61	70
MANAGEMENT										
Accounting Information & Management	11	8	7	8	9	12	10	10	13	9
Finance	27	27	25	33	28	29	24	22	20	23
Management & Organization	27	23	26	26	19	19	22	17	15	18
Managerial Econ & Strategy	25	31	33	33	33	31	22	19	16	13
Marketing	22	26	22	22	21	21	19	18	20	18
Managerial Economics and Decision Sciences	--	--	--	--	--	1	1	2	2	5
Operations Management	6	--	--	--	--	--	--	--	--	--
SUB-TOTAL: MANAGEMENT	118	115	113	122	110	113	98	88	86	86
MUSIC										
Music	32	27	24	20	16	13	7	4	--	--
Music Education	--	--	1	--	--	1	4	4	5	6
Musicology	--	1	1	1	1	1	2	2	4	3
Music Theory	1	2	1	1	2	5	6	6	7	8
SUB-TOTAL: MUSIC	33	30	27	22	19	20	19	16	16	17

**NORTHWESTERN UNIVERSITY
GRADUATE SCHOOL ENROLLMENT BY DEPARTMENT
DOCTORAL STUDENTS - 1999-2008**

SCHOOL	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
COMMUNICATION										
Communication Studies	31	38	35	39	45	43	38	38	47	57
Communication Disorders										
Audiology	2	3	3	5	7	8	9	9	6	9
Communication Sciences & Disorders	31	27	26	23	17	12	7	2	--	--
Learning Disabilities	3	2	3	2	6	7	8	8	14	16
Speech/Language Pathology	1	2	5	5	9	11	16	16	17	20
SUB-TOTAL: COMM. DISORD.	37	34	37	35	39	38	40	35	37	45
Interdepartmental										
Media, Technology & Society	28	42	30	18	7	--	--	--		
Performance Studies	32	31	28	29	30	29	30	31	32	28
Radio/TV/Film	3	11	13	15	18	21	20	19	27	12
Screen Cultures	35	--	--	--	--	--	--	--	--	--
Theatre & Drama	23	20	18	15	14	16	15	14	14	13
SUB-TOTAL: COMMUNICATION	189	176	161	151	153	147	143	137	157	155
ENGINEERING										
Applied Mathematics	36	37	32	32	35	30	29	28	28	29
Biomedical	90	87	83	74	73	71	60	59	50	55
Chemical	88	84	91	95	90	85	76	69	70	57
Civil	50	51	41	45	61	62	59	56	53	59
Computer Science	48	38	43	51	49	44	46	32	25	29
Electrical & Computer Engineering	114	89	84	102	95	98	102	92	111	123
Electrical Engineering & Computer Science	7	42	24	--	--	--	--	--	--	--
Ind./ Management Sciences	42	44	40	46	48	43	39	37	36	37
Material Sciences	156	154	143	120	137	124	118	105	105	105
Mechanical	76	71	77	90	96	92	85	82	74	65
Theo. & App. Mechanics	7	6	7	3	4	3	6	5	10	13
SUB-TOTAL: ENGINEERING	714	703	665	658	688	652	620	565	562	572
INTERDEPART. PROGRAMS										
Neuroscience	149	136	125	118	105	92	80	71	70	64
Org. Behavior & Sociology	--	--	1	1	4	6	7	7	7	8
Joint Garrett/N.U. Program	--	--	--	--	--	--	3	6	14	21
Technology & Social Behavior	6	3	--	--	--	--	--	--	--	--
SUB-TOTAL: INTERDEPART.	155	139	126	119	109	98	90	84	91	93
MEDICAL/DENTAL										
Oral Biology	--	--	--	--	--	--	--	1	1	2
MD/PhD Program	37	--	--	--	--	--	7	16	12	2
PhD/Master of Public Health	1	6	5	4	--	--	--	--	--	--
Integrated Graduate Program in the Life Sciences (IGP)	220	218	208	188	159	144	125	122	114	109
Clinical Psychology	32	32	29	28	27	28	25	24	25	27
SUB-TOTAL: MEDICAL/DENTAL	290	256	242	220	186	172	157	163	152	140
TOTAL	2,816	2,653	2,517	2,421	2,336	2,245	2,085	1,980	1,932	1,989

SOURCE: The Graduate School

NOTE: Residents in Research and "E98" (Doct. Credit Enroll.) are included in these figures.

NORTHWESTERN UNIVERSITY
BACHELORS DEGREES CONFERRED
2003-04 - 2007-08

SCHOOL	2007-08	2006-07	2005-06	2004-05	2003-04
ARTS AND SCIENCES					
B.A. African American Studies	6	6	5	2	5
B.A. American Studies	8	7	7	10	14
B.A. Art Theory and Practice	9	15	6	10	7
B.A. Asian and Middle East Language and Civilization	4	3	8	5	3
B.A. Biological Sciences	98	101	96	99	75
B.A. CAS Ad Hoc	4	0	1	0	3
B.A. Chemistry	33	23	27	20	35
B.A. Classics (Latin and Greek)	7	3	4	5	3
B.A. Cognitive Sciences	5	4	5	9	10
B.A. Comparative Literature	1	4	4	8	5
B.A. Computing and Information Systems	4	4	3	3	8
B.A. Drama		0	3	5	1
B.A. Earth and Planetary Sciences	2	0	2	1	1
B.A. Environmental Sciences	5	12	16	4	8
B.A. European Studies	1	4	2	0	0
B.A. French	7	7	6	3	3
B.A. Gender Studies		0	0	1	0
B.A. Geography		0	1	4	0
B.A. German	6	7	5	9	4
B.A. Integrated Science Program	22	17	11	10	6
B.A. Italian	1	1	1	2	1
B.A. Linguistics	5	3	6	2	3
B.A. Philosophy	20	19	12	34	28
B.A. Physics and Astronomy	9	11	2	7	7
B.A. Religion	8	9	11	14	11
B.A. Slavic Language and Literature (including Russian)	2	3	2	3	3
B.A. Spanish	13	6	15	7	11
B.A. Statistics	3	1	1	0	0
B.A., B.Phil. and B.S.G.S. Anthropology	18	32	26	16	19
B.A., B.Phil. and B.S.G.S. Art History	10	13	22	20	12
B.A., B.Phil. and B.S.G.S. Economics	191	221	217	189	195
B.A., B.Phil. and B.S.G.S. English	64	63	65	68	53
B.A., B.Phil. and B.S.G.S. History	93	93	116	105	82
B.A., B.Phil. and B.S.G.S. Mathematics	43	24	28	36	23
B.A., B.Phil. and B.S.G.S. Political Science	122	133	142	115	94
B.A., B.Phil. and B.S.G.S. Psychology	133	142	168	157	151
B.A., B.Phil. and B.S.G.S. Sociology	23	30	32	26	31
B.S.G.S. Biological Science	1	1	0	0	0
SUB-TOTAL: ARTS AND SCL	981	1022	1078	1009	915
COMMUNICATION					
B.A. and B.S. CMN, B.Phil. Com. & B.P.H.C. Communication Studies	153	153	146	146	148
B.A. and B.S. CMN Dance	7	8	6	7	4
B.A. and B.S. CMN Interdept Studies in Speech	1	5	3	6	4
B.A. and B.S. CMN Performance Studies	10	21	7	6	4
B.A. and B.S. CMN Radio-TV-Film	64	62	72	82	57
B.A. and B.S. CMN Theatre	87	95	89	81	95
B.P.H.C. Communication Systems	2	2	4	7	11
B.S.Sp. and B.A. CMN Communication Sciences and Disorders		0	21	25	17
B.S. CMN Human Communication Sciences	34	25	0	0	0
SUB-TOTAL: COMMUNICATION	358	371	348	360	340
EDUCATION & SOCIAL POLICY					
B.S.Ed. Human Development and Psychological Services	23	28	22	31	37
B.S.Ed. Learning and Organizational Change	21	16	10	24	23
B.S.Ed. Secondary Education	7	5	8	12	17
B.S.Ed. Social Policy	28	40	29	35	24
SUB-TOTAL: EDUC & SOC	79	89	69	102	101

ENGINEERING					
B.A. Material Science	0	1	0	0	0
B.A. and B.S.A.M. Applied Mathematics	3	3	2	1	8
B.S. Biomedical Engineering	62	69	82	70	84
B.S. Chemical Engineering	32	31	20	21	30
B.S. Civil Engineering	13	11	16	12	11
B.S. Combined Studies in Engineering	1	0	1	0	1
B.S. Computer Engineering	13	16	14	18	24
B.S. Electrical Engineering	32	27	36	33	37
B.S. Environmental Engineering	5	9	6	5	9
B.S. Industrial Engineering and Management Science	58	69	59	69	74
B.S. Manufacturing Engineering	0	0	0	2	3
B.S. Materials Science and Engineering	18	15	24	19	20
B.S. Mechanical Engineering	54	43	37	33	32
B.S. Medical Engineering	0	0	2	1	2
B.S.C.S. Computer Science	11	12	20	32	29
B.S.M.D. Manufacturing and Design Engineering	8	6	5	3	2
SUB-TOTAL ENGINEERING	310	312	324	319	366
JOURNALISM					
B.S.J. Journalism	184	168	162	160	164
SUB-TOTAL JOURNALISM	184	168	162	160	164
MEDICINE					
B.S. Medicine	2	0	2	2	0
SUB-TOTAL MEDICINE	2	0	2	2	0
MUSIC					
B. of Music Education	7	2	3	7	7
B.A. Music	16	8	2	10	10
B.A. Music Cognition		0	1	0	0
B.A. Music Ad-Hoc		0	6	0	0
B.Mus. Composition	3	1	2	3	2
B.Mus. Jazz Studies	2	6	1	1	0
B.Mus. Music Performance	29	36	17	24	25
B.Mus. Music Technology	1	2	6	2	5
B.Mus. Musicology		0	2	1	1
B.Mus. Piano/Organ	8	6	5	9	6
B.Mus. String Instruments	9	11	13	10	14
B.Mus. Voice and Opera	19	22	19	21	18
SUB-TOTAL MUSIC	94	94	77	88	88
OTHER					
B.Phil. and B.S.G.S. Computer Studies	3	2	7	7	7
B.Phil. and B.S.G.S. Environmental Studies		1	2	1	1
B.Phil. and B.S.G.S. Fine and Performing Arts	2	0	2	2	3
B.Phil. and B.S.G.S. Organizational Behavior	16	22	24	28	13
B.Phil. or B.S.G.S. English Writing	5	6	1	3	0
B.Phil., B.S.G.S. Philosophy	2	1	2	1	1
B.Phil., B.S.G.S., B.Ph.C. SCS Ad Hoc		1	0	1	0
B.S.G.S. Environmental Sciences	1	0	0	0	0
SUB-TOTAL OTHER	29	33	38	43	28
TOTAL BACHELORS	2037	2089	2098	2083	1999

SOURCE: Office of the Registrar.

Even More Of A Minority

Black enrollment at NU halved in last 30 years

By Jennifer Chen

Published: Tuesday, November 21, 2006

Updated: Saturday, October 10, 2009

By Jennifer Chen The Daily Northwestern

Black enrollment at Northwestern has dropped by almost half in the past three decades, a DAILY study of university records found.

The community has shrunk steadily since 1976, when NU's black undergraduate enrollment reached its height at 9.6 percent. Then, there were 667 such students on campus.

By 2005, blacks made up 5.5 percent of NU's 8,023 undergraduates.

Asian American enrollment leapt from 12 percent to 17 percent between 1992 and 1994, and has hovered at about 16 percent. Latino numbers have tended to increase, reaching 5.2 percent last year.

According to the Journal of Blacks in Higher Education, black populations at several other top U.S. universities - including Harvard University, Columbia University, Duke University, and Stanford University among others - have topped or neared 10 percent of their student bodies. At Washington University in St. Louis, the number is 6.2 percent, while at the University of Chicago it is 6.4 percent.

NU's downward trend was no surprise to the NU Black Alumni Association, which has begun pressing the administration to react to the decreasing numbers. But it was only after chatting with black alumni at a Homecoming Tailgate that For Members Only Acting Coordinator Monica Harris heard of the decline.

"I was talking with alumni, and they told me that we were close to 10 percent (of the total undergraduate population) in the '80s," the Weinberg junior said. "The only response we could give was, 'We've never seen that before in our time. We've been lucky to have 500 students.'"

The last time black undergraduate enrollment was at about 500 was 1992, with blacks at 6.8 percent of the undergraduate population. Since then it has dropped to the low 400s.

Harris said the FMO board was "literally in shock" when she told them that black enrollment used to hover around 10 percent.

It was a wake-up call for the students, Harris said, to have the alumni look at the university and say, "This is not how it is supposed to be."

HISTORY OF BLACK ENROLLMENT

The story of black enrollment at NU begins by and large in 1966, when the predominantly white university saw the arrival of 54 black freshmen on campus. The year before, there were only five.

In an effort to bring the fight against racial inequality to NU, university administrators had actively recruited students in black inner-city communities. With special focus on the Chicago area, NU created programs and summer academic workshops for black youths.

Through the administration's work, black enrollment swelled to 667 within 10 years.

The administration, however, failed to recognize that NU's social scene was "inhospitable and that black students themselves did not arrive as blank slates," according to an account from the Office of African American Student Affairs.

Tensions erupted on May 3, 1968, weeks after the assassination of Dr. Martin Luther King Jr.

For two days, 110 black NU students took over the Bursar's Office, demanding improvements to the situation of black students.

Black student leaders and NU representatives drafted the document, known as the May 3rd-4th Agreement, a few days later.

The agreement spurred the creation of the African American Studies program and the Office of African American Student Affairs. The university also pledged in writing to "increase the number of black students at Northwestern" and to intensify recruitment efforts.

One of the last great pushes came in 1999, when NU created its Chicago Initiative program to reach out to inner-city and parochial schools

SEARCH



Tommy Giglio/The Daily Northwestern

Five members of FMO's Executive Board. From left: Weinberg sophomore Mark Crain, technical director; Weinberg junior Monica Harris, acting coordinator; Communication sophomore Angela Ellington, publicity chair; Communication sophomore Zachary Parker, fundraising chair; and SESP sophomore Jeniece Fleming, ASG senator.



Tommy Giglio/The Daily Northwestern

Five members of FMO's Executive Board. From left: Weinberg sophomore Mark Crain, technical director; Weinberg junior Monica Harris, acting coordinator; Communication sophomore Angela Ellington, publicity chair; Communication sophomore Zachary Parker, fundraising chair; and SESP sophomore Jeniece Fleming, ASG senator.

in the area to recruit Latino and black students.

But the decline seems to have continued.

NU President Henry Bienen cautioned that when looking at university enrollment data, one must consider a margin of error of 1 or 2 percent. With an increase in the number of students who omit sharing their racial identity on college applications, percentages should not be seen as concrete facts, he said.

But many alumni are still concerned.

"For many black alumni, the gains made in the '60s and '70s represented a gain in power at the university," said NU Black Alumni Association President Ce Cole Dillon, SESP '78. "Now we know what we thought was power was actually just a concession. If you have real power, you hold the gains. Concessions can be taken back."

varying theories

Theories explaining why black enrollment has fallen vary.

University officials cite heightened competition among colleges for minority students, coupled with the draw of brand name schools such as Harvard and Yale.

"The competition is formidable," said Michael Mills, associate provost for University Enrollment. "Highly talented African-American high school seniors may be the most sought-after group of students in the country, and we try to do our best against the Ivy League and quasi-Ivy schools."

Gaining acceptance into NU also has become "significantly more difficult" in the last 25 years, he added. Mills and Bienen agreed that while the competition for black students has ratcheted up, the number of qualified black applicants has not kept pace.

"NU was early on the game of trying to recruit good African-American students, and lots of other universities got into the act, and the pool that was available didn't expand," Bienen said. "You may not like the fact, but that's a fact. It has to do with inner-city school systems and a lot of things."

Mills and his recruitment team continue to visit all the major Chicago-area high schools while traveling the country.

The folkloric nature of the Ivy League mystique, however, often travels faster and farther than Mills and his team can manage.

An appeal of non-Ivy League schools is often their "very aggressive" use of merit-based financial aid for black students who would not qualify for NU's need-based aid, Mills said.

Alumni said that although they love NU, they do not want to saddle their children with college loans to pay for the school's increasing tuition.

Another concern of alumni parents is the glaring 5.9 percent statistic of black enrollment.

"Many alumni, when they look at that number, are concerned about their children being in that environment," Dillon said. "NU was hard at 10 percent."

Dillon said she feels alumni have not done everything in their power to boost numbers for historical reasons.

"For many of us there in the '70s, it was as if we were there by force, like, 'We don't want you to be here, but you're here anyway,'" Dillon said. "So a lot of us left."

Silent alumni might be a reason why many black students have never heard of NU.

If not for a pre-college program run out of Marquette University that brought her to NU for a tour, FMO's Harris would have never known about the university, just like everyone else at her high school in Milwaukee, she said.

"Students in inner-city communities aren't exposed to schools like this," she said. "They're not put on your list unless someone shows you that it can be."

Bienen also said demographic changes in the U.S. have changed NU's makeup.

But for Dillon, shifting demographics do not justify the decline in black enrollment.

As other ethnic minorities populated the U.S., the university did not keep its commitment to the black students, Dillon said.

"As long as they had students of color, that was enough," she said. "But I don't think we are interchangeable. I think you make a commitment to having good students and having the student body be reflective of society at large, and I don't think NU has really done that, though other universities have."

reversing the trend

Regardless of how one explains the decline of black enrollment, NU officials, alumni and students agree that more needs to be done.

The Office of Admissions' minority recruiters will continue to make calls, and Mills said they have "expanded their travel significantly and intend to continue to do so."

Two weeks before Homecoming, NU alumni teamed with FMO to sponsor their inaugural 5K Run/Walk to fund a scholarship for incoming black students. The scholarship is the only one of its kind at NU.

Along with fundraising for the scholarship and strengthening their relationship with each other, the black alumni organization and FMO said they are adding the issue of black enrollment to their agendas.

"We are going to do what it takes to ensure that a great institution like NU continues the history and tradition it's had of black students," Dillon said.

Alumni said they want the university to take a stand now like it did 30 years ago and reaffirm its commitment to their cause, said Sidmel Estes-Sumpter, Medill '76 and '77.

An active alumna and, as she puts it, probably the only Georgian flying an NU flag from her front lawn, Estes-Sumpter is on NU's Black Alumni Association's Executive Board, Alumni Recruitment Council, Medill Board of Advisors and Admissions Council.

She has brought up the problem of black enrollment with both the president and provost before, she said. Their responses, however, were just "a lot of lip talk."

"They said they're trying to address those various needs, but I will say that I do not think the university has given any tangible evidence that they are serious about reversing this trend," she said.

Estes-Sumpter and Dillon said there needs to be a game plan to increase recruitment, dialogue and that old commitment.

"I love NU. I love what it did for me. It made me a strong black woman," Estes-Sumpter said. "But NU is not the NU I grew up with. We were one of the so-called liberal universities that would push social agendas. Now we don't want to talk about those issues because they're too 'uncomfortable.' I am challenging NU to be that university again."

Reach Jennifer Chen at jennifer-chen@northwestern.edu.

Group Encourages Black Students To Apply To NU

SEARCH

? 'Ambassadors' phone prospective, admitted students to field questions; program fosters campus involvement

By Julie French

Published: Monday, October 16, 2006

Updated: Saturday, October 10, 2009

By **Julie French** Contributing Writer

Weinberg freshman Mike McGee was accepted to three different schools last year. Northwestern University was not his first choice.

About a month before he got his official NU acceptance letter, though, an NU student called him on the phone to tell him about opportunities for black students and answer any questions he had.

NU suddenly looked a little more appealing.

The student who called McGee was part of the Ambassadors program at NU, a collaboration between the Office of Undergraduate Admissions, black students on campus and the Office of African American Student Affairs. The group formed more than 10 years ago to recruit black students.

Ambassadors members call both prospective and admitted students to answer questions about campus life. They also do outreach at Chicago-area high schools and host students during Discover NU and Preview NU, programs for prospective and admitted students.

"I think (the program) is very effective," McGee said. "It's better than just getting a piece of mail from a school. It helps to get an actual person to talk to."

After that phone call, McGee came to an extended version of Preview NU geared toward minority students, where he was hosted by another Ambassadors member. McGee and others said they decided to enroll after attending the program.

"I really had no idea that there were so many things for the African-American community (here) as opposed to the other school I was planning on going to," said Funlola Are, a Weinberg freshman.

Ambassadors connects students of similar backgrounds to give prospective students a better idea of the minority experience on the Evanston campus, said Onis Cheathams, an associate director of undergraduate admissions.

"It provides a face and voice for the community and the prospective student," she said.

Volunteers, who are mainly freshmen and sophomores, "aren't that far-removed from high school, so they can answer those questions prospective students have," said SESP senior and Ambassadors volunteer Lauren Walker.

Walker joined Ambassadors her freshman year because she wanted to encourage other black students who also aren't from the Chicago area to attend NU. Since her freshman year, she said she's noticed an increase in the number of black students on campus.

The Class of 2010 is 6 percent black, according to preliminary university figures. Five years ago, the freshman class was 5.3 percent black, according to Associate Provost Michael Mills. Although black enrollment has generally increased, officials said it should be higher.

"The numbers aren't statistically proportionate to general society," said Shawna Cooper-Gibson, director of African American Student Affairs. According to the United States Census Bureau, blacks make up 12.9 percent of the U.S. population.

The students who do choose to attend Northwestern tend to stay and get involved. McGee is part of the Freshman Advisory Board for the Ambassadors and Are joined For Members Only, the black student alliance, and has participated in African American Student Affairs' tutoring program.

"There's a lot of opportunities for the students to become engaged, and I think that's one of the reasons we have such a high retention rate," Cooper-Gibson said.

There are similar recruitment groups for other minority groups on campus, as well as ways to keep them involved.

"Northwestern University prides itself on providing its students with a diverse and culturally vibrant atmosphere," Cheathams said. "The Ambassadors Program is just a spoke on the wheel of many initiatives and efforts across the campus."

Reach Julie French at j-french@northwestern.edu.

FMO Northwestern University Black Student Alliance

For Members Only

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The Mission of FMO

FMO serves to encourage political, social, cultural and intellectual unity and growth within Northwestern University's Black students and its broader community. FMO is the representative and political voice of Northwestern University's Black undergraduate student body. The services and programs of FMO primarily seek to but are not limited to catering to the concerns and interest of the undergraduate Black student body, educating people on the contributions of Black people and Black culture to society, instilling consciousness of the state of Black affairs at Northwestern University and abroad, and developing Black leaders

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The History of FMO

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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, 54 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.

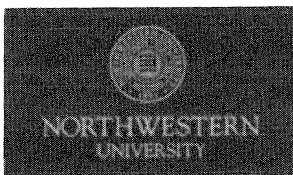
Black students came to Northwestern with a unique cultural and social history that demanded acknowledgement. Neither the curriculum nor the social life on campus recognized the unique perspectives or the cultural and social requirements of the new group. Pressures for change mounted and exploded, catalyzed 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.



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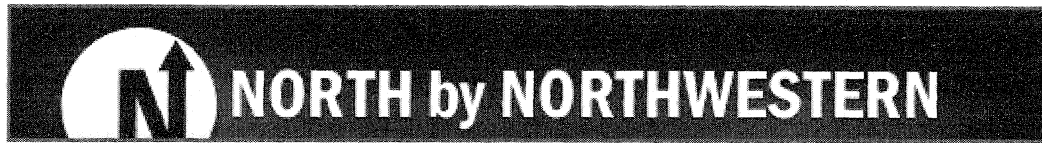
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[The Purple Line](#) / Oct. 13, 2008 at 10:54 pm

Protest marks the beginning of new black enrollment initiatives

By [Sam Barnett](#), [Joshua West](#) and [Ben Millstein](#)

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Video by Ben Millstein.

About 20 students demonstrated by the Rock on Monday to protest the number of black freshmen on campus in what organizers called the “prelude” to new student initiatives to drive up minority enrollment.

The protesters, coordinated by the African American Student Affairs office, greeted passerbys with poetry, speeches and a rendition of the Black National Anthem. They surrounded a large “81” on the Rock, representing the number of black freshmen in the 2,025-student class of 2012. The speakers encouraged students to take an active role in attracting a greater African American community to Northwestern and discussed plans for several new programs to increase black attendance.

“This is an issue that should fill up an area far greater than the 200 square feet that surround the Rock,” said Weinberg senior Mark Crain, the former head of the black student action group For Members Only (FMO), which co-organized the demonstration with African American Student Affairs.

The Freshman Advisory Board, a subsidiary of AASA, plans to keep drawing attention to the cause. Board President Tyris Jones said the demonstration would be the first of many programs if the group perceives a lack of response from the university community.

“We want to make this not just the problem of the Freshman Advisory Board or FMO, but of the whole community,” Jones said.

“This is an issue that should fill up an area far greater than the 200 square feet that surround the Rock.”

The activism won’t stop until group members feel an adequate level of diversity has been reached, Jones said. “If the world is 13 percent African American,” Jones said in his closing remarks at the

demonstration, “Northwestern should reflect that.”

The African American Student Association has partnered with the admissions office to spearhead their new programs, and the club is sponsoring a phone-a-thon to reach out to prospective black students. It also hopes to send members of Northwestern’s black community back to their high schools to promote the university.

Meanwhile, a few student initiatives are working to promote Northwestern to potential African American applicants. ASG Vice President Michael McGee has organized an ad hoc committee working with the Northwestern administration and student groups on campus.

One of the committee’s ideas is to bring 75 students from Chicago Public Schools for overnight campus visits in late November. Another is to create an online guide and tip sheets for prospective black students looking to apply to Northwestern.

“Whenever we have student panels, we give these students important advice about NU, but it stops there. Creating this guide will be able to give the same info to a lot more students,” McGee, a Communication junior, wrote in an e-mail to others working on the initiative.

McGee said in an interview Monday that he’s been working on the issue since his freshman year, but is looking to better coordinate recruitment efforts this time around. “Our main goal is to get communication together,” he said. “We’re trying to meet more regularly to get more goals in line.”

Some of the new initiatives are based on the success of Promote 360, a group of SESP students that is working with minority students. Volunteers have partnered with schools in the Chicago area to mentor minority pupils, most of whom are first-generation students. They have also taken pupils to campus tours and explained to them the process of applying and paying for college.

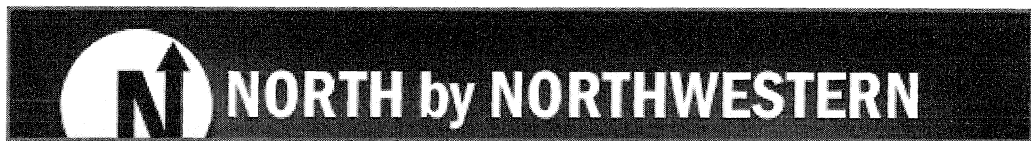
The group will head to Riverside Brookfield High School at the end of the month, for example, as part of a collaborative project to get students interested in Northwestern, said Erin Cunningham, a mentoring chair of Promote 360.

“The purpose is to get them to know someone in college,” Cunningham said. “And maintaining that connection with younger students is a really nice feeling.”

Related story: “Despite efforts, NU’s black enrollment continues to fall” (Sept. 23, 2008)



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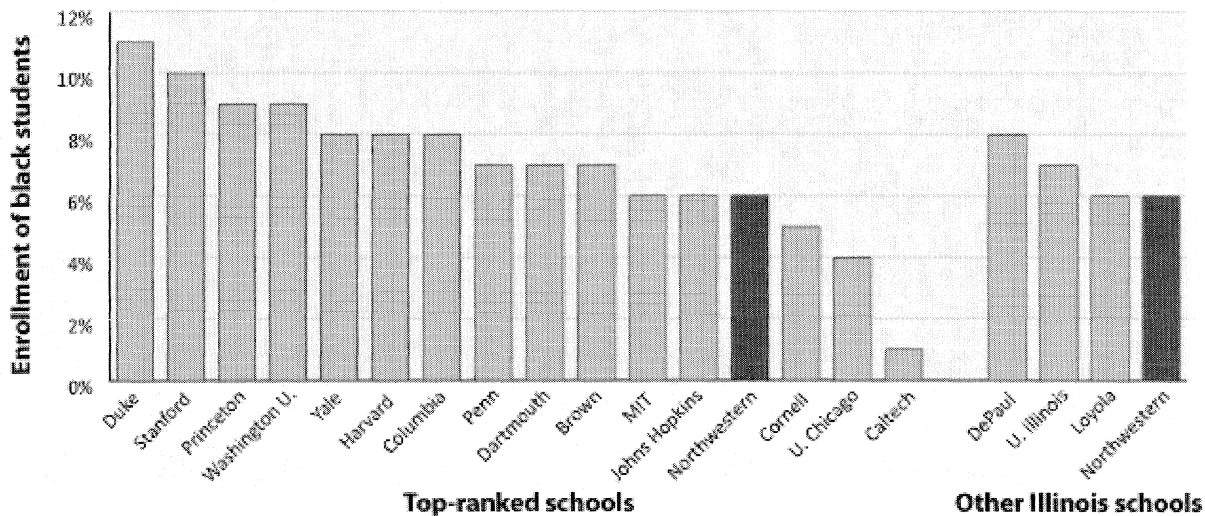
Northwestern / Sep. 22, 2008 at 11:59 pm

Despite efforts, NU's black enrollment continues to fall

By [Joshua West](#) and [Amina Elahi](#)

Black enrollment in American colleges

How Northwestern stacks up against other schools



Graphic by North by Northwestern. Source: The Princeton Review Web site, May 2008.

Northwestern wanted Lindsay Adams. As part of a university program for minority students, the high school senior was flown to campus a day before Discover NU, the preview weekend for prospective admitted students — and she loved what she found. The school welcomed her with open arms, the students were friendly and the weather held up, Adams said. Her enthusiastic hosts even planned a get-together for the prospective students at the African American Student Affairs House.

“I was banking on coming,” she said in an online interview.

But despite Northwestern's best efforts, Adams said she would instead attend the University of Richmond.

Adams may be but one accepted black student who won't be in Evanston this fall, but she's a part of what Northwestern's black leaders have seen as a worrying trend. They and the university have known for years that black enrollment has been halved over the past four decades, and Northwestern now has a host of programs to counter that decline — but it's not obvious that they're working.

Despite admitting more black students, flying some in to visit campus before the others and devoting four employees solely to minority enrollment, NU still only saw 87 black freshmen matriculate this year.

“I believe that Northwestern's black student community is at the point whether you can question its continued viability.” — C. Cole Dillon, former head of the NU Black Alumni Association.

The “fly-in” program, for instance, has been around for a decade or more, said Tamara Hadaway, assistant director of admissions and co-coordinator of African-American recruitment. Ten years ago, black enrollment was 5.9 percent, which is where it still is now.

This year doesn't bring an improved outlook: The number of black students was one of the smallest totals in years, comprising 4.2 percent of the overall student population. Though the university is still unsure about final numbers because of [waitlist fluctuations](#), that's less than half of what it was in 1973.

“This is an issue that black alumni have been discussing with the university for probably five or six years now,” said C. Cole Dillon, a SESP graduate who until recently was the head of the Northwestern Black Alumni Association. “I believe that Northwestern's black student community is at the point whether you can question its continued viability.”

Cole Dillon thinks that the root of the problem is the university's denial of it. “The most important thing in making any kind of change is you have to change your mind,” she said.

But Northwestern Provost Dan Linzer isn't pleased either. “We definitely are not satisfied with the number of African American students in the incoming first-year class or in the total undergraduate population,” he said in an e-mail, and the university continues to work on getting more admitted black students to enroll. He notes that the number of black applicants and admits grew this year, though the yield didn't keep pace.

Northwestern was listed as one of “four high-ranking universities” that saw a decline in black admissions in the past decade, according to a [recent article in the *Journal of Blacks in Higher Education*](#).

[Studies from the National Center for Education Statistics](#) show an increase in the number of black students enrolled in degree-granting institutions between 1976 and 2005, roughly the same period that Northwestern's enrollment has shrunk. By 2005, colleges across the country had 13-percent black enrollment. For the class of 2011, about five percent of Northwestern students who enrolled in fall of 2007 were black, according to the Office of Undergraduate Admission.

Weinberg senior Mark Crain, the former president of For Members Only, said the school's black alumni have a responsibility in addressing the issue with the school, and that conversations have been ongoing between Cole Dillon and President Henry Bienen, Vice President William Banis, and Mills.

Crain wants FMO, a student group which bills itself on its Web site as “the voice of the black community here at Northwestern,” to pair up with Northwestern Student Ambassadors, which functions as a liaison between black undergraduates, prospective students' families and the Office of Undergraduate Admissions. Although FMO focused more last school year on strengthening the black community already present at Northwestern, Crain said that FMO will be better equipped financially to put on a show for students this year.

“We wanted to make sure that at the point when we're ready for this huge push for black enrollment, we're actually showing them a unified, strong, black community,” he said.

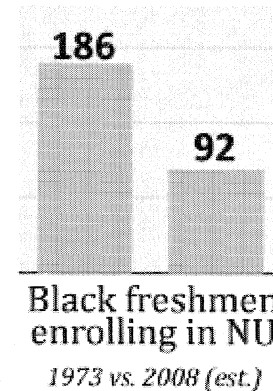
Making exceptions

“Our problem is not that black students are not getting accepted or applying, it's getting them to matriculate,” said Weinberg senior Jessica Bell, co-coordinator of the Northwestern Student Ambassadors.

Linzer agreed, and said the university will analyze this year's admitted students “to make adjustments next year.”

To show NU's black community to prospective students, the university has been inviting students to the “fly-in” program to see campus a day before the other students arrive, according to Bell.

“It can be overwhelming, so it's designed so that we introduce our prospects to the black community,” Bell said. “We invite our alumni and Greek life to show them that there is a sense of community and how you can find your own niche.”



Graphic by NBN.

Bell said she oversees student volunteers who call prospective black students during the fall of their senior year to get them excited about Northwestern, and calls once more during the spring to encourage them to attend Discover NU.

But the recruitment process starts before high school students apply. As of May, the admissions office had four employees who target black and Hispanic prospective students, according to Onis Cheathams, associate director of admissions at Northwestern. They visit high schools with large minority student populations — in Chicago, Georgia and Los Angeles, for example — to entice potential applicants.

The admissions office is also affiliated with minority outreach organizations such as [Prep for Prep](#), a New York-based group that links minority students to private schools. The group brings students to colleges nationwide, including Northwestern, for student-hosted visits. Cheathams said she follows up via e-mail and sends students information.

A historical struggle

According to historical archives from FMO, prior to 1966, Northwestern was “essentially homogeneous in racial, religious, and socioeconomic terms.”

“Race is not a problem because the Negro does not exist here,” one black student wrote in a letter to *The Daily Northwestern* in the spring of 1966.

That changed quickly, for in the fall the university saw the arrival of 54 black freshmen. In less than ten years, the number of entering black freshmen went from five in 1965 to 186 eight years later (by comparison, the fall of 2007 saw just 111). During the same period, black enrollment swelled to 700, or ten percent of undergraduates. The increase stemmed from university administrators recruiting blacks from urban areas, mainly Chicago. However, the university was unaware of the implications a significant black presence would have on the schools social structure, and that the social scene was “generally inhospitable” to black students.

“Race is not a problem because the Negro does not exist here,” one black student wrote in a letter to *The Daily* in the spring of 1966.

Shortly after the 1968 assassination of Dr. Martin Luther King Jr., racial tensions reached a peak as

between 110 and 120 black students occupied the Bursar's Office on Clark Street and presented the university with a list of demands.

Student leaders and university officials quickly agreed to enhance, "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 so that the percentage of African-Americans at the school was reflective of the national population, to introduce black studies into the curriculum, consult black students about future employment decisions that impacted them and to create a center where black students could congregate.

But the number has diminished since then.

A slow fade

"It's really heartbreaking that, 40 years later, we have the same set of concerns being expressed by students," Cole Dillon said.

She also mentioned economic constraints as an obstacle. Although financial aid is offered to those students who can demonstrate need, forms like the FAFSA do not have a space for students to explain familial monetary obligations. Some youths are expected by their families to care for their immediate and extended families financially, and this economic strain is neither recognized nor cared for by the university, Cole Dillon said.

For his part, Linzer said financial aid is 99-percent need-blind, and "race and ethnicity do not enter the equation."

Northwestern also recently announced it was joining a no-loan financial aid program, and "this should have a significant impact on the attractiveness of Northwestern to a number of under-represented minority applicants," Linzer said.

"When I was a student, Northwestern had implemented a program that expressly went after underprivileged but academically qualified inner-city students," Cole Dillon said. "I don't believe that today's inner-city student would have the same opportunity at Northwestern that students in my era had, which is a shame considering that Northwestern is contiguous to probably the largest urban community in the country," she said, referring to Chicago.

Cole Dillon believes that while Northwestern can take some credit for contributing to the strong middle- and upper-class black communities that exist, it should also take responsibility for not giving all blacks the equal opportunity to cross "that economic and intellectual ravine."

"Sometimes students don't want to be matched by race. They don't want to be singled out." — Jessica Bell, co-coordinator of the Northwestern Student Ambassadors.

Ultimately, Crain believes there is no reason why the numbers shouldn't be higher at Northwestern.

"You can't make excuses like, 'The pool is shrinking,' or other excuses like that because other institutions of this caliber do have higher enrollments," Crain said. "At the end of the day, other institutions aren't failing like we are to attract black students."

Evaluating the community

During the spring, letters were sent out to accepted black students encouraging them to visit and enroll in Northwestern. To create a connection between hosts and prospective students, the Office of Undergraduate Admissions attempted to match students based on demographics, major or common

interests. Students were also asked if they would like to be matched based on race.

“Sometimes students don’t want to be matched by race,” Bell said. “They don’t want to be singled out. If you grew up in a white town and went to a white high school, you might feel more at ease if you were with the average NU student.”

Weinberg freshman Celeste Gilyard said the community did play a role in her decision but hoped that interaction with people from different backgrounds would ease the transition.

“Although I did hear it was a diverse school, I also heard that there weren’t as many African-Americans as some of the other minorities at the school,” she said. “But I’ve always gotten along with a lot of people, and my high school is kind of the same way.”

The same rang true for Weinberg freshman Adam Thompson-Harvey, who said that the black community was definitely not the deciding factor.

“I just wanted to make sure I would feel comfortable knowing I would have a sizable amount of my race to get to know next year, rather than only having a few in the class,” he said.

Financial aid

Schools like Stanford, Harvard, and Duke are more accommodating of a diverse student population in general, Bell said.

“If your parents make below a certain amount, you can come for free,” she said.

In February, [Stanford University](#) announced an [enhanced financial aid program](#) in which students whose parents or guardians make less than \$100,000 annually will not have to pay tuition.

The west-coast university will cover students whose parents earn less than \$60,000 annually for room, board, and other educational expenses. The program follows similar measures put in place by Harvard and Yale to increase aid to undergraduate students, after lawmakers criticized wealthy universities for increasing tuition even as their endowments grew.

Although Northwestern has no such financial aid program in the works compared to Stanford’s, Bell said increasing the black presence on campus starts with the current undergraduate student body.

“If we really want to see a change, we have to get existing students excited about hosting, and getting students to come here,” she said. “We can only work with what we have, and if black students don’t want to host, it will show when prospies visit.”

But prospective black students who visited on Wildcat Days as well as those who did not make the trip shared various sentiments concerning financial aid as well as the size of NU’s black community.

“Ultimately, the decision was to come down to how much money the school gave me,” said Communication freshman Paris West.

Disclosure: Writer Joshua West is a member of For Members Only.

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So how *do* students choose Northwestern, anyway? Or you can [return home](#).

Northwestern University

From Wikipedia, the free encyclopedia

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For other universities with a similar name, see Northwestern University (disambiguation).

Northwestern University (**NU**) is a private research university located primarily in Evanston, Illinois. Northwestern is a comprehensive research institution consisting of eleven undergraduate, graduate, and professional schools and colleges: the Judd A. and Marjorie Weinberg College of Arts and Sciences, the Feinberg School of Medicine, the J.L. Kellogg Graduate School of Management, the Robert R. McCormick School of Engineering and Applied Science, the Graduate School, the Medill School of Journalism, the Bienen School of Music, and the Schools of Communication, Law, Education and Social Policy, and Continuing Studies.

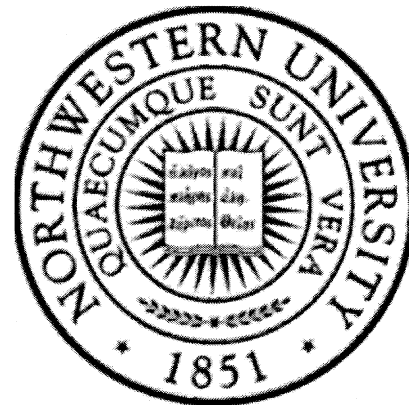
Northwestern was founded in 1851 by John Evans to serve the people of what had once been the Northwest Territory. Instruction began in 1855, and women were first admitted in 1869. Today, Northwestern's main campus is a 240-acre (97 ha) parcel in Evanston, along the shore of Lake Michigan. The university's campus in downtown Chicago is the location of its law and medical schools. The Medill School of Journalism and School of Communication also have a campus in Education City, Doha, Qatar.

In 2008 Northwestern enrolled 8,476 undergraduate and 9,955 graduate and professional students.^[3] The Northwestern Wildcats compete in 19 intercollegiate sports in the NCAA's Division I, primarily in the Big Ten Conference.

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Northwestern University



Motto	<i>Quaecumque sunt vera</i> (Latin)
Motto in English	Whatsoever things are true (Philippians 4:8 KJV)
Established	1851
Type	Private
Endowment	US \$5.34 billion ^[1]
President	Morton O. Schapiro
Provost	Daniel I. Linzer
Faculty	2,925 ^[2]
Students	18,028 ^[3]
Undergraduates	8,284 ^[3]
Location	 Evanston and Chicago, Illinois, U.S.
Campus	Evanston main campus, Suburban, 240 acres (97 ha); Chicago campus, Urban, 20 acres (8.1 ha)
Colors	Purple and White ^[4]
Mascot	Willie the Wildcat
Athletics	NCAA Division I, Big Ten

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Wildcats

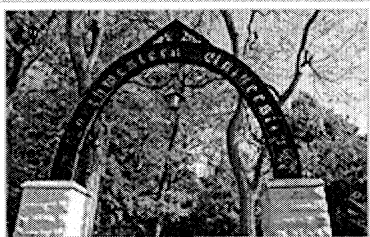
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**NORTHWESTERN
UNIVERSITY**

History

Main article: History of Northwestern University



The Arch at Northwestern's Evanston campus

The history of Northwestern University can be traced back to a May 31, 1850 meeting of prominent Chicago businessmen who shared a desire to establish a university to serve what had once been the the Northwest Territory. On January 28, 1851, the Illinois General Assembly granted a charter to the *Trustees of the North Western University* making it the first recognized university in Illinois.^{[5][6][a]} The school's nine founders were all Methodists (including three ministers in the church) and were committed to non-sectarian admissions for the entire population of the territory.^{[7][8]}

John Evans purchased 379 acres (153 ha) of land along Lake Michigan in 1853 and Philo Judson began developing the plans for what would become the city of Evanston. The first building, Old College, opened on November 5, 1855.^[9] As a private university that had to raise funds for construction, Northwestern sold \$100 "perpetual scholarships" that entitled the purchaser and his heirs to free tuition.^{[10][11]} In 1873, the Evanston College for Ladies merged with Northwestern, and Frances Willard, who later gained fame as a suffragist, became the school's first dean of women. Northwestern admitted its first female students in 1869 and the first female student graduated in 1874.^[12]

Northwestern first fielded an intercollegiate football team in 1882 and later became a founding member of the Big Ten Conference. Northwestern became affiliated with professional schools of law, medicine, and dentistry throughout the Chicago area in the 1870s and 1880s. Enrollments grew through the 1890s and under Henry Wade Rogers these new programs were integrated into a modern research university combining professional, graduate, and undergraduate programs, and emphasizing teaching along with research.^{[13][14]} The Association of American Universities invited Northwestern to become a member in 1917. Under Walter Dill Scott's presidency from 1920–1939, Northwestern began construction of an integrated campus in downtown Chicago designed by James Gamble Rogers to house the professional schools, the establishment of the Kellogg School of Management, as well as opening new buildings on

the Evanston campus like Dyche Stadium and Deering Library. A proposal to merge Northwestern with the University of Chicago was considered in 1933 but rejected by both schools.^{[15][16]} Northwestern hosted the first-ever NCAA Men's Division I Basketball Championship game in 1939 in the original Patten Gymnasium, which was later demolished and relocated farther north in order to make room for the Technological Institute.

Like other American research universities, Northwestern was transformed by World War II. Franklyn B. Snyder lead the university from 1939 to 1949 and during the war nearly 50,000 military officers and personnel were trained on the Evanston and Chicago campuses. After the war surging enrollments under the G.I. Bill drove drastic expansion of both campuses. In 1948, prominent anthropologist Melville J. Herskovits founded the Program of African Studies at Northwestern, the first center of its kind at an American academic institution.^[17] J. Roscoe Miller's tenure from 1949–1970 was responsible for the expansion of the Evanston campus with the construction of the Lakefill on Lake Michigan, growth of the faculty and new academic programs, as well as polarizing Vietnam-era student protests. In 1978, the first and second Unabomber attacks occurred at Northwestern University.^[18] Tensions between the Evanston community and Northwestern were strained throughout much of the post-war era given episodes of disruptive student activism,^[19] disputes over municipal zoning, building codes, and law enforcement,^[20] as well as restrictions on the sale of alcohol near campus until 1972.^{[21][22]} Northwestern's exemption from state and municipal property tax obligations under its original charter was a particular source of town and gown tension and lead to a federal lawsuit between the city and university which was settled out-of-court in 2004.^{[23][24]}



University Hall, the second building constructed on the campus, and the oldest building still standing.

As government support of universities declined in the 1970s and 1980s, President Arnold R. Weber oversaw the stabilization of university finances and revitalization of the campuses. As admissions to colleges and universities grew increasingly competitive throughout the 1990s and 2000s, Henry S. Bienen's tenure oversaw the increase in the number and quality of undergraduate applicants, continued expansion of the facilities and faculty, as well as renewed athletic competitiveness. In 1999, Northwestern student journalists uncovered information that exonerated Illinois death row inmate Anthony Porter two days before his scheduled execution and the Innocence Project has since exonerated nine more innocent men.^{[25][26]} On January 11, 2003, in a speech at Northwestern School of Law's Lincoln Hall, Governor of Illinois George Ryan announced that he would commute the sentences of more than 150 death row inmates.^[27]

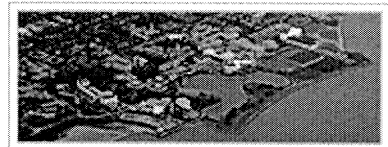
The Latin phrase on Northwestern's seal *Quaecumque sunt vera* ("Whatsoever things are true") is drawn from Philippians 4:8. Also on Northwestern's seal is a Greek phrase inscribed on the pages of an open book: *ho logos pleres charitos kai aletheias*, which translates as "The Word... full of grace and truth" from the Gospel of John 1:14. Both the Latin and Greek phrases express the values of the University's Methodist founders.^{[8][28]} Purple became Northwestern's official school color in 1892,^[29] replacing black and gold after a university committee thought that the colors were common to too many other universities. Today, Northwestern only has one official color, royal purple although white is a *de facto* official color mentioned in both the university's *Alma Mater* ("Hail to purple, hail to white") and some university guidelines.^{[4][30]}

Campuses

See also: List of Northwestern University buildings

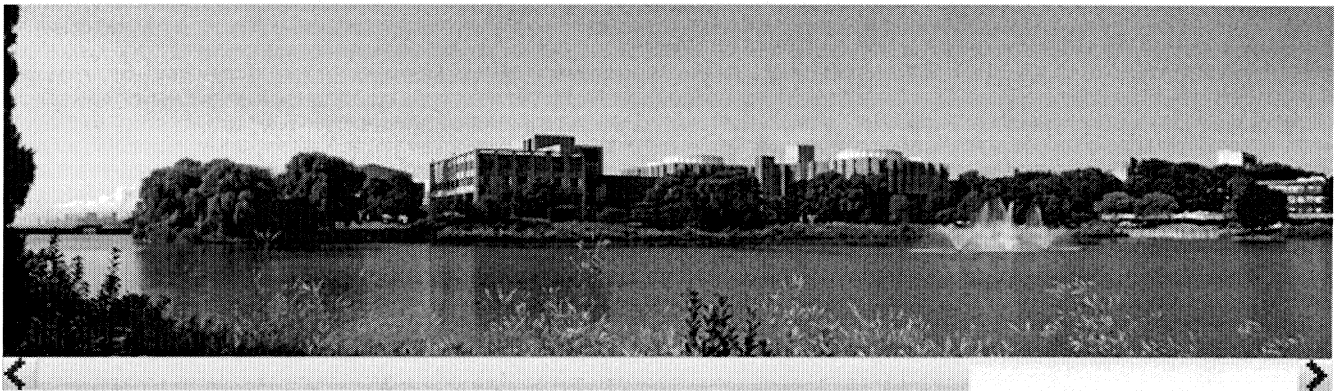
Evanston

Northwestern's Evanston campus, home to the undergraduate program, graduate school, and business school, runs north-south in between Lake Michigan and Sheridan Road from Clark Street to Central Street. The north side of campus is home to the campus' fraternity quads, the Henry Crown Sports Pavilion and other athletic facilities, the Technological Institute, Dearborn Observatory, and other science-related buildings including Ryan Hall, and the Ford Motor Company Engineering Design Center. The south side of campus is home to the University's humanities buildings, music buildings (such as Pick-Staiger Concert Hall), art buildings (such as the Mary and Leigh Block Museum of Art), and sorority quads. This division in building location, along with the fact that the south end of campus is closer to the downtown center of Evanston, creates a cultural difference between the students typically found on either end of the campus. In the 1960s, the University expanded its campus boundaries by constructing a lakefill in Lake Michigan. The additional 84 acres (34 ha) are now home to the Northwestern University Library, Norris University Center, and Pick-Staiger Concert Hall, among other facilities.



Northwestern's Evanston campus is located on Lake Michigan.

The Chicago Transit Authority's elevated train running through Evanston is called the Purple Line, taking its name from Northwestern's school color. The Foster and Davis stations are within walking distance of the southern end of the campus, while the Noyes station is close to the northern end of the campus. The Central station is close to Ryan Field, Northwestern's football stadium. The Evanston Davis Street Metra station serves the Northwestern campus in downtown Evanston and the Evanston Central Street Metra station is near Ryan Field.



Panorama of Northwestern University lakefill

Chicago

Northwestern's Chicago campus is located in the city's Streeterville neighborhood. The Chicago campus is home to the medical school and hospital, the law school, the part-time business school, and the School of Continuing Studies, which offers evening and weekend courses for working adults. Northwestern's professional schools and hospital in downtown Chicago are about four blocks east of the Chicago station on the CTA Red Line. The Chicago Transit Authority and Pace Suburban Bus Service have several bus routes that run through both campuses.



Northwestern's professional schools had been founded or affiliated with the university at various times in its history and consequently their facilities were scattered throughout Chicago.^[32] In connection with a 1917 master plan for a central Chicago campus and President Scott's capital campaign, 8.5 acres (3.4 ha) of land were purchased at the Corner of Chicago Avenue and Lake Shore Drive for \$1.5 million in 1920.^[32] George McKinlock donated \$250,000 to have the campus named in honor of his son, Alexander McKinlock Jr. who died in World War I, but his financial losses during the Great Depression prevented him from fulfilling his pledge, so the university forgave his debt and the name defaulted to the Chicago campus instead.^{[32][33]} James Gamble Rogers was given a commission to create a master plan for the major buildings on the new campus which he designed in a collegiate gothic style. In 1923, Mrs. Montgomery Ward donated \$8 million to the campaign to fund the construction of the Montgomery Ward Memorial Building to house the medical and dental schools and create endowments for faculty chairs, research grants, scholarships, and building maintenance.^[34] The building would become the first skyscraper housing academic facilities in the United states.^[31] In addition to the Ward Building, Rogers designed Wieboldt Hall to house facilities for the School of Commerce^[35] and Levy Mayer Hall to house the School of Law.^[36] The new campus comprising these three new buildings were dedicated during a two-day long ceremony in June 1927. The Chicago campus continued to expand with the addition of Thorn Hall in 1931 and Abbott Hall in 1939.^{[32][37]}

The Montgomery Ward Building at the Feinberg School of Medicine—America's first academic skyscraper.^[31]

Qatar

In fall 2008, Northwestern opened a campus in Education City, Doha, Qatar joining five other American universities: Carnegie Mellon University, Cornell University, Georgetown University, Texas A&M University, and Virginia Commonwealth University.^[38] The Medill School of Journalism and School of Communication offer bachelors degrees in journalism and communication respectively.^[39] The Qatar Foundation for Education, Science and Community Development provided funding for construction and administrative costs as well as support to hire 50 to 60 faculty and staff, some of whom will rotate between the Evanston and Qatar campuses.^{[40][41]}

Sustainability

In 2009 The Sustainable Endowments Institute awarded Northwestern a “C+” on its College Sustainability Report Card.^[42] In January 2009, the Green Power Partnership (GPP, sponsored by the EPA) listed Northwestern as one of the top 10 universities in the country that purchase the most energy from renewable sources. A total of 40 million kWh, or 20% of the energy supplied to Northwestern’s Evanston and Chicago campuses is offset through the purchase of Renewable Energy Certificates (RECs).^{[43][44]}

Northwestern requires that all new buildings will be LEED-certified. Currently there are two LEED Certified buildings on campus: The Wieboldt School of Continuing Studies was awarded Gold LEED Certification in 2007, and the Ford Motor Company Engineering Design Center was awarded Silver LEED Certification in 2006. New construction and renovation projects will be designed to provide at least a 20% improvement over energy code requirements where technically feasible.^[45] The university also released the Evanston Campus Framework Plan at the beginning of the 2008-2009 academic year, which outlines plans for future development of the Evanston Campus. The plan not only emphasizes the sustainable construction of buildings, but also discusses improving transportation by optimizing

pedestrian and bicycle access.^[46] Northwestern has had a comprehensive recycling program in place since 1990. Annually more than 1,500 tons are recycled at NU, which represents 26% of the waste produced on campus. Additionally, all landscape waste at NU is composted.^[44]

Organization and administration

Northwestern is owned and governed by a privately-appointed board of trustees. The current board, with 70 members and chaired by Patrick G. Ryan, delegates its power to an elected President to serve as the chief executive officer of the university.^[47] Northwestern has had sixteen presidents in its history (excluding interim presidents) and the current president, Morton O. Schapiro succeeded Henry Bienen's fourteen year tenure on August 31, 2009..^{[48][49]} Former President Bienen's total compensation for 2006–2007 was \$1,742,560.^[50] The president currently has an immediate staff of 21 vice presidents, directors, and other assistants for administrative, financial, faculty, and student matters.^[51] The Provost, Daniel I. Linzer since September 2007, serves under the President as the chief academic officer of the university and is the office to which the deans of every academic school, leaders of cross-disciplinary units, and chairs of the 17 standing faculty committees report.^[52]

The University Senate is composed of all full-time faculty and makes recommendations on matters of educational policy, recommends candidates for honorary degrees, and can elect special committees such as the 22-member General Faculty Committee which serves as a liaison between the faculty and administration.^{[53][54]} The Associated Student Government and Graduate Student Association are likewise the elected, representative liaison bodies for undergraduate and graduate students respectively to the university administration.^{[55][56]}

Northwestern University is composed of 11 schools and colleges. The faculty for each school consists of the university president, provost, the dean of the school, and the instructional faculty. Faculty are responsible for teaching, research, advising students, and serving on committees. The admission requirements, degree requirements, course of study, disciplinary and degree recommendations are determined by the voting members of each school's faculty (assistant professor and above).^[54]

In 2007, Northwestern's endowment increased by 11.4% to \$7.243 billion, making it the 8th-largest endowment of all American universities.^[57] In the eleven year period between 1997 and 2007, the endowment grew by an average rate of 13.4%.^[58] \$187.9 million in gifts and other voluntary support were made to Northwestern in 2006–2007.^[59] In 2003, Northwestern finished a five-year capital campaign which raised \$1.55 billion, \$150 million more than its goal. In 2007, the university sold its royalty interest in the pain relief drug Lyrica (developed at Northwestern by Professor Richard Bruce Silverman) for \$700 million, the largest royalty sale in history,^[60] and the proceeds placed in the endowment to support financial aid, research, and construction.^[61]

Undergraduate and Graduate Programs Evanston Campus

- Judd A. and Marjorie Weinberg College of Arts and Sciences (1851)
- School of Communication (1878)
- Henry and Leigh Bienen School of Music (1895)
- Robert R. McCormick School of Engineering and

Graduate and Professional Evanston Campus

- Garrett-Evangelical Theological Seminary (1853)
- Kellogg School of Management (1908)
- The Graduate School (1910)

- Applied Science (1909)
- Medill School of Journalism (1921)
- School of Education and Social Policy (1926)
- School of Continuing Studies (1933)

Chicago Campus

- School of Continuing Studies (1933)

Chicago Campus

- Feinberg School of Medicine (1859)
- Kellogg School of Management (1908)
- School of Law (1859)

Academics

Northwestern is a large, highly residential research university.^[79] Accredited by the North Central Association of Colleges and Schools and the respective national professional organizations for chemistry, psychology, business, education, journalism, music, engineering, law, and medicine,^[80] the university offers over 130 undergraduate programs and 70 graduate and professional programs.^{[81][82]} NU granted 2,089 bachelors degrees, 2,665 masters degrees, 462 doctoral degrees, and 416 professional degrees in 2006–2007.^[3]

The four year, full-time undergraduate program comprises the majority of enrollments at the university and emphasizes instruction in the "arts & sciences/professions."^[79] There is no required common core curriculum; individual degree requirements are set by the faculty of each school.^[54] Northwestern's full-time undergraduate and graduate programs operate on an approximately 10 week academic quarter system with the primary three academic quarters beginning in late September and ending in early June.^[83] Although undergraduates are required to complete at least 12 quarters on campus to graduate, Northwestern offers honors, accelerated, and joint degree programs in medicine, science, mathematics, engineering, and journalism.^[84] The comprehensive doctoral graduate program has high coexistence with undergraduate programs.^[79]

Undergraduates with grade point averages in the highest 3 percent of each graduating class are awarded degrees *summa cum laude*, the next 5 percent *magna cum laude*, and the next 8 percent *cum laude*.^[85] Northwestern also has chapters of academic honor societies such as Phi Beta Kappa, Eta Kappa Nu, Tau Beta Pi, and Lambda Pi Eta.^[85] Since 1951, Northwestern has awarded 520 honorary degrees to distinguished individuals.^{[86][87]}

Undergraduate tuition for the 2008–2009 school year was \$37,125.^[88] Northwestern awards financial aid solely on the basis of need through loans, work-study, grants, and scholarships.^{[88][89]} \$213.8

University rankings

<i>ARWU</i> World ^[62]	29
<i>ARWU</i> North & Latin America ^[63]	22
<i>ARWU</i> Natural Science & Math ^[64]	30
<i>ARWU</i> Engineering & CS ^[65]	20
<i>ARWU</i> Life Sciences ^[66]	51
<i>ARWU</i> Clinical Medicine ^[67]	39
<i>ARWU</i> Social Sciences ^[68]	13
<i>THES</i> World ^[69]	33
<i>USNWR</i> National University ^[70]	12
<i>USNWR</i> Business ^[71]	3
<i>USNWR</i> Law ^[72]	10
<i>USNWR</i> Medical (research) ^[73]	20
<i>USNWR</i> Medical (primary care) ^[74]	44
<i>USNWR</i> Engineering ^[75]	21
<i>USNWR</i> Education ^[76]	7
<i>Forbes</i> ^[77]	11
<i>FSPI</i> ^[78]	19

million was offered in financial aid across the university's undergraduate and graduate programs, including \$81 million from university funds, federal and state aid, and outside sources awarded to 3,380 undergraduates in 2007–2008.^{[88][89]} Beginning in fall 2008, Northwestern replaced loans with grants for students with the greatest financial need, although only 9% of students qualify for Pell Grants.^{[90][91]} 46% of Northwestern undergraduates graduate with student debt and the average debt is \$18,393.^[91]

Among the six undergraduate schools, 51.2% of undergraduate students are enrolled in the Weinberg College of Arts and Sciences, 17.2% in the McCormick School of Engineering, 14.7% in the School of Communication, 8.4% in the Medill School of Journalism, 5.0% in the Bienen School of Music, and 3.4% in the School of Education.^[92] The five most commonly awarded degrees are in economics, journalism, communication studies, psychology, and political science.^[93] While professional students are affiliated with their respective schools, the Graduate School rather than home schools is responsible for enrolling and administering the full-time graduate students pursuing advanced academic degrees.^[94] ^[95] With 2,075 students enrolled in science, engineering, and health fields,^[96] the largest graduate programs by enrollment include chemistry, integrated biology, material sciences, electrical engineering and computer science, neuroscience, and economics.^[97] The Kellogg School of Management, School of Law, and Feinberg School of Medicine are the three largest professional programs by enrollment.^[92]

Libraries and museums

The Northwestern library system consists of four libraries on the Evanston campus including the central University Library, three on the Chicago campus, and two affiliated with the Garrett-Evangelical and Seabury-Western seminaries respectively.^[98] The library contains over 4.6 million volumes, 4.5 million microforms, and 45,000 periodicals making it (by volume) the 30th-largest university library in North America and the 10th-largest library among private universities.^{[98][99]} Library expenditures totaled \$26.3 million in 2006 and over 100,000 volumes were added in the same year.^[99] Notable collections in the library system include the Melville J. Herskovits Library of African Studies, one of the largest Africana collections in the world,^[100] an extensive collection of early edition printed music and manuscripts as well as late-modern works, and an art collection noted for its 19th and 20th-century Western art and architecture periodicals.^[101] The library system participates with twelve other universities in digitizing its collections as a part of the Google Book Search project.^[101] The Mary and Leigh Block Museum of Art is a major art museum within Chicagoland and contains over 4,000 works in its permanent collection in addition to dedicating a third of its space to temporary and traveling exhibits as a *kunsthalle*.^[102]



The neo-Brutalist architecture of the University Library

Research

Northwestern was elected to the Association of American Universities in 1917 and remains a research university with "very high" research activity.^{[79][103]} Northwestern's schools of management, engineering, and communication are among the most academically productive in the nation.^[104] Northwestern manages research and development budgets that totaled \$420.0 million in 2006, 34th among all universities and



13th among private universities in the United States.^{[105][106]} \$250.0 million originated from the federal government, \$12.2 million from industry, \$5.1 million from state and local governments, \$44.5 million from other sources, and \$108.2 million from Northwestern's own institutional funds, the third most among private universities nationwide.^[105] Northwestern dedicates 839,000 square feet (77,900 m²) to science and engineering research space, predominately in the medical and biological sciences.^[107] Northwestern spent \$29.8 million on research in non-science and engineering fields like management, education, law, communication, and journalism in 2006, 12th most among all American universities.^[108] \$61.56 million in congressional earmarks were appropriated to Northwestern between 1990 and 2003 and \$4.98 million in appropriations were granted in 2008.^{[109][110]} Northwestern researchers disclosed 184 inventions, filed 158 patents applications, received 32 patents, started 9 companies, and generated \$776 million in license income in 2008, although the latter is distorted by the \$700 million sale of Lyrica to Pfizer, the largest royalty sale in history.^{[60][111]}

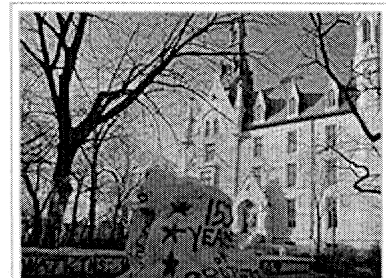
Ford Design Center

NU is home to the Northwestern Institute for Complex Systems, Nanoscale Science and Engineering Center, Materials Research Center, Institute for Policy Research, International Institute for Nanotechnology, Center for Catalysis and Surface Science, Buffet Center for International and Comparative Studies, the Initiative for Sustainability and Energy at Northwestern ^[112] and the Argonne/Northwestern Solar Energy Research Center.^[113]

Campus life

Traditions

Northwestern University is home to a number of student traditions. Painting The Rock (originally a fountain that was donated by the Class of 1902) is a way to advertise Greek organizations, student groups, and on-campus events.^[114] Dance Marathon, a 30-hour philanthropic event, raises several hundred thousand dollars every winter. *Primal Scream* is held at 9 p.m. on the Sunday before finals week every quarter. For the event, students lean out windows or gather in court yards and scream at the top of their lungs.^[115] Armadillo Day, or more commonly Dillo Day, is held on Northwestern's Lakefill every Spring on the weekend after Memorial Day.^[115]



The Rock in front of University Hall

Northwestern has several traditions for football games. Students perform the Wildcat Growl when opposing teams control the ball, while making "claws" with their hands. Also, students jingle their keys at the beginning of each kickoff. Students used to throw marshmallows during football games, but this unusual tradition was discontinued at the behest of former football coach Gary Barnett.^[116] The Rebecca Crown Center Clock Tower glows purple (instead of its usual white) after a winning game, announcing the results to a large part of the Evanston community. The Clock Tower remains purple until a loss or the end of the sports season. The Clock Tower is now lit for football, men's basketball, and women's lacrosse victories; important wins in other sports may also prompt a lighting. This is a recent change from the original tradition of lighting the Clock Tower purple only after winning football games, and keeping it purple during the off-season if the football team won its last game of the season.

Media

The Daily Northwestern is the main student newspaper at Northwestern. It is published on weekdays during the academic year. Established in 1881, it is run entirely by undergraduates. Although it serves the Northwestern community, the *Daily* is not affiliated with the university and is supported entirely by advertisers. It is owned by the Students Publishing Company. Current circulation is in excess of 7,500.

North by Northwestern is an independent, online magazine founded and run entirely by Northwestern undergraduate students. It was established in September 2006 by Medill students and is not affiliated with Northwestern University. It is published weekdays, with updates on breaking news stories and special events throughout the day and on weekends.

WNUR (89.3 FM) is a 7200 watt radio station that broadcasts to Chicago and its northern suburbs. However, music is not the only part of WNUR's programming. Students broadcast Northwestern's varsity athletics (football, men's and women's basketball, baseball, softball, and women's lacrosse) live, produce news updates on weekdays, and discuss politics, current events, and literature.

The Northwestern News Network, commonly known as NNN, is the student television news and sports operation at Northwestern. It broadcasts news and sports programming three days of the week during the academic year on NU Channel 1, online at nnntv.org and weeknights at 10 p.m. on Evanston cable access channel 6.

The Northwestern Syllabus Yearbook, known as Syllabus, is the only official yearbook on campus. Founded in 1885, the yearbook contains all of the priceless moments that occur in any given year at Northwestern. Published by Students Publishing Company and run by Northwestern students, Syllabus seeks to include all memorable events of that specific year. The book covers events in a spring quarter through winter quarter cycle, and as such, is released every year in late May.

The Northwestern Flipside is a satirical publication at Northwestern University. Founded in 2009, *The Flipside* publishes a weekly issue both in print and online.

Performing arts

Student theater enjoys a highly visible presence on campus. Two annual productions are especially notable: the Waa-Mu show, and the Dolphin show. Waa-Mu is an original musical, written and produced almost entirely by students. Children's theater is represented on campus by Griffin's Tale and Purple Crayon Players. Its umbrella organization—the Student Theatre Coalition, or StuCo—organizes the 9 fully-functioning student theatre companies, plus some other performance groups. Students produce over sixty independent productions each year. Many Northwestern alumni have used these productions as stepping stones to successful television and film careers. Chicago's Lookingglass Theatre was founded by several alumni, including David Schwimmer, and began in the Great Room in Jones Residential College.

Northwestern also has a variety of improv groups. The improv and sketch comedy group Mee-Ow lists Julia Louis-Dreyfus, Ana Gasteyer, Dermot Mulroney, Seth Meyers, John Cameron Mitchell, and Kristen Schaal among its alumni. Mee-Ow, Titanic, and Out da Box, a multicultural comedy show, along with Northwestern's theatre department, have brought attention to Northwestern's improv comedy training and performance.

There are ten a cappella groups and a variety of dance companies on campus. The dance companies include Fusion Dance Company, Northwestern's premiere Hip-Hop Dance Crew; Graffiti Dancers, a dance group that focuses on jazz and modern; and Boomshaka, Northwestern's premiere drum and dance

ensemble, combining body rhythm, drumming, and dance. Radio drama featuring student voice actors is a staple of WNUR's programming.

Service

Many Northwestern students are also heavily involved in community service. Annual events include Dance Marathon, a 30-hour event that raised over \$917,000 for charity in 2009.^[117] Another annual event, Project Pumpkin, is a Halloween celebration hosted by Northwestern Community Development Corps (NCDC), where over 800 local children are invited to campus for an afternoon of games and candy. NCDC connects hundreds of NU student volunteers to over 20 volunteer sites in Evanston and Chicago communities throughout the year. Many students have assisted with the Special Olympics and have taken alternative spring break trips to hundreds of service sites across the United States. Northwestern students also participate in the Freshman Urban Program, which is a special program for students who are interested in community service. A large and growing number of students participate in the university's Global Engagement Summer Institute (GESI), a group service-learning expedition in Asia, Africa, or Latin America, in conjunction with the Foundation for Sustainable Development.^[118] Internationally recognized non-profit organizations have also been born at NU such as the World Health Imaging, Informatics and Telemedicine Alliance, which spun off from an engineering student's honors thesis.^{[119][120]}

Housing

See also: List of Northwestern University residences

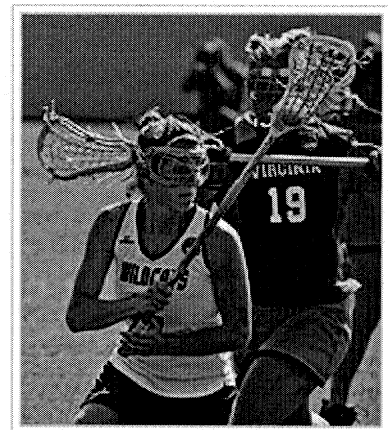
Northwestern has diverse student housing options, including both regular residence halls and specially-themed "Residential Colleges." Some residential colleges include Jones Residential College, dedicated to the arts, multi-themed Willard Residential College, science and engineering themed Slivka Residential College, the International Studies Residential College and the Communications Residential College (CRC) for students interested in communications.

In fall 2007, 27% of students were affiliated with a fraternity or a sorority.^[121] Northwestern recognizes 21 fraternities and 18 sororities.^[122]

Athletics

Main article: Northwestern Wildcats

Northwestern is a charter member of the Big Ten Conference and the only private institution in the conference. Currently, Northwestern fields 19 intercollegiate athletic teams (8 men's and 11 women's) in addition to numerous club sports.^[2] Current successful athletic programs include men's soccer, wrestling, swimming, golf, tennis and women's tennis, softball, fencing and lacrosse.^[123] The women's lacrosse team won five consecutive NCAA national championships between 2005 and 2009, went undefeated in 2005 and 2009, and holds several scoring records.^{[124][125]} The men's basketball team is recognized by the Helms Athletic Foundation as the 1931 National Champion.^[126] In the 2008–2009 school year, a total of 184 athletes

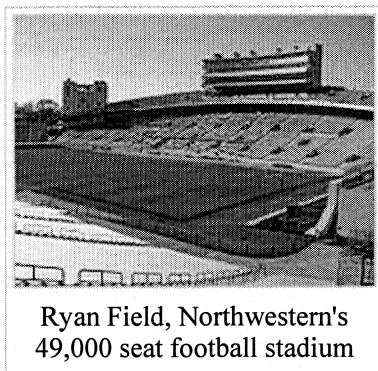


received Academic All-Big Ten honors: 75 athletes in the fall season,^[127] 41 in the winter season,^[128] and 68 in the spring season.^[129]

2005 NCAA Women's Lacrosse Championship game between the Virginia Cavaliers and Northwestern Wildcats

The football team plays at Ryan Field (formerly known as Dyche Stadium); the basketball and volleyball teams play at Welsh-Ryan Arena. Northwestern's athletic teams are nicknamed the Wildcats. Before 1924, they were known as "The Purple" and unofficially as "The Fighting Methodists." The name Wildcats was bestowed upon the university in 1924 by Wallace Abbey, a writer for the Chicago Daily Tribune who wrote that even in a loss to the University of Chicago, "Football players had not come down from Evanston; wildcats would be a name better suited to [Coach Glenn] Thistletwaite's boys."^[130] The name was so popular that university board members made "wildcats" the official nickname just months later. In 1972, the student body voted to change the official nickname from "Wildcats" to "Purple Haze" but the new name never stuck.^[131]

The Northwestern Athletics' mascot is Willie the Wildcat. However, the team's first mascot was not Willie, but a live, caged bear cub from the Lincoln Park Zoo named Furpaw. In fall 1923, Furpaw was driven to the playing field to greet the fans before each game. After a losing season, the team decided that Furpaw was the harbinger of bad luck and banished him from campus. Willie made his debut ten years later in 1933 as a logo, but did not actually come to life until 1947, when members of the Alpha Delta fraternity dressed up as him during the Homecoming parade. The Northwestern University Marching Band (NUMB) performs at all home football and lead cheers in the student section and the alma mater at the end of the game.



Ryan Field, Northwestern's 49,000 seat football stadium

Northwestern's football team has a history of futility; its all-time record is 468-614-44 (0.435) giving it the all-time record for Division I-A losses.^{[132][133][134]} Other dubious distinctions include being on the losing end of the greatest comeback in Division I-A history^[135] and holding the record for the longest losing streak in Division I-A, losing 34 consecutive games between 1979 and 1982.^{[136][137]} In 2004, Northwestern broke a 33-year losing streak (46 years at home) by defeating No. 7-ranked Ohio State 33-27.^[138] Although the team was invited to the 1996 Rose Bowl, 1997 Citrus Bowl, 2000 Alamo Bowl, 2003 Motor City Bowl, 2005 Sun Bowl, and 2008 Alamo Bowl, the last bowl game Northwestern won was the 1949 Rose Bowl.^[139]

Following the sudden death of football coach Randy Walker in 2006,^[140] 31-year old and former All-American Northwestern linebacker Pat Fitzgerald assumed the position becoming the youngest Division I FBS coach at the time.^{[141][142]}

In 1998, two former Northwestern basketball players were charged and convicted for sports bribery as a result of being paid to shave points in games against three other Big 10 schools during the 1995 season.^{[143][144][145]} The football team became embroiled in a different betting scandal later that year when federal prosecutors indicted four former players for perjury related to betting on their own games.^[146] In August 2001, Rashidi Wheeler, a senior safety, collapsed and died during practice from an asthma attack.^{[147][148]} An autopsy revealed that he had ephedrine, a stimulant banned by the NCAA, in his system which prompted Northwestern to investigate the prevalence of stimulants and other banned substances across all of its athletic programs.^{[149][150]} In 2006, the Northwestern women's soccer team was suspended and coach Jenny Haigh resigned following the release of images of alleged hazing.^[151]^[152]

People

Student body

Northwestern enrolled 8,284 undergraduate, 8,249 graduate, and 1,495 professional students in the 2006–2007 academic year.^[3] The undergraduate population is 51.6% female and represents 50 states and 50 countries.^{[3][155]} Admissions are characterized as "more selective, lower transfer-in".^[79] There were 21,930 applications for the undergraduate Class of 2011 (entering 2007): 5,872 were admitted (26.8%), 1,981 enrolled (33.7%), and 96.3% rematriculated as sophomores.^[156] The interquartile range on the SAT was 2010–2270 and 85% ranked in the top ten percent of their high school class.^[156] In 2007, Northwestern enrolled 249 National Merit Scholars as freshmen, the third-largest total in the nation.^[157] 86% of students graduated after four years and 93% after six years.^[3]

Demographics of student body^{[153][154]}

	Undergraduate	Postgraduate	U.S. Census
African American	6.0%	4.0%	12.1%
Asian American	16.6%	9.9%	4.3%
White American	59.2%	46.0%	65.8%
Hispanic American	6.7%	3.1%	14.5%
Native American	0.1%	0.2%	0.9%
International student	5.0%	20.0%	N/A

Faculty

Main article: List of Northwestern University faculty

The university employs 2,925 full-time faculty members and approximately 5,600 staff members among its eleven schools,^[2] including 26 members of the National Academy of Sciences,^[158] 74 members of the American Academy of Arts and Sciences,^[159] 21 members of the National Academy of Engineering,^[160] and 6 members of the Institute of Medicine.^[161] Notable current faculty include NSF Career Award winning computer scientists Bryan Pardo and Jason Hartline, sexual psychologist J. Michael Bailey,^[162] Holocaust denier Arthur Butz;^[163] former-Weatherman Bernardine Rae Dohrn;^[164] ethnographer Gary Alan Fine; Kyoto Prize-winning philosopher Jurgen Habermas;^[165] Templeton Prize-winner Charles Taylor;^[166] Pulitzer Prize-winning historian Garry Wills;^[167] genetic circadian clock discoverer Joseph Takahashi;^{[168][169]} and MacArthur Fellowship recipients Stuart Dybek, Aleksandar Hemon, Jennifer Richeson, and Mary Zimmerman. Notable former faculty include artist Ed Paschke,^[170] writer Charles Newman,^[171] Nobel Laureate chemist John Pople,^[172] and military sociologist and "don't ask, don't tell" author Charles Moskos.^[173]

Alumni

Main article: List of Northwestern University alumni

Northwestern totals approximately 190,000 alumni, including many in business, government, law, science, education, medicine, media, and the performing arts. Among Northwestern's notable alumni are U.S. Senator and presidential candidate George McGovern, Nobel Prize-winning economist George J. Stigler, and Nobel Prize-winning author Saul Bellow. U.S. Supreme Court Associate Justice John Paul

Stevens, former Supreme Court Justice and Ambassador to the United Nations Arthur Joseph Goldberg, and politician Adlai Stevenson are among the graduates of the Northwestern University School of Law. Many Northwestern alumni play or have played important roles in Chicago and Illinois, such as former Illinois governor Rod Blagojevich, Chicago Bulls and Chicago White Sox owner Jerry Reinsdorf, and theater director Mary Zimmerman. Northwestern alumni David J. Skorton and Graham Spanier currently serve as president of Cornell University and Penn State University, respectively. Rahm Emanuel, an American politician and White House Chief of Staff, earned his Masters in Speech and Communication from Northwestern 1985.

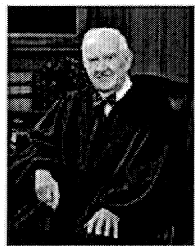
The film and theater programs of Northwestern's School of Communication have also produced a number of actors, actresses, and film and television writers and directors. Alumni who have made their mark on film and television include Ann-Margret, Warren Beatty, Paul Lynde, David Schwimmer, Anne Dudek, Zach Braff, Marg Helgenberger, Julia Louis-Dreyfus, Jerry Orbach, Jerry Springer, Megan Mullally, Charlton Heston, William Daniels, Paula Prentiss, Richard Benjamin, Mara Brock Akil, Greg Berlanti, Zooey Deschanel, Seth Meyers, Stephen Colbert and Garry Marshall. Directors who graduated from Northwestern include Gerald Freedman, Stuart Hagmann, Marshall W. Mason, and Mary Zimmerman. Microbiology alumnus Lee Phillip Bell hosted a talk show in Chicago from 1952-1986 and co-created the Daytime Emmy Award winning soap operas *The Young and the Restless* in 1973 and *The Bold and the Beautiful* in 1987. Alumni such as Sheldon Harnick, Stephanie D'Abruzzo, Heather Headley, Kristen Schaal, Lily Rabe, and Walter Kerr have seen prominence on Broadway. Amsterdam-based comedy theater Boom Chicago was founded by Northwestern alumni, and the school has become a training ground for future The Second City, I.O., ComedySportz, Mad TV and Saturday Night Live talent.^{[174][175][176]} Tam Spiva wrote scripts for *The Brady Bunch* and *Gentle Ben*. In cities such as New York, Los Angeles, and Chicago, the number of Northwestern alumni involved in theater, film, and television has led to perception of there being a "Northwestern mafia".^{[177][178]}

The Medill School of Journalism has produced notable journalists and political activists including 9 Pulitzer Prize laureates. National correspondents and reporters such as *The New York Times's* Elisabeth Bumiller and Vincent Laforet, USA Today's Gary Levin, NBC correspondent Kelly O'Donnell, CBS correspondent Richard Threlkeld, CNN correspondents Nicole Lapin and Joie Chen, and ESPN personalities Rachel Nichols, Michael Wilbon, Mike Greenberg, J. A. Adande, and Kevin Blackstone.

Northwestern alumni involved in music include Steve Albini, Thomas Tyra, Andrew Bird, members of Arcade Fire, The Lawrence Arms, Chavez, Freddie Feldman, and OK Go. Lastly, Northwestern alumni involved in professional sports include Rick Sund (NBA), Billy McKinney (NBA), Mark Loretta (MLB), Joe Girardi (MLB), Luis Castillo (NFL), three-time Olympic medalist Matt Grevers, and PGA Tour star Luke Donald.



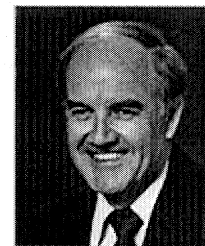
Charlton Heston,
Academy Award-
winning actor, National



John Paul Stevens,
Associate Justice of the
United States Supreme



Rahm Emanuel, White
House Chief of Staff,



George McGovern,
1972 Democratic
Presidential nominee,

Rifle Association President, B.S. '45	Court, J.D. '47	M.A. '85	Ph.D. '53
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Further reading

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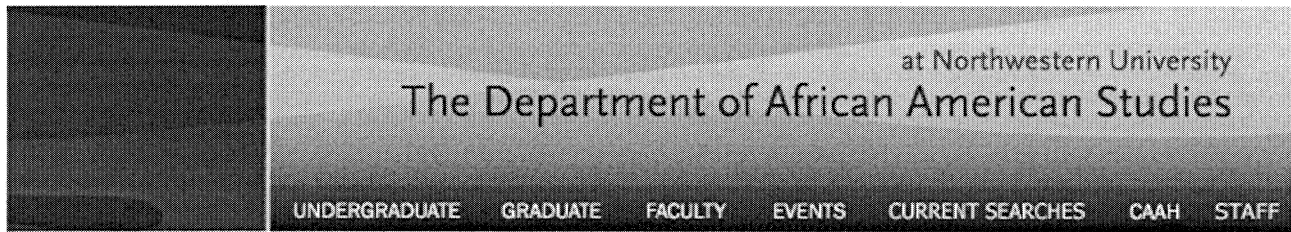
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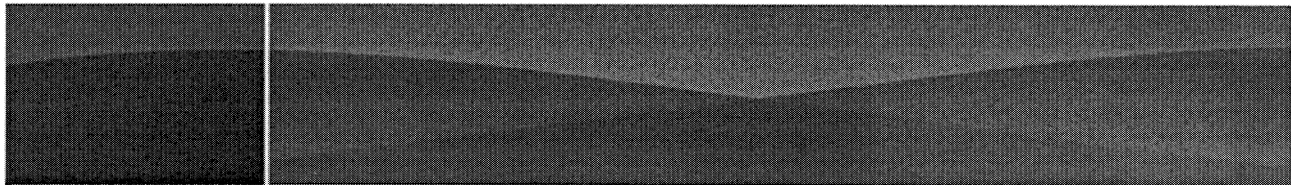
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“There is really nothing more to say – except why. But since why is difficult to handle, one must take refuge in how.”

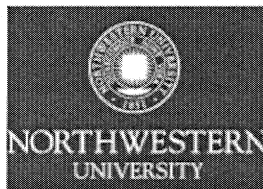
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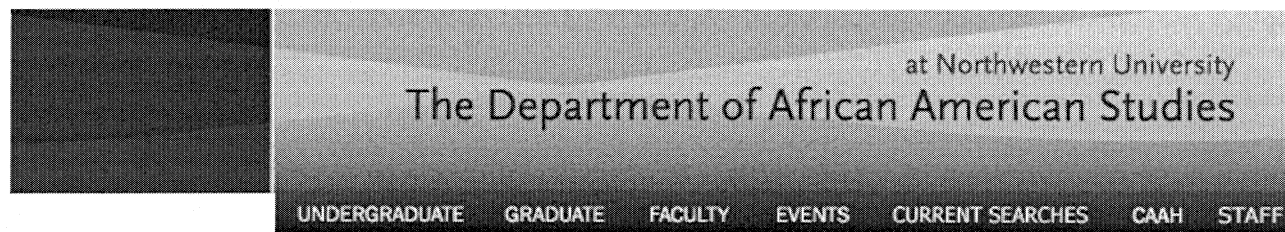
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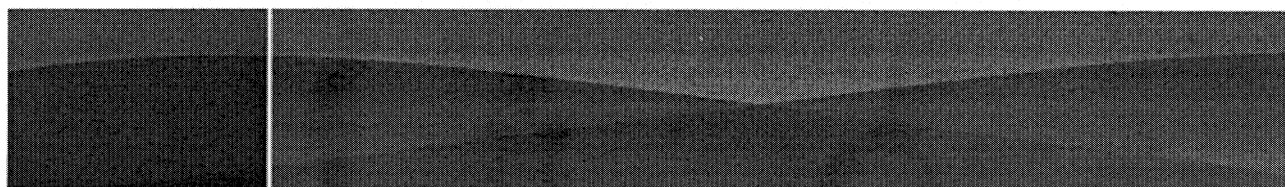
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Undergraduate Studies

The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

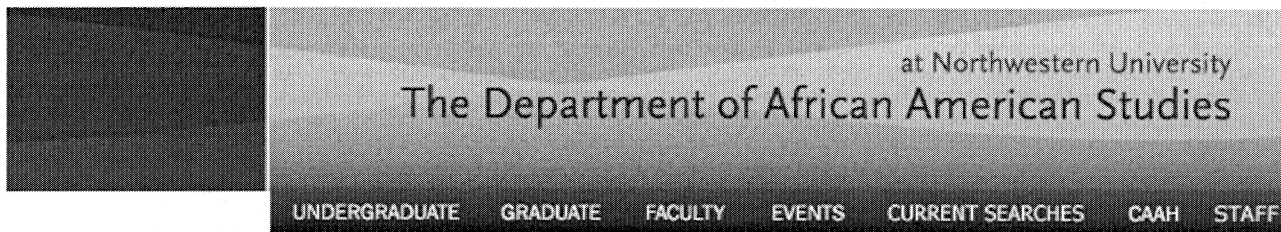
The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora - the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora. African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

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Major Program

Departmental courses

Core courses: 210-1,2, 212-1,2, 215, 236, 245

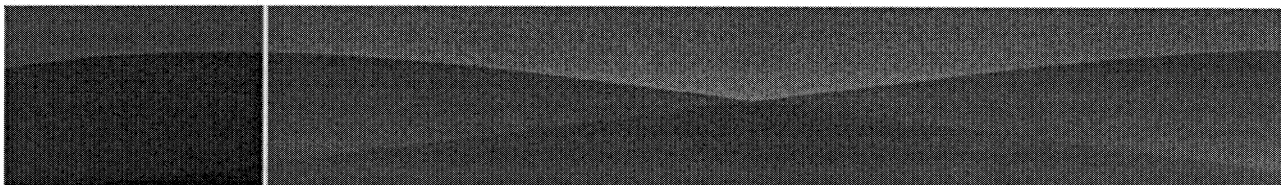
Major courses: In addition to the core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies.

Senior seminar: The major requires a senior-level course (390, 396, or 399).

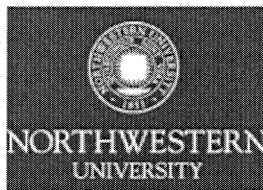
Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

See the WCAS Catalogue for more details.

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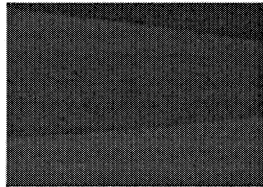
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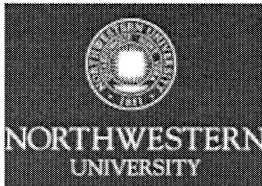
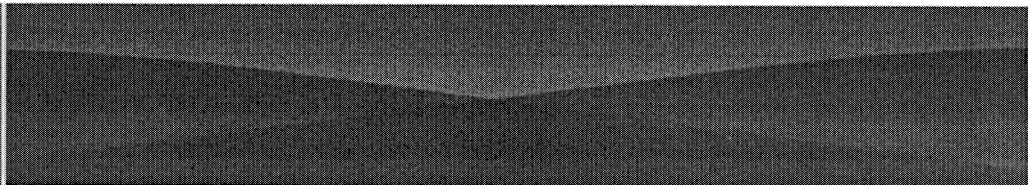
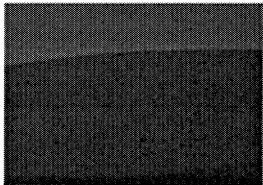
Minor Program

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience. Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2; 212-1,2; 215, 236, 245
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

See the WCAS Catalogue for more details

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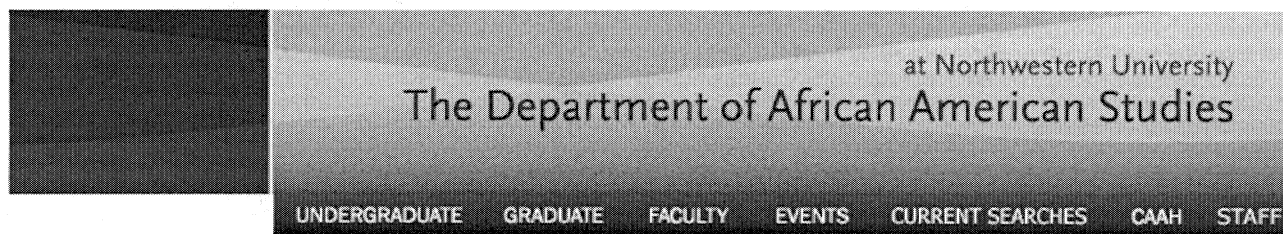


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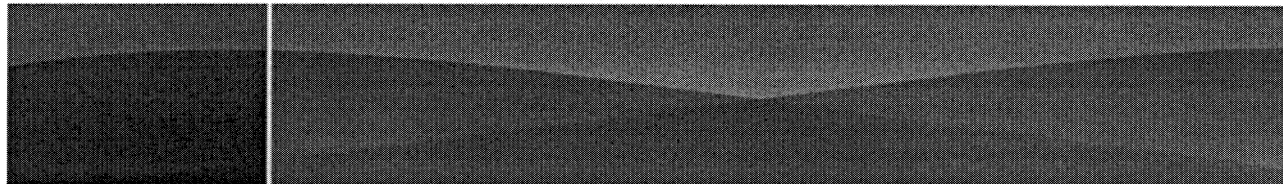
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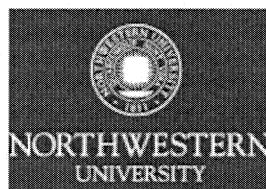
Honors Program

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project for honors to the Office of the Dean.

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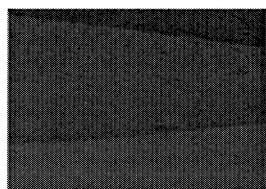
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AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 236-1,2 Introduction to African American Studies

Key texts and concepts in African American studies from a range of disciplinary perspectives. 1. Africa, slavery, rural and urban life, class division, and the constructs of "race," "racism," and "blackness." 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both 1 and 2 will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

AF AM ST 245-0 The Black Diaspora and Transnationality Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery; abolitionism; Pan-Africanism; linkages among gender, sexuality, and diasporic sensibilities; the culture/politics nexus; hip-hop; and AIDS.

Courses

AF AM ST 212-1,2 Introduction to African American History

Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-0 Comparative Race Studies in the United States

Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

AF AM ST 220-0 Civil Rights and Black Liberation

The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945-72.

AF AM ST 225-0

African American Culture Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in

the public imagination.

AF AM ST 226-0 Introduction to Transnational Black Cultures

An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender

Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore

African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution

Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220, POLI SCI 220, or POLI SCI 230.

AF AM ST 320-0 The Social Meaning of Race

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities

Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America

Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SocIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture

Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States

Experiences and leadership of African American women in major events in recent history, including antilynching, womens suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories

In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity

Perceptions and constructions of black masculinity within African American and Americancultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America

Examination of the evolution and persistence of the notion of race in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse

Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century. May also count toward historical and comparative studies concentration.

AF AM ST 342-0 Comparative Slavery

Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the territories that became the United States.

AF AM ST 345-0 Race and Literature in 19th-Century America

Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America. May also count toward historical and comparative studies concentration.

AF AM ST 348-0 Africans in Colonial Latin America

Explores the history of African-descended people throughout Latin America during the period from 1492 to 1800, emphasizing the varied experiences of slavery and freedom, the emergence of race and colonial categories of difference, and the gendered lives of racialized colonial subjects.

AF AM ST 350-0 African American Literary Criticism and Theory

Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture

Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture. May also count toward politics, society, and policy concentration.

AF AM ST 357-0 Performing Memory in the Black World

Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

AF AM ST 360-0 Major Authors

In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 365-0 Black Chicago

Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

AF AM ST 370-0 Black Activist Debates

Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

AF AM ST 378-0 The Harlem Renaissance

African American political and social movements and cultural production in

theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 African American Women Playwrights

Texts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of "the folk," the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

AF AM ST 380-0 Topics in African American Studies

Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture

Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience.

Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies

Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

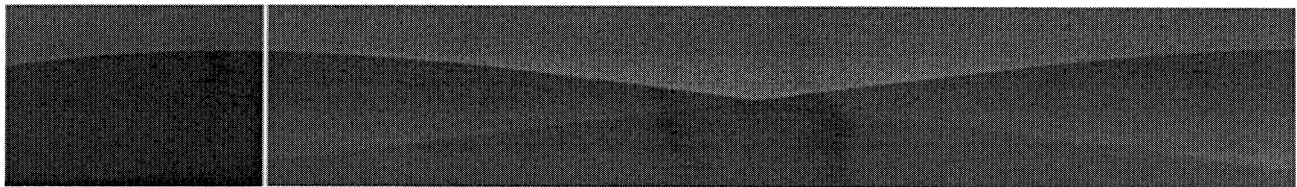
AF AM ST 399-0 Independent Study

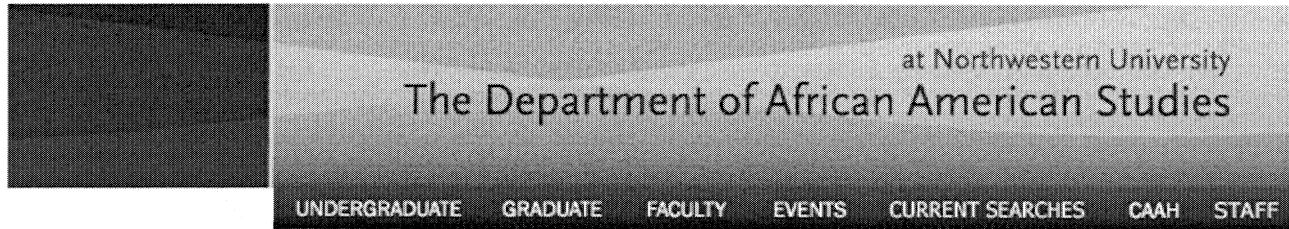
Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Related Courses in Other Departments

- AF ST 390, 398
- ANTHRO 320, 332, 372
(when related to people of African descent)
- COMM ST 326 (see the School of Communication section of WCAS Undergraduate Catalog)
- ECON 321, 325, 326, 354
- ENGLISH 365 (if related to people of African descent), 366 Expressive Arts and Culture
- FRENCH 365, 366
- GEN MUS 330, 340-1,2,3 (see the School of Music section of WCAS Undergraduate Catalog)
- HISTORY 301-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2
- LATIN AM 391
- PHIL 368 (when appropriate)
- PERF ST 216, 309 (see the School of Communication section of WCAS Undergraduate Catalog) POLISCI 327, 357 (when related to people of African descent), 359, 360
- THEATRE 368 (see the School of Communication section of WCAS Undergraduate Catalog)

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AFAM 210-1 Survey of African American Literature
 AFAM 212-1 Introduction to African American History
 AFAM 226 Introduction to Transnational Black Cultures: Britain and Germany
 AFAM 250 Race, Class and Gender
 AFAM 379 Black Women Writers
 AFAM 380-0 Topics in African American Studies: Marriage and the Family
 AFAM 380-1 Topics in African American Studies: Controversial Blackness

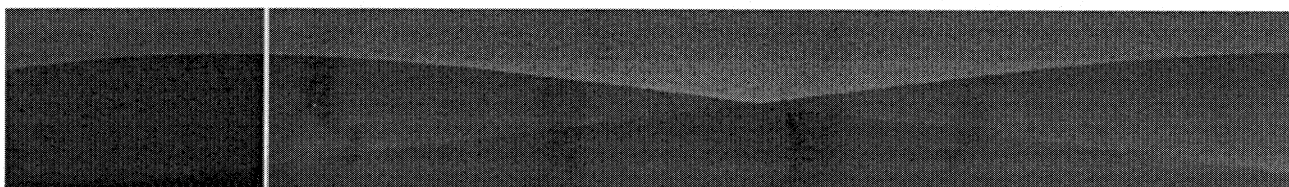
Winter 2010

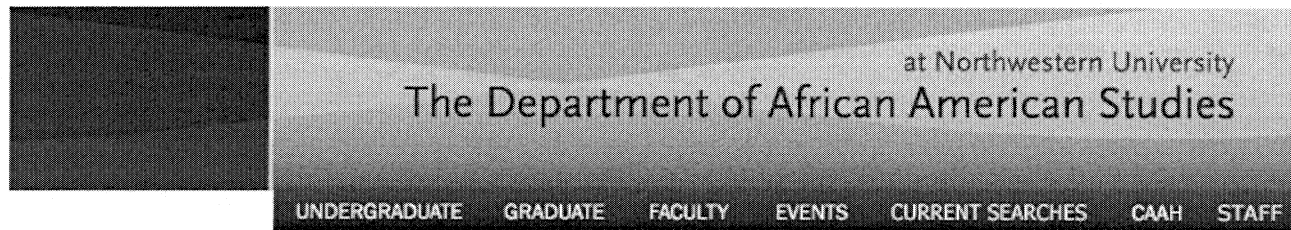
AFAM 212-2 Introduction to African American History
 AFAM 215 Introduction to Black Social and Political Life
 AFAM 225 African American Culture
 AFAM 236 Introduction to African American Studies
 AFAM 245 Black Diaspora and Transnationality
 AFAM 360 Major Authors: DuBois
 AFAM 375 Globalization, Eurocentrism and Black Cosmopolitanism
 AFAM 380-0 Topics in African American Studies: Black Cultural Studies
 AFAM 380-1 Topics in African American Studies: Religion and Social Change in Black America
 AFAM 380-2 Topics in African American Studies: African Americans in Postwar Film
 AFAM 390 Senior Seminar: The Legacy of Slavery in African American Literature

Spring 2010

AFAM 101 Freshman Seminar: Racial Politics in the Age of Obama
 AFAM 210-2 Introduction to African American Literature
 AFAM 220 The Civil Rights and Black Liberation Movements
 AFAM 334 Gender and Black Masculinity
 AFAM 335 Race and Literature in the 19th Century
 AFAM 342 Comparative Slavery
 AFAM 345 Politics of Afro-Latin America
 AFAM 350 African American Literary Criticism and Theory: On Being and Becoming Black
 AFAM 363 Racism in Western Modernity
 AFAM 378 Harlem Renaissance
 AFAM 380-0 Topics in African American Studies: Black Power Movement
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Admissions

Applicants to the Ph.D. program in African American Studies are expected to submit the following by December 31st:

To The Graduate School:

- A graduate application (Click here for the online application form)
- Statement of purpose : Applicants will supply personal statements in which they describe their intellectual interests and the factors that have shaped them. Statements may also include information on significant barriers that they have overcome from which they have learned relevant lessons. Applicants should demonstrate why a degree in African American Studies is relevant for their professional aspirations. We will use the essay to assess each applicant's fit for our graduate program given the research and teaching areas of the faculty.
- **At least two letters of recommendation:** Reference letters should speak to students' writing, research, analytical, and teaching skills where applicable, and all letters should comment on students' intellectual creativity and enthusiasm. Students who are returning to academia after significant work experience must still include one academic letter of reference while the other may be from a professional supervisor, colleague, or community leader.
- **Writing sample:** Candidates will need to demonstrate a critical facility in their writing and in the analysis of intellectual problems. The writing sample of 15-25 pages can be in any area of study, but should address issues relevant to the Black community, nationally or internationally defined.
- Exams : TOEFL scores will be required of non-native English speakers. GRE scores are NOT required.
- The application fee

To the Department of African American Studies (via mail) at the following address:

Northwestern University
 Department of African American Studies
 1860 Campus Drive
 Crowe 5-128
 Evanston, IL 60208-2210
 Attn: Graduate Admissions

- Undergraduate and graduate transcripts (where applicable)

Undergraduate Degree and Coursework: A suitable background for an interdisciplinary advanced degree in African American Studies will be a significant factor. This is most clearly signaled by an undergraduate degree in African and/or African American Studies, but may also be satisfied by relevant coursework in African American Studies, African Studies, Ethnic Studies (with a concentration on Blacks in the US and/or the diaspora), or Area Studies (e.g., Caribbean Studies, Latin American Studies). We will definitely consider applicants with majors in the traditional disciplines that illustrate significant interest in African American Studies through their additional coursework and/or baccalaureate work/research.

Additional Considerations: While we do not yet offer a terminal MA degree, students entering our program with a Masters may be exempt from certain course requirements to be decided in consultation with the Director of Graduate Studies. Generally, only Masters in African American or African Diasporic Studies will be considered as satisfying requirements toward the degree. Students with Masters in other fields must illustrate a concentration through significant coursework and writing in African American Studies.

[Click here for the online application form.](#)

DEADLINES

Applications for the Ph.D. program must be received by December 31st.

FINANCIAL AID

Students admitted to the PhD program typically receive five years of funding, including a fellowship in the first year and fellowships or departmental assistantships in subsequent years. Students will also receive summer support for three years. Fellowships and assistantships cover the full cost of tuition and provide a stipend. Ongoing funding is contingent upon the student's satisfactory progress towards the degree.

Some PhD students may be eligible for funding through the Illinois Consortium for Educational Opportunity Program (ICEOP), a state-funded, need-based program awarding fellowships that provide a stipend, with tuition scholarships provided by the Graduate School. To be eligible, minority students must be Illinois residents and intend to seek faculty positions in Illinois upon degree completion.

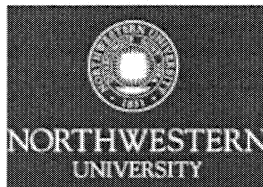
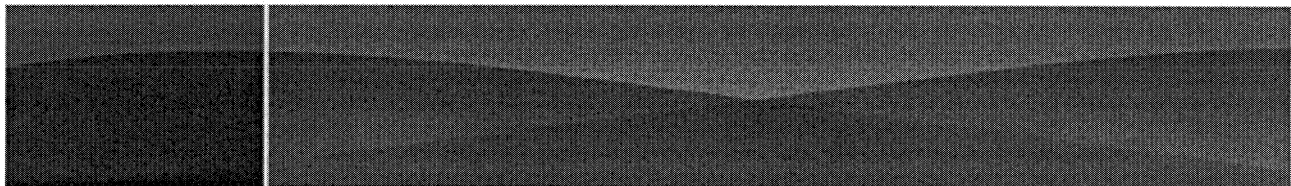
Questions

Please see the department's Admission FAQ page.

General Information

General information on graduate study at Northwestern University is available at The Graduate School website .

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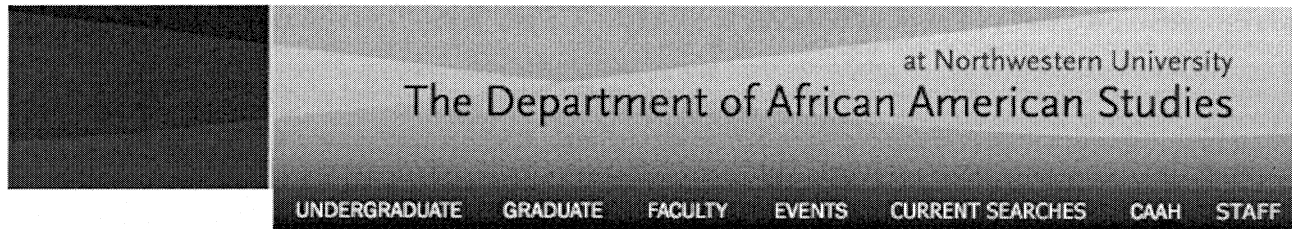


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 Last Updated 01/21/2009

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Requirements

The Tracks and Course Requirements

The track is one of the three areas of research training in the Department of African American Studies: 1. Expressive Arts and Cultural Studies; 2. Histories; 3. Politics, Society, and Culture.

Our intention is to offer a graduate curriculum that provides a range of graduate students with a firm grounding in a variety of essential texts, materials, methodologies, and traditions. At the same time, we have built in a degree of flexibility that would enable our own students to achieve a higher degree of proficiency within a specific sub-field. Consequently, we will require all our students to take eighteen (18) courses total over two years (that's an average of three courses per quarter). The specific breakdown of the 18 required courses goes as follows:

- . 6 core courses
- . 4 track courses
- . 4 courses within one's chosen discipline of specialization
- . 3 elective courses
- . 1 research methods course

All students will be required to take six core courses. Three of the core courses correspond to our tracks. We will also require our students to take three introductory, interdisciplinary courses: one covering the diaspora, a second dealing with the concept of memory, and a third focused on conceptual methodologies. The first three core courses will be taught by core African American Studies faculty; the second three will be taught (either independently or in teams) by African-American Studies faculty and faculty from related fields. The six core required courses, then, are: 1. Conceptual Methodologies; 2. Diasporic Theory and Diaspora Tropes; 3. Memory Studies; 4. Black Historiography; 5. Black Expressive Arts; and 6. Black Social and Political Thought.

The descriptions of the six core courses can be found later in this section followed by lists of the relevant track courses. We have required four courses not necessarily containing African American Studies content in another discipline in order to allow students to establish their competence in the discipline in question (e.g., History, English, Theatre, Political Science, Philosophy, etc.) and to enhance their subsequent marketability. The participation of African American Studies-affiliated faculty in other disciplines on student dissertation committees; and the course instruction within the tracks by core African American Studies faculty trained in the traditional disciplines will also assist the students in establishing competence in one of these disciplines. Finally, we will require all students to take a research methods course. In consultation with their advisors, and depending upon the nature of their research interests, students will choose an appropriate course in quantitative and/or qualitative methods.

Core Course Descriptions

Diasporic Theory and Diaspora Tropes

This graduate level course introduces students to a survey of critical approaches to understanding the meaning and applications of diaspora as a concept and discusses a range of approaches involved in developing an analytics of Diaspora formations, imaginaries and mobilizations. The course has five thematic sections. The first theme relates to the generic significance of diaspora. It discusses both the etymology and the genealogy of diaspora as a term and idea involved in accounts of human dispersals, migrations and displacements. It discusses the relevance of the analytical distinction between ethnographic and conceptual accounts of diaspora, as well as the meanings of "diaspora-space" and "diaspora-time." The second theme discusses the social and cultural impact of globalization on the emergence and prominence of diaspora; both historical and contemporary forms of globalization are understood in terms of their colonial and postcolonial dimensions in the dissemination of social identities and the circulation of cultural practices. This third section discusses what may be gained from thinking in terms of comparative diasporas, in particular it examines as exemplars of diaspora, the Jewish, African and South Asian diasporas. The final section discusses recent important developments in social and cultural theory that can be used to understand the tropes of diaspora in differently nuanced ways, particularly as the formation, imbrication and dispersion of meaningful discourses, enactments of identity and exchanges of cultural affinity/dissonance. It highlights the significance of creolization, genealogy and deconstruction in marking these features conceptually.

The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: Joseph Harris, *Global Dimensions of the African Diaspora*; David Scott, *Refashioning Futures*; Paul Gilroy, *The Black Atlantic*; Brent Edward Hayes, *The Practice of Diaspora*; Stuart Hall, *The Stuart Hall Reader*; Edouard Glissant, *Caribbean Discourse*; and Aimé Césaire, *Discourse on Colonialism*. Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*; Homi Bhabha, *The Location of Culture*; James Clifford, *Routes: Travel and Translation in the Late Twentieth Century*; Pheng Cheah and Bruce Robbins eds. *Cosmopolitics: Thinking and Feeling Beyond the Nation*; Mireille Rosello *Declining the Stereotype: Ethnicity and Representation in French Cultures*; Jacques Derrida *Monolingualism of the Other, or the Prosthesis of Origin*; Aihwa Ong *Flexible Citizenship: The Cultural Logics of Transnationality*; Robin Cohen *Global Diasporas*; Jana Evans and Anita Mannur eds. *Theorizing Diaspora: A Reader*; Avtar Brah *Cartographies of Diaspora: Contesting Identities*; Jonathan Boyarin and Daniel Boyarin *Powers of Diaspora*.

Memory Studies

This graduate level course explores and reflects on the status of memory as an object of investigation in critical theory and as a contested form of social, cultural and political practice, particularly at the intersection with historiographic representations of the past. It considers why many of the more global issues associated with organized social and cultural repertoires of remembering and forgetting arise in the context of colonial and postcolonial developments. It is concerned with examining the ways in which contested representations of the past and the impact of that contestation on the present, are infused with the politics and ethics of remembering and forgetting. This particularly underlines the displacement and dislocation of populations shaped by the western formations and contested memories and histories of those formations. The course considers the circumstances in which the writing of history and the questions surrounding its remembering and its forgetting have become significant methodological and ethical dimensions of the transnational and diaspora experiences of both colonial modernities and modern post/colonialisms. The first section discusses the intersection between History and Memory, with respect to the conceptual and methodological issues posed. The second section discusses the distinction and relation between

social memory (expressed in narratives, oral traditions, popular histories, rituals and commemorations, bodily practices and spatial organization) and cultural memory (associated with forms of trauma, displacement, expressive arts, identity formations). The third section discusses the politics of remembering and forgetting in relation to two cases studies: Atlantic slavery and the Holocaust. The final section discusses the question of memory as methodology and ethics. How can memory studies be used as part of critical inquiry? Is there an obligation to remember or to forget in the design of social forms and the cultivation of cultural expressivity?

The following texts form the basis for a sample representative reading list: Paul Ricoeur, *History, Memory, Forgetting*; Genevieve Fabre and Robert O'Meally, eds., *History and Memory in African-American Culture*; Edouard Glissant, *Caribbean Discourse*; Marcus Wood, *Blind Memory*; Michel-Rolph Trouillot, *Silencing the Past*; Jennifer L. Eichstedt and Stephen Small, *Representations of Slavery-Race and Ideology in Southern Plantation Museums*; Johannes Fabian *Remembering the present: Painting and popular history in Zaire*; Andreas Huyssen, *Twilight Memories: Marking time in a culture of amnesia*; Peter Novick, *The Holocaust and Collective Memory*; Maurice Halbwachs *On Collective Memory*; Paul Connerton *How Societies Remember*; Pierre Nora *Sites of Memory*; Richard Tierdiman, *Past, Present: Modernity and the Memory crisis*; Douure Draisma, *Metaphors of Memory*; Paul Antze and Michael Lambel eds. *Tense Past: Cultural Essays in Trauma and Memory*; Theo D'Haen and Patricia Krus eds. *The Proceedings of the XVth Conference of the International Comparative Literature Association*, 10 volumes; Susannah Radstone ed. *Memory and Methodology*; Diana Taylor *The Archive and the Repertoire: Performing Cultural Memory in the Americas*; Avishai Margalit *The Ethics of Memory*.

Conceptual Methodologies

The aim of this course is to introduce graduate students to the importance of conceptual analysis and the development of concepts in the theoretical, textual, or ethnographic aspects of research. It is particularly concerned with highlighting for attention and discussion a significant range of concepts that are recurrently deployed in critical transnational approaches undertaken in both the social sciences and humanities. Here the general idea of concepts relates both to the development of analysis in research and to the organization of exposition in the presentation of research. The course aims to cover the methodological vacancy that exists between traditional qualitative and quantitative methodologies due to the neglect of focused discussion on the application of critical concepts in interdisciplinary analyses. This is not intended as a course in philosophy, which might be described as the invention and formulation of concepts, but rather as a course in methodology, understood here as the application and development of concepts. The course is divided into four parts, each of which provides an examination of themes, debates and approaches in conceptual analysis. The first section ("Understanding Conceptual Analysis") invites an exploration of the meaning of concepts and their deployment in sustaining different kinds of conceptual methodological approaches. Among the issues taken up in this section are: the meaning of concepts; descriptive and critical distinctions; etymology as conceptuality; applied concepts in grounded theory, grand theory and literary theory; and the status of concepts in the development of conceptual analysis. The remaining three sections, which cover the interdisciplinary dimensions of the course, discuss particular concepts in relational pairings in order to emphasize the extent to which the meaning of a concept is also determined by its relation to and/or distinction from other concepts, which may be similar, oppositional or contextual. The conceptual pairings in each section are intended to be heuristic rather than exhaustive and will be discussed in relation to significant case-studies and exemplary texts. The second section, "historical analysis," discusses a range of conceptual pairings that have become important in accounting for

major historical formations and transformation in the making of the contemporary world of transnational and diaspora experiences. It covers the following: Modernity/Post-Modernity; Racism/Eurocentrism; Colonial/Postcolonial. The third section, cultural analysis, examines a range of conceptual pairings which are significant for understanding the dissemination and mobilization of cultural practices and repertoires in distinctive expressive cultures. It considers the following: Identity/Difference; Discourse/Practice; Performance/Representation. The last section investigates a range of conceptual pairings which have important implications for the analysis of social movements and the politics of subaltern communities across various within and across national formations. It covers the following themes: Structure/Agency; Power/Resistance; Hegemony/Ideology.

Relevant readings would include the following: Stuart Hall, ed., *Representations*; Robert Bocock, *Hegemony*; Ernesto Laclau and Chantale Mouffe, *Hegemony and Socialist Strategy*; William Connolly, *The Terms of Political Discourse and Identity/Difference*; Eric Hobsbawm and Terence Ranger, *The Invention of Tradition*; David Scott, *Refashioning Futures*; K. Woodward, ed., *Identity and Difference*; Allon White and Peter Stallybrass, *The Politics and Poetics of Transgression*; Gilles Deleuze and Felix Guattari, *What is Philosophy*; Edward Said, *Orientalism*; James M. Blaut, *The Colonizer's Model of the World*; Raymond Williams, *Keywords*; David Theo Goldberg, *Racist Culture*; Michel Foucault, *Power and Selected Readings*; V.Y. Mudimbe, *The Invention of Africa*; J. Achille Mbembe, *On the Postcolony*; and Aimé Césaire, *Discourse on Colonialism*.

Black Historiography

This graduate level course charts the development of African American history writings and interpretations from the era of enslavement through the twentieth century. The course has four parts. The first part explores the texts early writers produced to chronicle the contributions of African Americans to the making of America. These first writers were self-taught and wrote not only to document Black achievement but to counter prevailing negative stereotypes in the larger society. The second part focuses on the work of scholars who received formal academic training and produced books that celebrated African Americans as active agents of history. The range of texts includes essays, monographs, anthologies, journals etc. and other writings of individuals such as W.E.B. Du Bois, Carter G. Woodson, E. Franklin Frazier, John Hope Franklin, Benjamin Quarles and others. The third part focuses on the Civil Rights Movement and Black Power Era scholars who spearheaded the development of Black Studies. Foci concern the traditional academic scholarship that challenged conventional interpretations of slavery, Black nationalism, Black institutional and organizational development, and enhanced comprehension of Black expressive culture as fundamental to American culture. Another critical development in part three was the emergence of survey texts in African American Studies such as Ron Karenga's *Introduction to African American Studies*. The fourth part examines the major ideological developments in African American Studies as it acquired legitimacy and acceptance within the academy. The works of Afrocentrists such as Molefi Asante, the challenge of African American women studies scholars that made gender a category of analysis as important as race, and the emergence of African diaspora studies and comparative Black history signaled another important development in African American Studies Historiography. While the course devotes considerable attention to historical works, it is equally important to concentrate on the writings of literary and cultural studies theorists, as well as those of sociologists and political scientists in order to appreciate the richness and expanse of intellectual engagement and productivity of this vital and dynamic discipline.

The following texts form the basis for a sample representative reading list of works that provide a foundation for the diverse

ideological contours and streams of black studies scholarship: W.E.B. Du Bois, *The Souls of Black Folk*; Carter G. Woodson, *The Mis-Education of the Negro*; E. Franklin Frazier, *Black Bourgeoisie*; John Hope Franklin, *George Washington Williams*; Molefi Asante, *Afrocentricity*; Sterling Stuckey, *Black Nationalism*; Ron Karenga, *Introduction to African American Studies*; Darlene Clark Hine and Jacqueline McLeod, eds., *Crossing Boundaries: Comparative History of Black People in Diaspora*; Dwight A. McBride, *Why I Hate Abercrombie and Fitch*; David Barry Gaspar and Darlene Clark Hine, eds., *More Than Chattel: Black Women and Slavery in the Americas*; and Patricia Bell-Scott, *Black Feminist Thought*; and Barbara Smith, *Homegirls*.

Black Expressive Arts

The trope of the talking book that conferred humanity and power upon its owners is one starting point for the study of African American/African diaspora expressive arts. The very term points to an oxymoron, juxtaposing the alleged fixity of the written word against the ephemeral polysemy of the body in performance that artists, critics, and lay people have sought to negotiate and complicate in order to articulate individual subjectivity and collective identity. Using crosscutting thematic, historical, and generic grids, the course will utilize such data as slave narratives, fiction, poetry, drama, dance, music, the visual arts, and critical theory to survey how Africa-descended peoples have grappled with such issues as: the relationship to Africa (survivalisms, diaspora, Pan Africanism, Afrocentrism, Black Atlanticism); literature as a mode of self-articulation and struggle (protest tradition, the New Negro Renaissance, Negritude, Indigenism, postcoloniality); performance as a site of knowledge production and contestation; the constitution of blackness (authenticity, creolite, migratory subjectivity, Black feminisms, queer/"quare" theory); modes of representation and their relationship to various ideological and/or theoretical debates; the global circulation of Black cultural production.

The course also exposes students to a variety of research methodologies and provides jumping-off points for further analysis from national, regional, and/or transnational perspectives. The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: W.E.B. Du Bois, *Souls of Black Folk*; Angelyn Mitchell, ed., *Within the Circle: An Anthology of African American Literary Criticism from the Harlem Renaissance to the Present*; Frantz Fanon, *Wretched of the Earth and Black Skins, White Masks*; Paul Gilroy, *The Black Atlantic: Modernity and Double Consciousness*; Edouard Glissant, *Caribbean Discourse: Selected Essays*; Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*; Anthony Appiah, *In My Father's House: Africa in the Philosophy of Culture*; Henry Louis Gates, *The Signifying Monkey*; Houston A. Baker, *Blues, Ideology, and Afro-American Literature*; Hazel V. Carby, *Cultures in Babylon: Black Britain and African America*; Wole Soyinka, *Myth, Literature and the African World View*; Stuart Hall, *Representation and the Media and Race, the Floating Signifier (videorecordings)*; Patricia Hill Collins, *Black Sexual Politics: African Americans, Gender, and the New Racism*; Anna Grimshaw, ed., *The C.L.R. James Reader*; Isidore Okpewho, Carole Boyce Davies and Ali A. Mazrui, eds., *The African Diaspora: African Origins and New World Identities (selected essays)*; Sheila S. Walker, ed., *African Roots/American Cultures: Africa in the Creation of the Americas*; Paul Rabinow, ed., *The Foucault Reader*; Jennifer Brody, *Impossible Purities: Blackness, Femininity and Victorian Culture*; E. Patrick Johnson and Mae Henderson, eds., *Black Queer Studies: A Critical Anthology*; Dwight A. McBride, "Can the Queen Speak? Racial Essentialism, Sexuality and the Problem of Authority," *Why I Hate Abercrombie & Fitch*; and Sandra L. Richards, "Yoruba Gods on the American Stage: August Wilson's *Joe Turner's Come and Gone*."

Black Social and Political Thought

Sustained social and political questionings of inequalities in the formation of the modern world have been posed by Black populations across the African diaspora since the end of the 17th century. The study of black social and political thought includes investigating not only the pivotal scholarly texts produced by trained social scientists but also the social and political practice of abolitionists, maroons, Pan-Africanists, club women, freedom fighters, poets, and the vast array of "race men and women" across the spectrum of crusades. To explore this range of intellectual production and protest ideology/action, this course has three parts. Part I focuses on the politics and social observation of Blacks in the pre-emancipation Americas and Europe. In an era of "liberty" for many colonies and their white male citizens, how did Blacks, in bondage and not, lay claim to the language of "nation" "freedom" and "liberty"? We will interrogate the narratives, sermons, speeches, and other texts by bondsmen/women and freedmen/women from across the diaspora for early sentiments on political power and social justice. We will also investigate the familial, religious, and organizational lives that Blacks forge in their new worlds, which are characterized by important continuities and breakages. Part II focuses on liberation struggles. Such struggles are characterized by a diversity of forms, strategies and emphases based on the distinct geographic contexts in which they emerged. But we will also investigate how such struggles were transformed and how they inevitably came into dialogue with one another across boundaries of space and time. Such social movements include: Negritude, anti-colonial resistances, the Civil Rights Movement, international Black Marxism, the anti-apartheid struggle, black feminism, and Black Power. Part III covers the post-colonial and post-civil rights period after roughly 1970 (with the important exception of South Africa) characterized by increasing political and identificatory autonomy at the individual-level, processes of state- and community-building at national level, and economic and cultural systems that are globally interdependent. Contemporary black social/political theory created by observers, activists, analysts, and critics of and in these developments has taken two routes: On the one hand, it has attended more acutely to important axes of difference among African-descended peoples, such as gender, class, sexuality, ethnicity, nationality, religion, and skin color. On the other hand, Black social/political theorists are highlighting the transnational linkages and interactions that constitute the global African diaspora despite these particularities.

The following texts offer a representative, rather than exhaustive, sample from which readings may be drawn: W.E.B. Du Bois, *Souls of Black Folk and Black Reconstruction in America*; C.L.R. James, *The Black Jacobins*; Melville Herskovitz, *Acculturation: The Study of Cultural Contact*; Oliver C. Cox, *Caste, Class and Race*; E. Franklin Frazier, *The Negro Family in the United States, The Black Bourgeoisie, and The Negro Church in America*; Aldon Morris, *Origins of the Civil Rights Movement*; Cathy Cohen, *The Boundaries of Blackness*; Michael Dawson, *Behind the Mule and Black Visions*; Michael Hanchard, *Orpheus and Power*; Franz Fanon, *The Wretched of the Earth*; Aimé Césaire, *Discourse on Colonialism*; Paul Gilroy, *The Black Atlantic*; Cedric Robinson, *Black Marxism*; Angela Davis, *Women, Race, and Class*; Mary Pattillo, *Black Picket Fences, Paula Giddings, When and Where I Enter*; William Julius Wilson, *The Truly Disadvantaged*; David Scott, *Refashioning Futures*; Barnor Hesse, *Un/Settled Multiculturalisms*; Lani Guinier, *The Tyranny of the Majority*; Randall Kennedy, *Race Crime and the Law*; and Charles Hamilton and Stokely Carmichael, *Black Power*.

CURRICULAR TRACKS

The Histories Track:

Darlene Clark Hine
 Sherwin Bryant
 Martha Biondi
 John Marquez

Courses to be Offered by Core History Faculty:

Historicizing the Early Modern Black Atlantic (Bryant)
Comparative Slavery (Bryant)
Slavery, Freedom and the Gendered Worlds of Blacks in Colonial Latin America (Bryant)
Civil Rights and Black Power (Biondi)
African Americans and the World: Black Internationalism in the Twentieth Century (Biondi)
African Americans and the City: Labor, Politics and Culture in the 20th Century (Biondi)
Race, Class, Gender and the Professions in the Diaspora (Hine)
History of Black Women in Diaspora: Race and Gender in Slavery and Freedom (Hine)

Other Offerings History Track:

Black Feminist Theory/Theories (Gender Studies 380): S. Richards
Slavery and Emancipation in Comparative Perspective (History 492): D. Penningroth
Running Black: Race to Empire (History 492): H. Neptune
Islam in West Africa (History 000): B. Ware
Method and Theory in African History (History 405):
African History (History 450):
Topics in African History (History 460):

Expressive Arts and Cultural Studies (EACS) Track:

Core EACS Faculty:
 Sandra Richards
 Dwight A. McBride
 Alex Weheliye
 Tracy Vaughn
 Sharon P. Holland

Courses to be Offered by Core EACS Faculty:

African American Literary Criticism and Theory (McBride)
The Literature of Slavery and Abolitionist Discourse (McBride)
Issues in Black Queer Studies (McBride)
The African American Novel (Weheliye)
Contemporary African American Literature (Weheliye)
Black Speculative Fiction (Weheliye)
Figurations of Humanity in Afro-Diasporic Literature and Culture (Weheliye)

Other Offerings EACS Track:

Black Feminist Theory/Theories (Gender Studies 380): S. Richards
Studies in Drama: African and Caribbean Theatres (Theatre 545): S. Richards
Studies in Drama: African Theatre (Theatre 545): S. Richards
Performances of Memory in the Black Atlantic (Theatre 000): S. Richards
Black Independent Film and Video (African American Studies 000): J. Brody
Black British Cultural Studies (African American Studies 000): J. Brody
James Baldwin (African American Studies 000): Brody/McBride
Black Queer Theory Meets Black Feminist Theory (Performance Studies 000): P. Johnson/S. Richards
Issues of Representation in Visual Culture (English 000): J. Brody
Ethnographic Methods (Performance Studies 000): P. Johnson
Studies in Race, Gender and Sexuality (Performance Studies 000): P. Johnson
Studies in African Art (Art History 486):
Studies in Colonial and Post-Colonial Literature (English 465):
French Colonialism in the 18th Century: Discourses, Fictions, Practices (French): D. Garroway
The Aporetic Ideal: Blackness and Silence in Adorno's Aesthetic Theory (Comparative Literature 481): K. Bell
Post-Structuralism and Minority Discourse (English 481): A. Weheliye
Sonic Afro-Modernity (English 471): A. Weheliye
African American Folklore (Performance Studies 000): P. Johnson
Black Popular Culture (Performance Studies 000): P. Johnson
Black Arts Movement (Performance Studies 000): P. Johnson
Black Performance Studies/Theory (Performance Studies 000): P. Johnson

Politics, Society, and Culture (PSC) Track:

AFAM PSC Faculty:
 Mary Pattillo
 Celeste Watkins

Barnor Hesse
Richard Iton
Nitasha Sharma

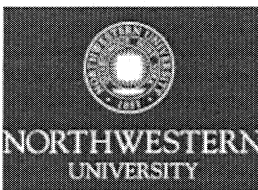
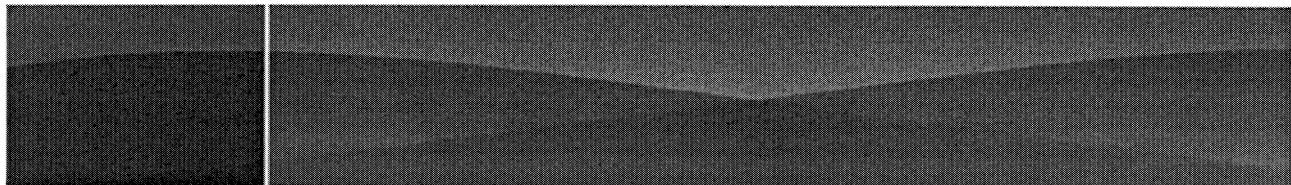
Courses to be Offered by Core PSC Faculty:

Class Debates in the Black Community (Pattillo)
Inequality and Public Policy in Black America (Watkins)
Sociological Perspectives on Black Families (Watkins)
Racism, Deconstruction and Governmentality (Hesse)
Genealogy of Politics and the Political in the African Diaspora (Hesse)
Black Vernacular Movements (Hesse/Iton)
African American Politics (Iton)
Race and Constitutional Order (Iton)
Race, Ethnicity and American Politics (Iton)

Other Offerings PSC Track:

Black Queer Theory Meets Black Feminist Theory (AFAM 000): Johnson/Richards
Transnational Black Politics (Political Science 490): M. Hanchard
Black Political Thought (Political Science 490): M. Hanchard
Race, State and Nationalism (Political Science 490): M. Hanchard
Black American Politics in the Post-Civil Rights Era (Political Science 490): R. Rogers
Immigrant Politics and Race in American Cities (Political Science 490): R. Rogers
Sociology of the Black Experience (Sociology 440): A. Morris
Welfare States and Inequalities: Class, Gender and Race (Sociology 440): A. Orloff
Seminar in African Philosophy (Philosophy 466): S. Diagne
Critical Race Theory (Philosophy 467): R. Gooding-Williams
Seminar in African American Philosophy (Philosophy 467):
Black Feminist Theory/Theories (Gender Studies 380): S. Richards
Stereotyping and Prejudice (Psychology 486):
Theories of Economic Development (Economics 425):
Globalization and Its Discontents: Race, Gender and Culture in Capitalist Histories (Anthropology 490): M. Di Leonardo
African American Child Development (Human Development 451): Jelani Mandara

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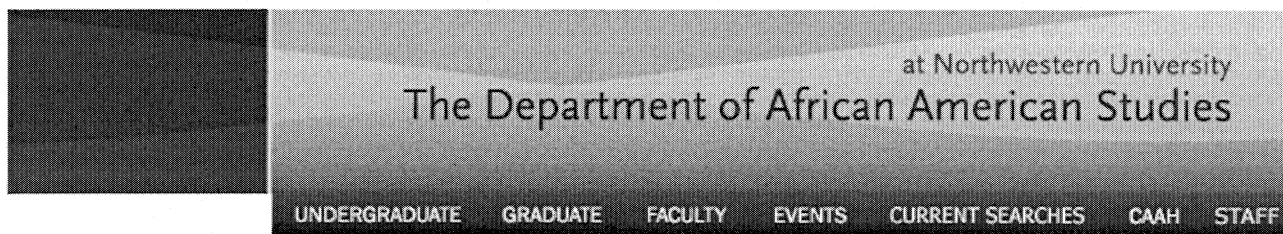


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Courses for 2009-2010

Fall 2009

- 402-0 Memory Course
- 441-0 History of Black Women in the Diaspora

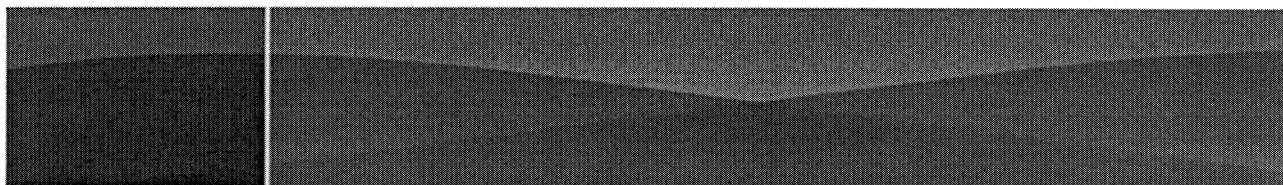
Winter 2009

- 403-0 Diaspora Theory and Diaspora Tropes
- TBA Gender and Sexuality in the African Diaspora

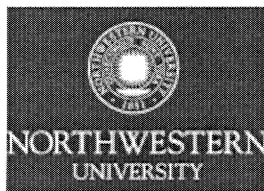
Spring 2009

- 401-0 Conceptual Methodologies
- TBA Rags to Riches: Black Religion and Economic Thought

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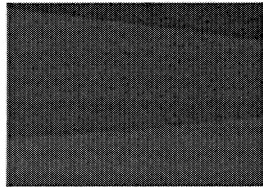


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The Department of African American Studies

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[Affiliated Faculty](#)

Core Faculty 2008-2009

Core Faculty



Dr. Martha Biondi
m-biondi@northwestern.edu



Dr. Sherwin Bryant
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n-sharma@northwestern.edu



Dr. Tracy Vaughn
t-vaughn@northwestern.edu



Dr. Celeste Watkins-Hayes
c-watkins@northwestern.edu

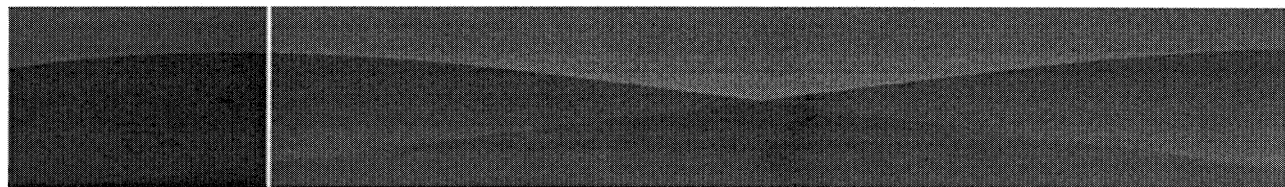


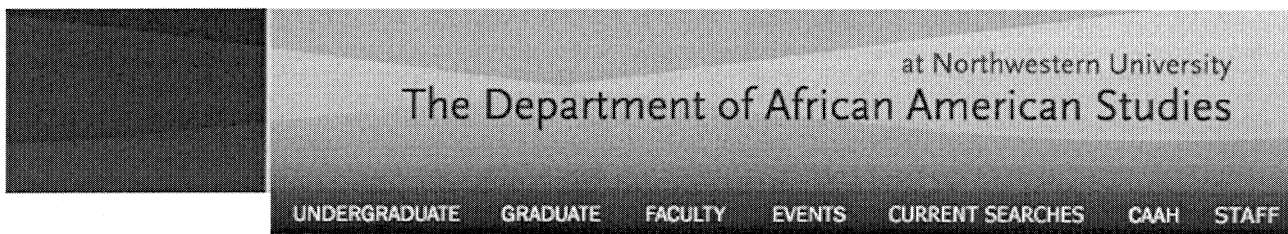
Dr. Alex Weheliye
a-weheliye@northwestern.edu



Dr. Michelle M. Wright
michelle-wright@northwestern.edu

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Affiliated Faculty 2008-2009

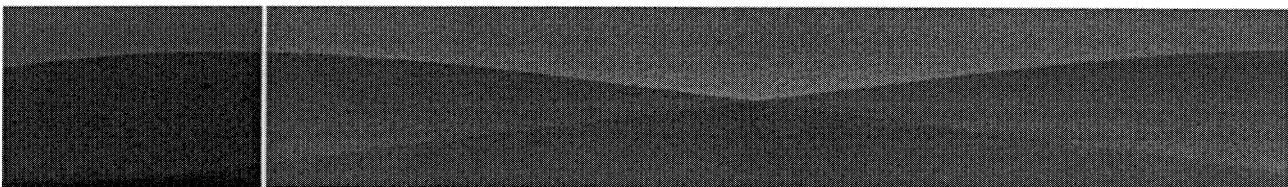
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Affiliated Faculty

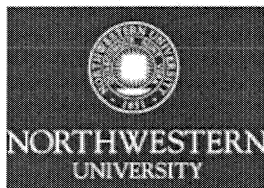
Affiliated Faculty

Henry Binford
 Huey Copeland
 Dilip Gaonkar
 Geraldine Henderson
 E. Patrick Johnson
 John Keene
 Carol Lee
 Nancy MacLean
 Kate Masur
 Charles Mills
 Toni-Marie Montgomery
 Aldon Morris
 Larry Murphy
 Dylan Penningroth
 Jennifer Richeson
 Dorothy Roberts
 Reuel Rogers
 Krista Thompson
 Harvey Young

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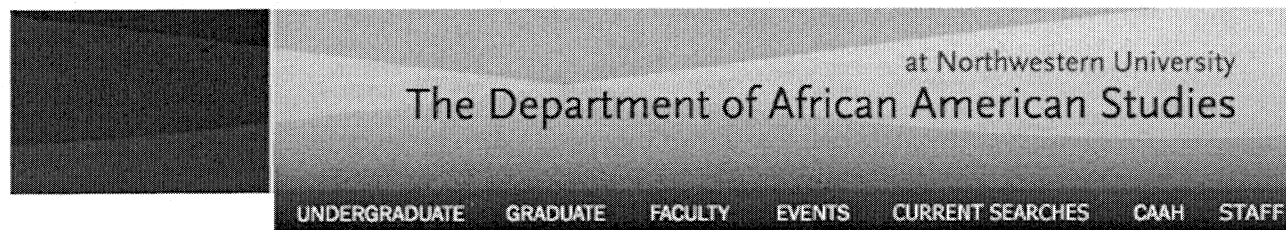
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Post	Post Date
Davis Lecture	9/26/07
Professor Patrick Johnson's Article in the Chicago tribune	4/15/06
Inaugural Lectures for Board of trustees	3/3/06
BQS	1/20/06
Race & Ethnicity Study Group	1/06
Black Diaspora Performance: A global circuitry of creativity, communication, and citizenship	11/11/05 11/12/05
Call For Papers - Race Diaspora: politics, Communities, and Ideologies	10/31/05

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2009 Leon Forrest Lecture with Paula Giddings	3/5/09
Controversial Blackness	2/4/09 - 2/18/09
2008 Kreeger Wolf lecture with Thavolia Glymph	10/21/08
1968+40: The Black Student Movement at Northwestern and Its Legacy	10/31/08 11/1/08
2008 Allison Davis Lecture with Cathy J. Cohen	11/6/08
2008 Speaker Series	5/7 5/21

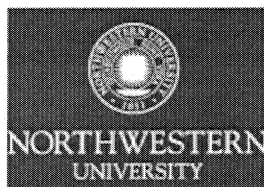
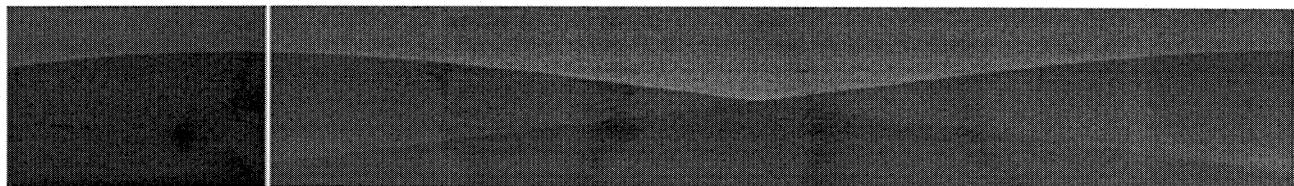
	5/28
Aimé Césaire Symposium	5/20/08
2008 Leon Forrest Lecture with Jamaica Kincaid	3/6/08
Panel Discussion and Book Launch with Charles Mills	3/5/08
Forum on Reparations, Redress and Restorative Justice	2/22/08
2007 Allison Davis Lecture with Patricia Hill Collins	11/8/07
"The New Directions in African American Theory, Literature, and Cultural Studies" Conference	4/5/07- 4/6/07
Out of Sight Conference	3/2/07- 3/3/07
Leon Forrest Lecture Guest Speaker: Fred Wilson @ 4:30pm	3/2/07
The 2004 Allison Davis Lecture: Deborah Gray White	10/25/04
"Re-Thinking Race/Researching Racism" (see details here)	4/5/06
Blacks in Europe Conference	4/21/06 4/22/06

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AFAM In The News

Nitasha Sharma	Building Academic Bridges
John Keene	Free Verse in Chicago Magazine Page 1 Page 2
	Pictures from the CAAH Dissertators Workshop
Mary Pattillo	In the Footsteps of the Great Chicago Ecologists
Celeste Watkins	USA Weekend, Feb. 7-9 2003 - The Scientists
Arin Reeves	MCCA, Feb. 2003 - Diversity in Dollars and Sense

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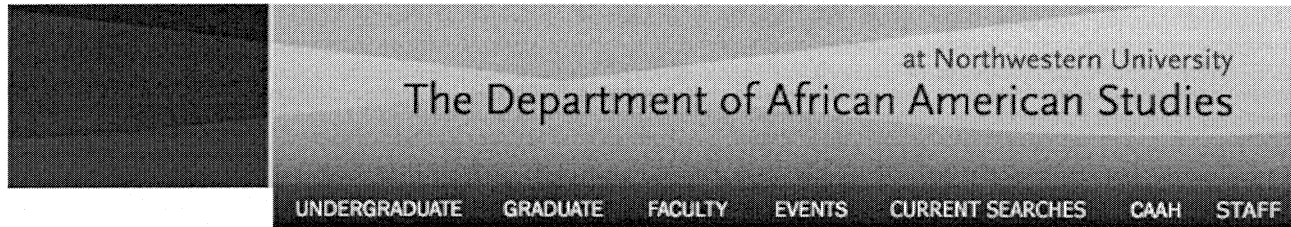


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Current Searches

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Postdoctoral Fellowship

Fall 2009 Search for the Post Doctoral Fellow

The Department of African American Studies in the Weinberg College of Arts and Sciences at NORTHWESTERN UNIVERSITY invites applications for a two year Postdoctoral Fellowship Program. Recent Ph.D.s (degree granted during or after 2006) with a commitment to the field of African American and/or African Diaspora studies are encouraged to apply.

This two year fellowship program is residential and provides a competitive stipend and benefits, a visiting appointment in the Department of African American Studies (including teaching of one or two classes in the Department), and participation in the intellectual life of the Department and University.

Applicants should submit **four copies** (postmarked no later than December 31, 2009) of the following:

- 1) a current curriculum vitae,
- 2) a letter of application detailing the research project to be undertaken during the fellowship year,
- 3) a sample of scholarly writing,
- 4) evidence relating to the quality of teaching (syllabi),
- 5) three letters of recommendation (including one letter from the dissertation advisor) to:

Dr. Sandra Richards
Department of African American Studies
Northwestern University
1860 Campus Drive
Evanston, IL 60208-2210
Attn: Postdoctoral Fellowship Search

All inquiries should be addressed to Suzette Denose at 847-491-5122 or s-denose@northwestern.edu.

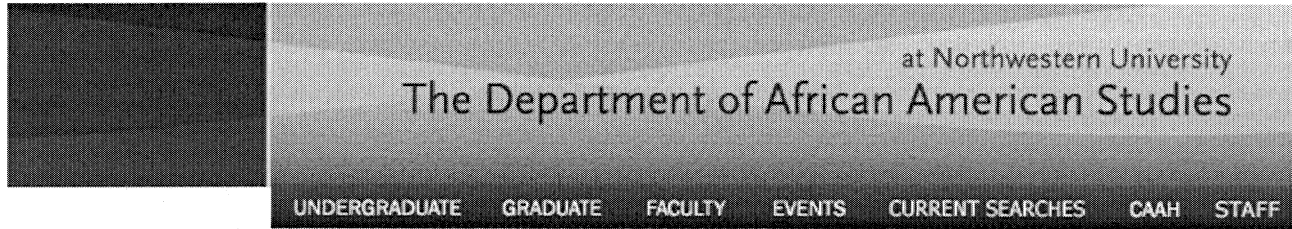
AA/EOE. Northwestern University encourages applications from women and minorities.

Faculty Search

We have no current searches at this time.

All inquiries should be addressed to Suzette Denose at 847-491-5122 or s-denose@northwestern.edu.

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Staff

Department Assistant

Suzette Denose
 Office: Crowe 5-132
 Phone: 467-3466
 Email: s-denose@northwestern.edu

Graduate/Undergraduate Program Assistant

Marjorie McDonald
 Office: Crowe 5-128
 Phone: 491-5122
 Email: memcdonald@northwestern.edu

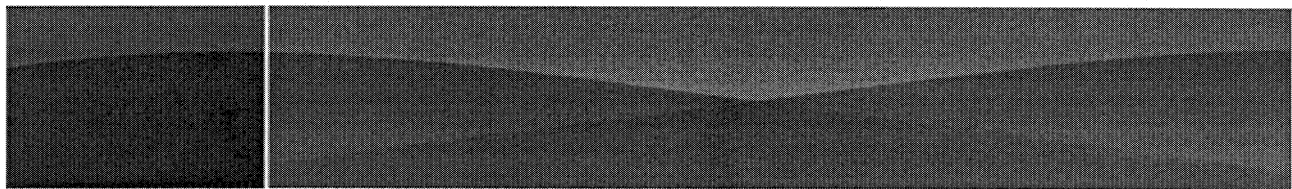
Research Associate

Marshanda Smith

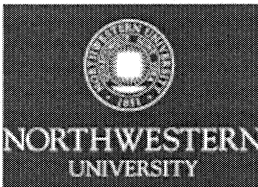
Center for African American History (CAAH)

Phone: 491-5122

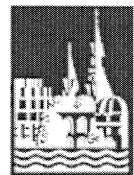
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The Center for African American History

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Welcome

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Director



Associate Director

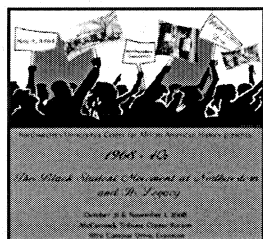
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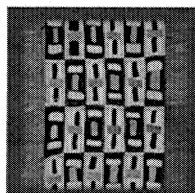
Resource Links

Latest Video



1968 + 40: The Black Student Movement at Northwestern and its Legacy

The Center for African American History (CAAH) draws together scholars from across the disciplines to promote the study of all aspects of African American history and the history of the African Diaspora. Defining African American history in the broadest possible terms with a commitment to Diasporic scholarship, CAAH calls upon a fine cadre of scholars who specialize in the histories of the U.S., Latin America, Asia, West Africa, and the Caribbean. The Center is an outgrowth of the great strides that the departments of African American Studies and History have made in recruiting prominent new faculty to enhance the university's longstanding strength in African History, and the study of the African Diaspora in the Americas. It is a testament to these scholars' commitment to interdisciplinary scholarship and intellectual collaboration.



In the three years since its founding, the Center has grown into a vibrant community of engaged faculty and students across departments. With generous funding from Weinberg

College of Arts and Sciences, the CAAH continues to sponsor a fall lecture series, an annual symposium on a burgeoning subfield within African American history and the history of the African Diaspora, and a graduate student-led dissertation-working group.

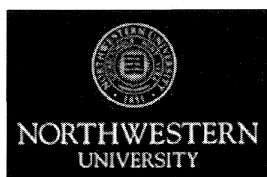
Dr. Darlene Clark Hine, Northwestern University Board of Trustees Professor of African American Studies and History, served as the inaugural director for 2004-2005 and continues to spearhead this innovative endeavor. Butch Ware, Assistant Professor of History serves as Associate Director of the Center for the 2006-2007 Academic Year. Eight faculty affiliates serve as the Center's planning board, assisting in the Center's governance, programming and intellectual life.

We believe that there are a number of reasons why the Center for African American History is poised to become one of the nation's leading Centers for the study and teaching of African American history. First, Northwestern has a long tradition in training scholars of African American history and the history of the African Diaspora. This legacy of excellence is due in no small measure to the exceptional collection of Africana documentary evidence housed in Northwestern's Melville Herskovits Library of African Studies. Second, Northwestern now holds the distinction of having twelve scholars working in African American history and the history of the African Diaspora, a feature that many of the nation's leading institutions of higher learning cannot claim. The intellectual range and depth embodied within these scholars provides the Center for African American History with a truly rare set of skills and talents. Third, the geographical context of the university provides a wonderful environment for the development of intellectual partnerships with a range of institutions. Departments of History and African American Studies, programs and centers at the University of Chicago, University of Illinois-Chicago, Chicago State University, Roosevelt University, Loyola University, and DePaul University offer unique opportunities in this regard.

In addition to these institutions and Northwestern's extensive library holdings, area research institutions such as the Chicago Historical Society, the DuSable Museum of African American History, the Newberry Library, and the Vivian G. Harsh Research Collection of Afro-American History and Literature offer additional opportunities for intellectual collaboration. While most centers operate primarily as research-supporting entities, CAAH has distinguished itself as a service oriented enterprise dedicated to training and mentoring teachers and students of African American history and the history of the African Diaspora. In an effort to achieve the Center's mission, we envision sponsoring a series of summer workshops aimed at three initiatives: "training high school teachers of African American and American history," "graduate students professionalizing," and mentoring assistant professors working to transform dissertations in African American history into book manuscripts.

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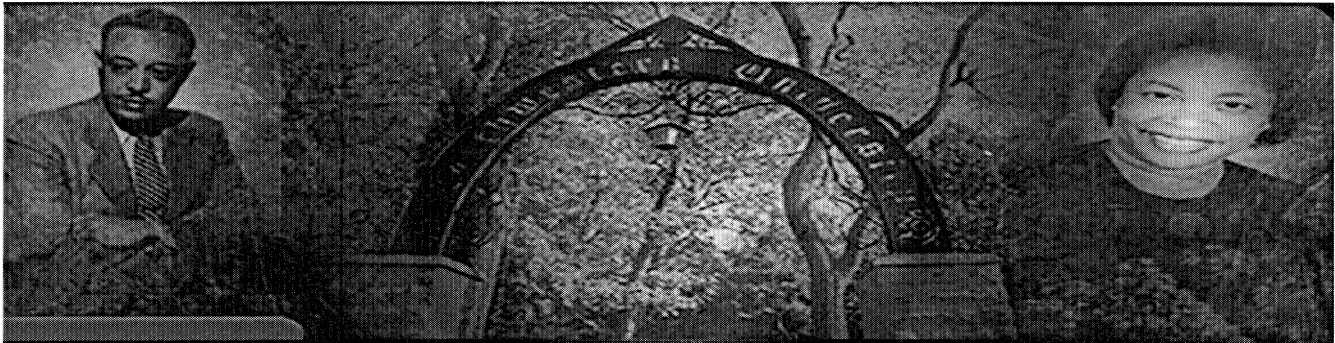
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Dissertators Workshop - Graduate Students

Janaka Bowman

Field: English: American Literature (19th Century African-American)

Topic: Freedom Promised, Freedom Told: Black Women's Narratives of Emancipation and Reconstruction, 1861-1892

Advisor: Dwight McBride

Sarah Blackwood

Field: 19th c. American literary realism and visual culture, history of photography, history of science, antebellum African-American visual culture

Diss. Title: Portraiture: Representing Interiority in American Culture, 1839-1900

Advisor: Betsy Erkkila, Department of English

Katy L. Chiles

Field: English: Early American literature and culture; critical race theory

Topic: "Surprising Metamorphosis: Transformations of Race in Early American Literatures"

Advisor: Betsy Erkkila

Christine M. Dunford

Field: Performance Studies

Topic: Deploying Nature: A Performance Ethnography of Gardeners, Urban Gardens and Change in a Chicago Neighborhood

Advisor: E. Patrick Johnson

Michael Green

Field: History: America (Twentieth century / Cold War social history and race)

Topic: Black Yanks in America's Pacific: Military Service, the National Security State, and Interpersonal Politics, 1945-1953.

Advisor: Michael Sherry

Tasha M. Hawthorne

Field: English: 20th Century African American Literature

Topic: "Foxes, Players, and Vixens: Reading Black Popular Fiction"

Advisor: Dwight McBride

Kamasi C. Hill

Field: 20th Century African-American Religious History

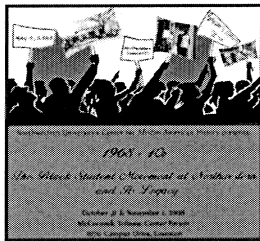
Topic: Between Pulpit and Power: Black Religious Nationalism Amongst Detroit's African Methodists

Advisor: Larry G. Murphy

Sarah Mesle

Field: English

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Title: "Representing the Racial Self: Pro-Slavery Ideology and the Problem of Sentimental Literature"

Advisor: Julia Stern

Mshai Mwangola

Field: Africa (20th / 21st century, Performance, Diaspora)

Topic: "Performing our Stories, Performing Ourselves: In Search of Kenya's Uhuru generation)

Advisor: Margaret Thompson Drewal

Tamara Roberts

Field: Performance Studies: Popular music (20th century, U.S., racial politics)

Topic: Musicking at the Crossroads of Diaspora: Afro-Asian Musical Politics

Advisor: E. Patrick Johnson

Crystal Renee Sanders

Field: History: American (20th Century/African American)

Topic: TBA

Advisor: Nancy MacLean

Tobin Shearer

Field: History/Religion

Topic: The Danger of Purity: How White Mennonites Maintained Racial Distance, 1940 to 1971

Advisor: Josef Barton/Cristie Traina

Dana Wiener

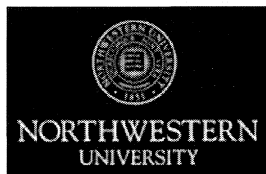
Field: History

Topic: Racial Radicals: Antislavery Activism in the Old Northwest, 1830-1861

Advisor: Stephanie McCurry

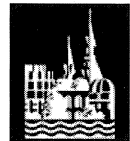
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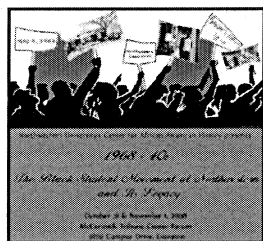


Message from the Director



Welcome to the Center for African American History. Today, the study, teaching, and writing of African American history and the African Diaspora is one of the most compelling and dynamic fields of scholarly inquiry in the academy. So much fascinating and significant scholarship is being produced that this is a critical moment for us to forge opportunities and create new spaces to facilitate spirited discourse. Northwestern University has assembled a vibrant group of historians with wide ranging interests and expertise and has a large cohort of graduate students working on dissertations that will advance the field in exciting ways. The emerging diverse perspectives about key topics, development of innovative methodological approaches,

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and increased attention paid to comparative studies makes imperative the launching of our Center for African American History.

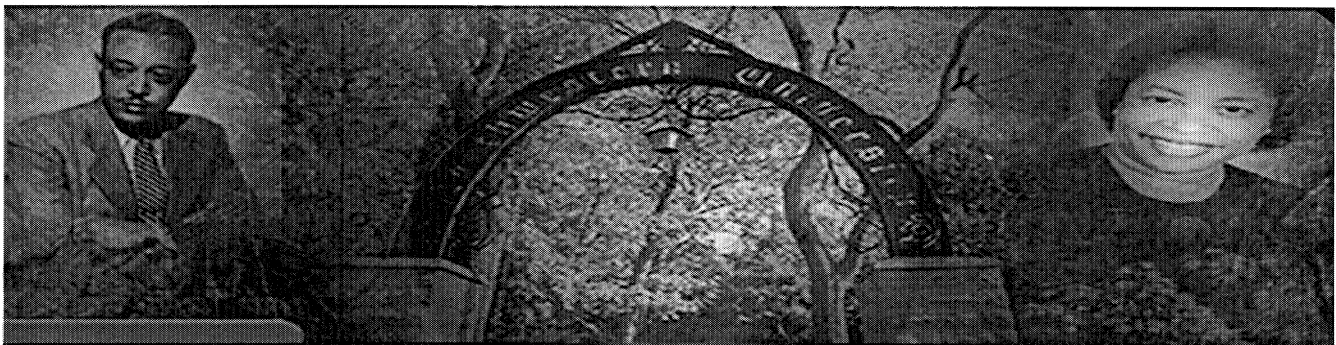
The Departments of African American Studies and History are partners in the creation of the Center. Colleagues in both departments will exchange ideas, share research findings, celebrate publications, and disseminate scholarship to the larger community. The Center will promote conversations between our faculty and graduate students, and will invite historians from other institutions to lecture at informal and formal venues. We welcome your participation in our activities and anticipate lively and informative interactions across boundaries.

Peace,
Darlene Clark Hine
Inaugural Director, Center for African American History

Northwestern Center for African American History

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Associate Director: Butch Ware

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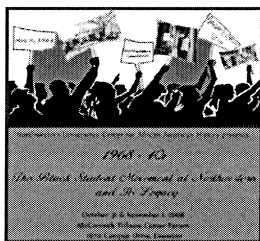
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Butch Ware (PhD University of Pennsylvania, 2004) specializes in West African history. His research interests include Islam, social history, education, slavery, and race. His first book project, tentatively entitled "Knowledge, Faith, and Power: A History of Qur'ān Schooling in Senegambia," grows out of his doctoral dissertation research and interrogates the role of "traditional" Islamic education in shaping Muslim identity and Islamic society. The book examines and documents the history of a largely ignored Islamic educational ethic of personalized, internalized, and embodied instruction as it has shaped and been shaped by a West African Muslim society. Ware is also pursuing new research on the history of slavery, race, and religion in Islamic Africa, the first fruits of

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which will appear as "Slavery in Islamic Africa, 1400-1800," in *The Cambridge World History of Slavery Vol III* (Cambridge, 2007). Ware has a strong interest in exploring the interwoven histories of continental and Diaspora Africans in his teaching and research and has taught courses on African-American history and the early-modern Black Atlantic World.

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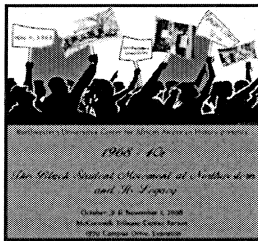
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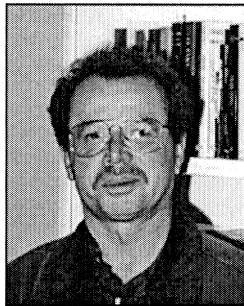


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HENRY BINFORD

(Ph.D. Harvard, 1973) is an urban historian specializing in the nineteenth century evolution of sub-communities within cities, including suburbs and slums. He is also interested in efforts to redevelop cities in the twentieth century. His publications include *The First Suburbs: Residential Communities on the Boston Periphery, 1815-1860*. He has received research support from the National Humanities Center, the National Endowment for the Humanities, and the Newberry Library. He was the Charles Deering McCormick Professor of Teaching Excellence for three years.



MARTHA BIONDI

(Ph.D. Columbia University, 1997) is a member of the Department of African American Studies with a courtesy joint appointment in the History Department. She specializes in 20th century African American history, with a focus on social movements, politics, ideology and protest. Her book *To Stand and Fight: the Struggle for Civil Rights in Postwar New York City* was published in 2003 by Harvard University Press. She is currently writing a book on the struggle for Black Studies on American campuses from 1967 to 1977, highlighting the role of both student and scholar activists.



SHERWIN BRYANT

(Ph.D. Ohio State University, 2005) is a member of the Department of African American Studies with a courtesy joint appointment in the Department of History here at Northwestern University. He specializes in colonial Latin American history, with a particular emphasis upon comparative slavery and the African experience in Latin America. He has received numerous awards and fellowships including: a Fulbright Fellowship

(IIE) for pre-dissertation research in Ecuador, a Ford minority Dissertation Fellowship, the Kenyon College Dissertation/Teaching Fellowship, and the Erskine A. Peter's Dissertation Fellowship at the University of Notre Dame. He is the author of: "Enslaved Rebels, Fugitives, and Litigants: The Resistance Continuum in Colonial Quito," *Colonial Latin American Review* 13:1 (June 2004): 7-46. His dissertation, "Slavery and the Context of Ethnogenesis: Africans, Afro-Creoles and the Realities of Bondage in the Kingdom of Quito, 1600-1800," looked comparatively at slave experiences in two of Quito's three principal slaveholding regions--Popayán and Quito, while exploring Quito's unique context for African and Afro-Creole identity formation. He is currently revising his dissertation for publication.



DARLENE CLARK HINE

(Ph.D. Kent State, 1974) served as John A. Hannah Professor of History at Michigan State University (1987-2004). Hine currently serves as a Board of Trustee Professor at Northwestern University

Hine is co-editor, with Evelyn Brooks Higginbotham and Leon Litwack *The Harvard Guide to African-American History* (2001). She is co-author, with Stanley Harrold and William Hine, of an African-American history textbook, *The African-American Odyssey, Volumes I & II* (2000), second edition of Volumes I & II (2002), third edition of Volumes I & II (2006); co-author with Kathleen Thompson, of *A Shining Thread of Hope: The History of Black Women in America* (1998). She is co-editor, with Earnestine Jenkins, of *A Question of Manhood: A Reader in U.S. Black Men's History and Masculinity*, Volume I (1999) Volume II (2001); and, with Jacqueline McLeod, *Crossing Boundaries: Comparative History of Black People in Diaspora* (1999). She is author of *Hine Sight: Black Women and the Re-Construction of American History* (1994); *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (1989); and *Black Victory: The Rise and Fall of the White Primary in Texas* (1979). She has recently published a new edition of *Black Victory* (2003). Hine is also a co-editor, with D. Barry Gaspar, of *More Than Chattel: Black Women and Slavery in the Americas* (1996); "We Specialize in the Wholly Impossible": *A Reader in Black Women's History* (1995), with Linda Reed and Wilma King; and the award winning, two-volume set, *Black Women in America: An Historical Encyclopedia* (1993), with Elsa Barkley Brown and Rosayln Terborg-Penn. She is also editor of *The State of Afro-American History, Past, Present, and Future* (1986).



NANCY MACLEAN

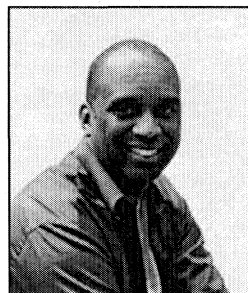
(Ph.D. Wisconsin, 1989) is a historian of twentieth-century America, who works at the intersection of gender, race, and labor, and explores relationships between social movements and public policy. Her book

Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan won prizes for the best book in southern history and the best book on the history of race relations. A recipient of fellowships from the Woodrow Wilson Foundation, the American Council of Learned Societies, and the Russell Sage Foundation, she is also one of Northwestern's Charles Deering McCormick Professors of Teaching Excellence. Her most recent book is *Freedom Is Not Enough: The Opening of the American Workplace* (Harvard University Press and the Russell Sage Foundation, Jan. 2006)



KATE MASUR

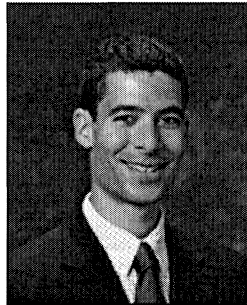
(Ph.D. University of Michigan 2001) works on questions of race and citizenship in the nineteenth-century United States and is especially interested in cities, social movements, and political theory, as well as slave emancipations throughout the Atlantic World. Her dissertation, "Reconstructing the Nation's Capital: The Politics of Race and Citizenship in the District of Columbia, 1862-1878," received awards from the University of Michigan and the American Studies Association. She is an editor of *Freedom: A Documentary History of Emancipation, 1861-1867, ser. 3, vol. 2: Land and Labor, 1866-1867* (under contract with Cambridge University Press) and is currently revising her dissertation for publication. Kate joined the Northwestern faculty in fall 2005 after spending the previous year as a fellow at the Library of Congress's John W. Kluge Center.



DWIGHT MCBRIDE

(Ph.D. UCLA) is Chair and Leon Forrest Professor of African American Studies at Northwestern University. Professor of African American Studies and English at Northwestern University. In addition to his published essays in the areas of race theory and black cultural studies-the most well-know of which is "Can the Queen Speak?: Racial Essentialism, Sexuality and the Problem of Authority," which has been printed three times-McBride is the editor of *James Baldwin Now* (NYU Press, 1999), co-editor of a special issue of *Callaloo* entitled "Plum Nelly: New Essays in Black Queer Studies" (Winter 2000), co-editor of *Black Like Us: A Century of Queer African American Literature* (Cleis Press, 2002 also nominated for a 2003 Lambda Literary Award) and author of *Impossible Witnesses: Truth, Abolitionism, and Slave Testimony* (NYU Press, fall 2001). His most recent book is a collection of his own essays entitled *Why I Hate Abercrombie and Fitch: Essays on Race and Sexuality* (NYU Press, 2005). Both *James Baldwin Now* and "Plum Nelly" received special citation (December 2000) from the Crompton-Noll Award Committee of the Modern Language Association for their significant contribution to LGBT Studies and *Impossible Witnesses* was a nominee for the

Hurston/Wright Foundation Legacy Award. McBride is currently at work on two projects: Poetics, Politics, and Phillis Wheatley and Melvin Dixon's Critical Essays.



DYLAN PENNINGROTH

(Ph.D. Johns Hopkins 1999) works on African American history, with special interests in the history of slavery and emancipation, property and family, and African Studies. His dissertation "Claiming Kin and Property: Black Life in the Nineteenth-Century South" won the Allan Nevins Prize of the Society of American Historians in 2000. *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* was published by the University of North Carolina Press in fall 2003, in the John Hope Franklin Series in African American History and Culture. It won the 2004 Avery O. Craven Award from the Organization of American Historians. From 2005-08 he is serving as an OAH Distinguished Lecturer. He is currently working on a book about African Americans' engagement with law in the late-nineteenth and early-twentieth century South.



BUTCH WARE

(Ph.D. University of Pennsylvania, 2004) specializes in West African history. His research interests include Islam, popular religious culture, and race. His dissertation, "Knowledge, Faith, and Power: A History of Qur'anic schooling in 20th Century Senegal," interrogates the role of Islamic education in shaping Muslim identities, and examines the ways in which Qur'anic schools have articulated with Sufi orders, Muslim reformers, and the state in the recent past. He is currently revising his dissertation for publication, and beginning work on a study of the history of racial and religious identity in Senegal and Mauritania, a history which exploded into a series of bloody international riots in 1989. He also has a strong interest in exploring the interwoven histories of continental and Diaspora Africans in his teaching and research.

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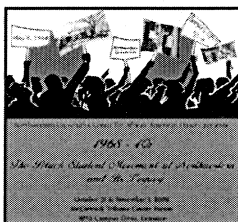
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Past Events	Date
1968 + 40: The Black Student Movement at Northwestern and its Legacy	October 31 & November 1, 2008
<i>Conversations with Scholars</i> Guest Speaker: Professor Michael Honey (University of Washington)	March 9, 2007
Diasporic Counterpoint: Africans, Asians and the Americas Symposium	April 21-22, 2007
Blacks in Europe Conference	April 21-22, 2006
Inaugural Lectures for Board of Trustees	March 3, 2006
Black Queer Studies Symposium	January 2006
Race & Ethnicity Study Group	January 2006
The African Diaspora to Latin America Symposium	April 2005

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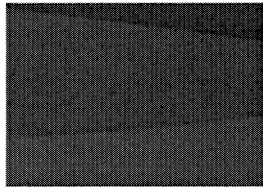
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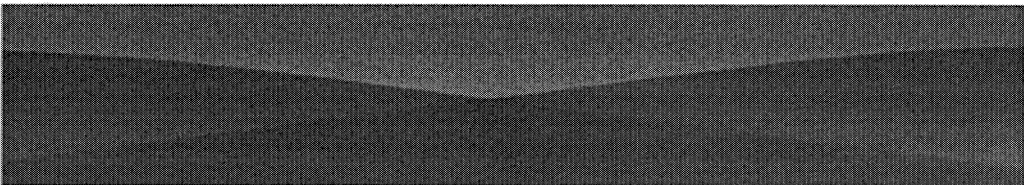
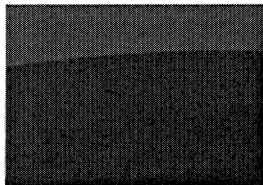
Research Associate

Marshanda Smith

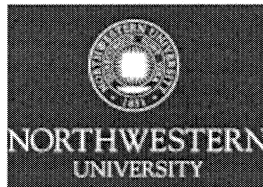
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Graduate

Studying the African Diaspora and African American History at Northwestern University

Northwestern is emerging as a leading center for graduate study of the African Diaspora and African American history. The History Department, African American Studies, and African Studies have together assembled an outstanding roster of distinguished senior scholars and innovative young scholars working on all aspects of the black diaspora. Building on Northwestern's historic standing as the premier African history program in the United States thanks to our pioneering and unrivaled Herskovits Library of African Studies, we have in recent years hired new faculty at all levels in African American history, African history, Afro-Caribbean history and Latin American history. They work in varied subfields: history of pre-colonial Africa, history of slavery, women's history, black social and political history, history of religion, empire and anti-colonialism, comparative race and ethnicity, cultural history, and other diasporas. In 2004-05, Northwestern will be inaugurating a new [Center for African American History](#) that will support faculty and graduate student research and sponsor lectures, symposia, and other events.

In addition, our students can take advantage of outstanding faculty in the related disciplines of Anthropology, English, Law, Political Science, Religion, Performance Studies, Sociology, and Theater who have joint appointments with African American Studies and African Studies. Northwestern students have easy access to the vast resources of the Chicago area for research in the African Diaspora and African American history: among them the Chicago Historical Society, the DuSable Museum, the Harsch Collection, and the Newberry Library (see below for links). Northwestern's Institute for Policy Research also sponsors research, lectures, and seminars on related public policy matters.

Among the History and African American Studies faculty who work in these areas are: Josef Barton, Henry Binford, Martha Biondi, T.H. Breen, Sherwin Bryant, Brodwyn Fischer, Jonathon Glassman, Darlene Clark Hine, John Hunwick, Tessie Liu, Nancy MacLean, Kate Masur, Sarah Pearsall, Dylan Penningroth, Frank Safford, David Schoenbrun, Butch Ware, and Ji-Yeon Yuh.

See also, at Northwestern:

- [African American Studies](#)
- [Center for African American History](#)
- [Institute for Policy Research](#)
- [Melville J. Herskovits Library of African Studies](#)
- [Program of African Studies](#)

In Chicago:

- [The Chicago Historical Society](#)
- [The DuSable Museum of African American History](#)
- [The Newberry Library](#)
- [The Vivian G. Harsh Research Collection of Afro-American History and Literature](#)

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 Web page updates: Eric West (e-west@northwestern.edu)
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COURSES OF INSTRUCTION

See Explanatory Notes, pages 47-48

PROGRAM OF INTRODUCTORY STUDIES

The College has replaced the traditional freshman-year course in literature and composition with a series of one-quarter courses. These courses are designed to introduce students to the subject matter and the problems of various disciplines and areas of study. They are all courses on specific topics with emphasis on reading, class discussion and the writing of papers. The papers are not assigned themes, but rather expositions of subjects the students have explored with interest.

All departments in the College may offer courses in Introductory Studies. Up to the present, the following departments have done so: Art, Biological Sciences, Classics, English, French and Italian, Geography, Geological Sciences, German, Mathematics, Physics, Slavic Languages and Literatures, Sociology. The following are typical course topics:

- Planning of New Towns
- Saga Literature
- The Hero: Ancient and Modern
- Impact of Biology on Modern Society
- Power in American Society
- The Literature of Sports
- The Dehumanization of Art
- Mathematics and Literature
- Science Fiction

Every student in the College is required to complete two courses in Introductory Studies in the freshman year. The courses to be offered in any quarter will be announced during the preceding quarter of the academic year.

GENERAL STUDIES 401

These courses are open to all qualified students.

HUMANITIES

Students who have completed Art B70 do not receive additional credit for Winter Quarter of General Studies B70. Those who have completed Philosophy B80 do not receive additional credit for Spring Quarter of General Studies B70.

401-B70 MUSIC, ART, PHILOSOPHY AND PSYCHOLOGY OF ART

Fall: Music. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

Winter: Art. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture.

Spring: Philosophy and Psychology of Art. Theories of nature and meaning of art. Open to students who have completed Music and Art Humanities B70 sequence or by consent of instructor.

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Usually limited to ten participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, etc., prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences.

Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES 404

Professor BENNETT (Chairman).

The Department of African-American Studies will be formally established September 1, 1972. It will offer a full program of study in the African-American experience. The program will be developed during the coming year. Students should consult the Time Schedule for the courses to be offered in the fall quarter 1972.

COURSES OF INSTRUCTION

See Explanatory Notes, pages 47-48

PROGRAM OF INTRODUCTORY STUDIES 402

The College has replaced the traditional freshman-year course in literature and composition with a series of one-quarter courses. These courses are designed to introduce students to the subject matter and the problems of various disciplines and areas of study. They are all courses on specific topics with emphasis on reading, class discussion and the writing of papers. The papers are not assigned themes, but rather expositions of subjects the students have explored with interest.

All departments in the College may offer courses in Introductory Studies. Up to the present, the following departments have done so: Art, Biological Sciences, Chemistry, Classics, Economics, English, French and Italian, Geography, Geological Sciences, German, History and Literature of Religions, Mathematics, Physics, Psychology, Slavic Languages and Literatures, Sociology. The following are typical course topics:

- Planning of New Towns
- Saga Literature
- The Hero: Ancient and Modern
- Impact of Biology on Modern Society
- Power in American Society
- The Literature of Sports
- The Dehumanization of Art
- Mathematics and Literature
- Science Fiction

Every student in the College is required to complete two courses in Introductory Studies in the freshman year. The courses to be offered in any quarter will be announced during the preceding quarter of the academic year.

GENERAL STUDIES 401

These courses are open to all qualified students.

HUMANITIES

Students who have completed Art B70 do not receive additional credit for Winter Quarter of General Studies B70. Those who have completed Philosophy B80 do not receive additional credit for Spring Quarter of General Studies B70.

401-B70 MUSIC, ART, PHILOSOPHY AND PSYCHOLOGY OF ART

Fall: Music. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

Winter: Art. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture.

Spring: Philosophy and Psychology of Art. Theories of nature and meaning of art. Open to students who have completed Music and Art Humanities B70 sequence or by consent of instructor.

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Usually limited to ten participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, etc., prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences.

Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES 404

Professor Carew (Chairman); Associate Professor Hill.

African-American studies will have as a major focus the particular experience of Afro-Americans. But from this important core, these studies will deal with the other Black peoples of the New World diaspora and with Africa, the continent from which the African-American peoples derived. The field of investigation in African-American studies will therefore embrace the Afro-American core as well as Africa and all areas in which the African presence exists. These studies will eventually cover the following fields:

1. The African diaspora and its many consequences in the Americas—the web of oral languages and traditions that the slaves brought from Africa.
2. Racism and the distortions and omissions that it caused to develop in Western scholarship.
3. Oral languages, traditions and oral history, which are the keys to understanding many undiscovered facets of the Afro-American experience.
4. African-American song, dance, music and religious styles and the ritual and dramatic forms out of which they derive.
5. Building on the works of those Black scholars and writers who began examinations of the nature of coloni-

zation and the psyche of the colonizer.

6. The links that were forged between the African and Amerindian cultures in this hemisphere.

Courses

404-B30 BLACK INTERNATIONALISM— POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY *Fall-Winter*

An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's *Universal Negro Improvement Association* as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the Movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black Nationalism.

404-C12 THE TECHNIQUES OF WRITING *Fall-Winter-Spring*

A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed and brought into critical focus from new perspectives. Open to sophomores, juniors and seniors with consent of instructor.

404-C30 CONTEMPORARY THIRD WORLD LITERATURE *Fall-Winter-Spring*

A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors and graduate students with the consent of the instructor.

404-C31 THREE CONTEMPORARY AFRO-AMERICAN WRITERS *Fall*

ANTHROPOLOGY 403

Professors Albert (Chairman), Bohannon, Cohen, Dalton, Hall, Hsu, Struever, Werner; Associate Professors Brown, Legesse, Sade, Wagner; Assistant Professors Brownrigg, Buikstra, Fabian; Lecturers Freeman, Martin, Van Stone.

Programs of Study for Departmental Majors

1. Anthropology

Prerequisites: Anthropology B11, B13, and B15. Juniors and seniors may substitute other courses with the approval of the departmental adviser.

Major Courses: Anthropology C70, two area courses on the C level (such as Cultures of China C35 or the American Indian C11), and four additional courses at the C level.

Related Courses: subject to approval of the Departmental adviser five quarter-courses to be selected from Biology (Zoology, Genetics), Economics, Geography, Geology, History, Philosophy, Political Science, Psychology, Sociology, History and Literature of Religions, and Linguistics.

2. The Teaching of Social Studies

See Teaching Majors under School of Education.

1973 Summer Session

The Department plans to offer the following undergraduate courses in the Summer Session: A10, B06, C03, C07, C10, C21, C22, C24, C25, C77, C99.

Courses Primarily for Undergraduates

Students who have completed more than one quarter of An Introduction to the Sciences of Human Behavior do not receive credit for Anthropology A10, Psychology A10, or Sociology A10.

403-A10 INTRODUCTION TO ANTHROPOLOGY *Fall or Winter or Spring*

Survey of human evolution, prehistory, language and culture. Economic and social institutions, religion, art, attitudes, and values.

403-B06 PEOPLES OF THE WORLD

Culture areas of the world: a systematic geographical survey of the world's culture, with attention to illustrative examples of particular societies.

403-B11 CULTURAL AND SOCIAL ANTHRO- POLOGY *Fall*

Principles on which social and cultural anthropologists carry out field research, write reports, and perform comparative studies in human culture and society.

403-B13 HUMAN ORIGINS: AN INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY AND PRE- HISTORIC ARCHAEOLOGY *Winter*

The emergence of the human species through the process of organic evolution, and the elaboration of cultures from their earliest beginnings through the end of the Pleistocene epoch. May be retaken for credit.

403-B14 INTRODUCTORY BIOLOGICAL ANTHROPOLOGY LABORATORY *Winter*

An introduction to the comparative morphology of the primates, including modern and fossil man. Two 3-hour lab sessions per week. Limited enrollment.

403-B15 INTRODUCTORY LINGUISTIC ANTHROPOLOGY

Exploration of the scope of linguistic anthropology, from the study of language as an end in itself to the investigation of cultures through the medium of human languages.

403-B17 PSYCHOLOGICAL DIMENSIONS OF ANTHROPOLOGY

An examination of such problems as aggression, sexuality, the urge to mastery, and symbolizing, in relation to social and cultural opportunities and limitations.

403-B25-1 AFRICA: AN INTERDISCIPLINARY SURVEY *Winter*

Emphasis on precolonial Africa. Lectures from various departments on such topics as geography, ecology, traditional economic and political systems, languages, religions, ethical and legal systems, art, music and history, with appropriate films.

403-B25-2 AFRICA: AN INTERDISCIPLINARY SURVEY *Spring*

Lectures on the history of the colonial and post-colonial periods, social change, education, urbanization, problems of national integration and economic development, African literature, Pan-Africanism, liberation movements, and Africa and the wider Black World, with appropriate films.

76.75

COURSES OF INSTRUCTION

See Explanatory Notes, pages 49-50.

PROGRAM OF INTRODUCTORY STUDIES 402

The College has replaced the traditional freshman-year course in literature and composition with a series of one-quarter courses. These courses are designed to introduce students to the subject matter and the problems of various disciplines and areas of study. They are all courses on specific topics with emphasis on reading, class discussion and the writing of papers. The papers are not assigned themes, but rather expositions of subjects the students have explored with interest.

All departments in the College may offer courses in Introductory Studies. Up to the present, the following departments have done so: Art, Biological Sciences, Chemistry, Classics, Economics, English, French and Italian, Geography, Geological Sciences, German, History and Literature of Religions, Mathematics, Physics, Psychology, Slavic Languages and Literatures, Sociology. The following are typical course topics:

- Planning of New Towns
- Saga Literature
- The Hero: Ancient and Modern
- Impact of Biology on Modern Society
- Power in American Society
- The Literature of Sports
- The Dehumanization of Art
- Mathematics and Literature
- Science Fiction

Every student in the College is required to complete two courses in Introductory Studies in the freshman year. The courses to be offered in any quarter will be announced during the preceding quarter of the academic year.

GENERAL STUDIES 401

These courses are open to all qualified students.

HUMANITIES

Students who have completed Art B70 do not receive additional credit for Winter Quarter of General Studies B70. Those who have completed Philosophy B80 do not receive additional credit for Spring Quarter of General Studies B70.

401-B70 MUSIC, ART, PHILOSOPHY AND PSYCHOLOGY OF ART

Fall: Art. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture.

Winter: Music. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

Spring: Philosophy and Psychology of Art. Theories of nature and meaning of art. Open to students who have completed Music and Art Humanities B70 sequence or by consent of instructor.

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Usually limited to ten participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, etc., prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences.

Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES 404

Professors Carew (Chairman), Colter; Associate Professors Forrest, Hill, Instructor Field.

African-American studies will have as a major focus the particular experience of Afro-Americans. But from this important core, these studies will deal with the other Black peoples of the New World diaspora and with Africa, the continent from which the African-American peoples derived. The field of investigation in African-American studies will therefore embrace the Afro-American core as well as Africa and all areas in which the African presence exists. These studies will eventually cover the following fields:

1. The African diaspora and its many consequences in the Americas—the web of oral languages and traditions that the slaves brought from Africa.
2. Racism and the distortions and omissions that it caused to develop in Western scholarship.
3. Oral languages, traditions and oral history, which are the keys to understanding many undiscovered facets of the Afro-American experience.
4. African-American song, dance, music and religious styles and the ritual and dramatic forms out of which they derive.
5. Building on the works of those Black scholars and writers who began examinations of the nature of colonization and the psyche of the colonizer.

6. The links that were forged between the African and Amerindian cultures in this hemisphere.

Courses

404-B30 BLACK INTERNATIONALISM— POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY *Fall-Winter*

An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's *Universal Negro Improvement Association* as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the Movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black Nationalism.

404-B40-1 SURVEY OF AFRICAN AMERICAN AND AMERICAN INDIAN MUSIC *Fall-Winter-Spring*

An introductory survey of African American and American Indian music with emphasis on critical examination of works, styles and performance practices and research. African American and American Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C01 PAN-AFRICAN NATIONALISM *Fall-Winter-Spring*

Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop from among the welter of approaches surveyed a coherent set of conceptual guidelines so very necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal will also be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from among his own research in order to concretely apply some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING *Fall-Winter-Spring*

A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed and brought into critical focus from new perspectives. Open to sophomores, juniors and seniors with consent of instructor.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES *Fall-Winter-Spring*

An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT *Fall-Winter-Spring*

A coherent treatment of the dynamic influences of African perceptions in the shaping of Caribbean thought and historical knowledge related to the countervailing system of Western socio-historical linkages. Special attention will be directed at the critical conjunctures in the evolution of New World-based African interconnections. The course will also offer an appreciation of the major progenitors of Caribbean thought, among them Blyden, Fanon, James, Ortiz, Cesaire, Garvey, and Price-Mars.

404-C30 CONTEMPORARY THIRD WORLD LITERATURE *Fall-Winter-Spring*

A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL *Fall*

Four novels will be taught: *Native Son*, by Richard Wright; *Go Tell It On The Mountain*, by James Baldwin; *Invisible Man*, by Ralph Ellison; and *The System of Dante's Hell*, by LeRoi Jones (Amiri Baraka). Course not available under P/N option.

404-C32 PROBLEMS IN AMERICAN SOCIAL HISTORY *Spring*

The course will seek to place Afro-Americans into a coherent analysis of class relations in United States social history during the latter half of the 19th century. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the pattern which emerged during the long period of reaction which followed the close of Reconstruction. Seminar. Consent of instructor required. Recommended for juniors and seniors.

ANTHROPOLOGY 403

Professors Albert, Bohannon, Cohen, Dalton (on leave), Hall, Hsu (Chairman), Struever, Werner; Associate Professors Brown, Legesse, Sade; Assistant Professors Brownrigg, Buikstra, Olivier; Lecturers Menegaz-Bock, Freeman, Van Stone.

Programs of Study for Departmental Majors

1. Anthropology

Prerequisites: Anthropology B11, B13, and B15. Students with previous background may be freed from the B-level requirements.

Major Courses: two area courses on the C level (such as Cultures of China C35 or the American Indian C11), and four additional courses at the C level.

Related Courses: subject to approval of the departmental adviser five quarter-courses to be selected from Biology (Zoology, Genetics), Computer Science, Economics, Geography, Geology, History, History and Literature of Religions, Linguistics, Philosophy, Political Science, Psychology, Sociology, and Statistics.

2. The Teaching of Social Studies

See Teaching Majors under School of Education.

3. Four-Year Master's Degree

See undergraduate adviser in the department.

1974 Summer Session

The department plans to offer the following undergraduate courses in the Summer Session: A10, B17, C03, C07, C21, C22, C24, C25, C26, C38, C50, C95, C96, C99.

Courses Primarily for Undergraduates

Students who have completed more than one quarter of An Introduction to the Sciences of Human Behavior do not receive credit for Anthropology A10, Psychology A10, or Sociology A10.

COURSES OF INSTRUCTION

See Explanatory Notes, at front of Catalog.

ABD
75-76

PROGRAM OF INTRODUCTORY STUDIES

The College has replaced the traditional freshman-year course in literature and composition with a series of one-quarter courses. These courses are designed to introduce students to the subject matter and the problems of various disciplines and areas of study. They are all courses on specific topics with emphasis on reading, class discussion, and the writing of papers. The papers are not assigned themes, but rather expositions of subjects the students have explored with interest.

All departments in the College may offer courses in Introductory Studies. Up to the present, the following departments have done so: Art, Biological Sciences, Chemistry, Classics, Economics, English, French and Italian, Geography, Geological Sciences, German, History and Literature of Religions, Mathematics, Physics, Psychology, Slavic Languages and Literatures, Sociology. The following are typical course topics:

- Planning of New Towns
- Saga Literature
- The Hero: Ancient and Modern
- Impact of Biology on Modern Society
- Power in American Society
- The Literature of Sports
- The Dehumanization of Art
- Mathematics and Literature
- Science Fiction

Every student in the College is required to complete two courses in Introductory Studies in the freshman year. The courses to be offered in any quarter will be announced during the preceding quarter of the academic year.

GENERAL STUDIES

These courses are open to all qualified students.

HUMANITIES

Students who have completed Art B70 do not receive additional credit for Winter Quarter of General Studies B70. Those who have completed Philosophy B80 do not receive additional credit for Spring Quarter of General Studies B70.

401-B70 MUSIC, ART, PHILOSOPHY, AND PSYCHOLOGY OF ART

Fall: Music. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

Winter: Art. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture.

Spring: Philosophy and Psychology of Art. Theories of nature and meaning of art. Open to students who have completed Music and Art Humanities B70 sequence or by consent of instructor.

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Limited to 20 participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

African-American studies will have as a major focus the particular experience of Afro-Americans. But from this important core, these studies will deal with the other Black peoples of the New World diaspora and with Africa, the continent from which the Afro-American peoples derived. The field of investigation in African-American studies will therefore embrace the Afro-American core as well as Africa and all areas in which the African presence exists. These studies will eventually cover the following fields:

The African diaspora and its many consequences in the Americas—the web of oral languages and traditions that the slaves brought from Africa.

Racism and the distortions and omissions that it caused to develop in Western scholarship.

Oral languages, traditions, and oral history, which are the keys to understanding many undiscovered facets of the Afro-American experience.

African-American song, dance, music, and religious styles and the ritual and dramatic forms out of which they derive.

Building on the works of those Black scholars and writers who began examinations of the nature of colonization and the psyche of the colonizer.

The links that were forged between the African and Amerindian cultures in this hemisphere.

Courses

404-B20-1,2 THE LANGUAGE OF PROTEST

Fall-Winter-Spring

This course will look into the "language" of protest as seen through the written text, the speech, cinematography, still photography, or other art forms, and, as seen through the physical action of certain protestors and protest groups. The first quarter concerns "The Word," involving the concerted use of the verbal aspect of communication: the speech, profanity, advertising, media, and other similar methods. The second quarter concentrates on "The Reproduced Image" and "The Physical Image." The former shows the student how film, still photography, painting, dance, and music can be used in protesting. The latter delves into the role marches, dress, and affiliation play in communicating discontent. Not open to freshmen. No P/N option.

404-B30 BLACK INTERNATIONALISM— POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY

Fall or Winter

An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's *Universal Negro Improvement Association* as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black nationalism.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC

Fall-Winter-Spring

An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C01 PAN-AFRICAN NATIONALISM

Winter or Spring

Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop, from among the welter of approaches surveyed, a coherent set of conceptual guidelines so necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal also will be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from his own research in order to apply concretely some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING

Fall or Winter or Spring

A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES

Fall or Winter or Spring

An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT

Fall or Winter

A coherent treatment of the dynamic influence of African perceptions in the shaping of Caribbean thought and historical knowledge related to the countervailing system of Western socio-historical linkages. Special attention will be directed at the critical junctures in the evolution of New World-based African interconnections. The course also will offer an appreciation of the major progenitors of Caribbean thought, among them Blyden, Fanon, James, Ortiz, Cesaire, Garvey, Price-Mars.

404-C30-1,2,3 THE THIRD WORLD LITERATURE

Fall-Winter-Spring

A wide selection of novels and creative works of fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL

Fall-Winter-Spring

Five novels will be taught: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On the Mountain*, by James Baldwin, *Invisible Man* by Ray Charles Ellison, and *The Man Who Cried I Am* by John Williams. Not open to freshmen. No P/N option.

AMERICAN CULTURE PROGRAM

The American Culture Program is a cooperative interdisciplinary undertaking by members of several existing departments. By bringing together the study of literature and the arts, history, the social sciences, and other disciplines, the program explores the various complex ways in which strains of American culture have merged, intermingled, reinforced, and collided with one another. The main educational objective of the program is to provide a comprehensive understanding not usually attained when the student's concentration is limited to a single discipline.

Program of Study for Majors in American Culture

Major Courses: American Culture B01 and six quarters of American Culture C01-1,2,3, to be taken in two three-quarter sequences.

Related Courses: nine quarters at the B and C level in those courses throughout the College comprising the general curriculum in American culture. These courses will be apportioned in a way that satisfies the interdisciplinary purpose of a major in American Culture and expresses each student's explicit intellectual goals.

Senior majors will have these options: a. remain in the American Culture seminar until their requirement is fulfilled and take a comprehensive examination on their entire major at the end of the year; or b. enroll in a three-quarter sequence, American Culture C90, and under the direction of a faculty sponsor prepare an honors project.

418-B01 APPROACHES TO AMERICAN CULTURE

Fall

Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates, this course fulfills one quarter of the general education requirements in the College under fine arts-literature-music, social sciences, or history-philosophy-religion.

COURSES OF INSTRUCTION

See Explanatory Notes

PROGRAM OF INTRODUCTORY STUDIES

The College has replaced the traditional freshman-year course in literature and composition with a series of one-quarter courses. These courses are designed to introduce students to the subject matter and the problems of various disciplines and areas of study. They are all courses on specific topics with emphasis on reading, class discussion, and the writing of papers. The papers are not assigned themes, but rather expositions of subjects the students have explored with interest.

All departments in the College may offer courses in Introductory Studies. Up to the present, the following departments have done so: Art, Biological Sciences, Chemistry, Classics, Economics, English, French and Italian, Geography, Geological Sciences, German, History and Literature of Religions, Mathematics, Physics, Psychology, Slavic Languages and Literatures, Sociology. The following are typical course topics:

- Planning of New Towns
- Saga Literature
- The Hero: Ancient and Modern
- Impact of Biology on Modern Society
- Power in American Society
- The Literature of Sports
- The Dehumanization of Art
- Mathematics and Literature
- Science Fiction

Every student in the College is required to complete two courses in Introductory Studies in the freshman year. The courses to be offered in any quarter will be announced during the preceding quarter of the academic year.

GENERAL STUDIES

These courses are open to all qualified students.

Humanities

Students who have completed Art B70 do not receive additional credit for Winter Quarter of General Studies B70.

401-B20 INTRODUCTION TO THE MIDDLE AGES *Fall-Winter*

An interdisciplinary study of medieval literature, arts, thought, society, and government, with emphasis on interrelations between these areas. Precise chronological scope varies from year to year. *Fall*: secular life and culture. *Winter*: religious life and culture. Prerequisite: none.

401-B70 MUSIC AND ART

Fall: Music. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

Winter: Art. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture.

Interdivisional

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Limited to 20 participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

African-American studies will have as a major focus the particular experience of Afro-Americans. This central theme will ramify into other logically allied investigations which deal with the other Black peoples of the New World diaspora and with Africa, the continent from which the Afro-American peoples derived. The field of investigation in African-American studies will therefore embrace the Afro-American core as well as Africa and all areas in which the African presence exists. These studies will eventually cover the following fields:

The African diaspora and its many consequences in the Americas—the web of oral languages and traditions that the slaves brought from Africa.

Racism and the distortions and omissions that it caused to develop in Western scholarship.

Oral languages, traditions, and oral history, which are the keys to understanding many undiscovered facets of the Afro-American experience.

African-American song, dance, music, and religious styles and the ritual and dramatic forms out of which they derive.

Building on the works of those Black scholars and writers who began examinations of the nature of colonization and the psyche of the colonizer.

The links that were forged between the African and Amerindian cultures in this hemisphere.

Courses

404-B20-1,2 THE LANGUAGE OF PROTEST

Fall-Winter-Spring

This course will look into the "language" of protest as seen through the written text, the speech, cinematography, still photography, or other art forms, and, as seen through the physical action of certain protestors and protest groups. The first quarter concerns "The Word," involving the concerted use of the verbal aspect of communication: the speech, profanity, advertising, media, and other similar methods. The second quarter concentrates on "The Reproduced Image" and "The Physical Image." The former shows the student how film, still photography, painting, dance, and music can be used in protesting. The latter delves into the role marches, dress, and affiliation play in communicating discontent. Not open to freshmen. No P/N option.

404-B30 BLACK INTERNATIONALISM— POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY *Fall or Winter*

An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's *Universal Negro Improvement Association* as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black nationalism.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC

Fall-Winter-Spring

An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-B80-0 AFRICAN-AMERICAN THEATER HISTORY *Winter*

An historical overview of African-American theatrical activity from 1857 to the present. The differences and similarities between Euro-American and African-American theatrical traditions will serve as the basis for examining dramatic texts by African-American writers.

404-C01 PAN-AFRICAN NATIONALISM

Winter or Spring

Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop, from among the welter of approaches surveyed, a coherent set of conceptual guidelines so necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal also will be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from his own research in order to apply concretely some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING

Fall or Winter or Spring

A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

471-C24 SOCIAL STRUCTURE IN AFRICAN- AMERICAN STUDIES *Fall*

Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES *Fall or Winter or Spring*

An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT *Fall or Winter*

A coherent treatment of the dynamic influences of African perceptions in the shaping of Caribbean thought and historical knowledge related to the countervailing system of Western socio-historical linkages. Special attention will be directed at the critical conjunctures in the evolution of New World-based African interconnections. The course also will offer an appreciation of the major progenitors of Caribbean thought, among them Blyden, Fanon, James, Ortiz, Cesaire, Garvey, and Price-Mars.

404-C30-1,2,3 THE THIRD WORLD LITERATURE *Fall-Winter-Spring*

A wide selection of novels and creative works of non-fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL

Fall-Winter-Spring

Five novels will be taught: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On The Mountain*, by James Baldwin, *Invisible Man* by Ralph Ellison, and *The Man Who Cried I Am* by John A. Williams. Not open to freshmen. No P/N option.

404-C32-0 PROBLEMS IN AMERICAN SOCIAL HISTORY *Fall*

A study to place Afro-Americans into a coherent analysis of class relations in United States social history during the latter half of the 19th century. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the pattern which emerged during the long period of reaction which followed the close of Reconstruction.

404-C35-0 THE WORD AS THE SOUL OF CREATION IN THE NOVEL *Spring*

Study to illuminate and investigate the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of Language. Investigation of the manner in which six novelists develop and improvise upon central language patterns and expand upon these vital motifs and association word clusters—thereby heightening our sense of "felt-life" through the "mustard-seed" of the Word.

404-C50-0 AESTHETIC PROBLEMS IN CONTEMPORARY BLACK DRAMA *Fall*

Study concentrating on selected African-American dramatic texts published since Lorraine Hansberry's *Raisin in the Sun*. Primary among these texts will be works by Baraka, Bullins, and White, which respond to the demands made by the content of the contemporary black experience.

404-C90-0 RESEARCH TECHNIQUES AND REPORT WRITING *Fall-Winter-Spring*

Research methodology and report writing; the identification of research problems; location selection and analysis of professional literature; methods of investigation, data gathering and processing, and writing of research report.

AMERICAN CULTURE PROGRAM

The American Culture Program is a cooperative interdisciplinary undertaking by members of several existing departments. By drawing upon a broad range of knowledge from the humanities and social sciences, the program examines the components of American culture and the various ways of integrating them. The main educational objective of the program is to allow students a wide-ranging yet disciplined exploration of problems that cross the boundaries of many traditional academic fields.

Program of Study for Majors in American Culture

Major Courses: American Culture B01 and six quarters of American Culture C01-1,2,3, to be taken in two three-quarter sequences.

Related Courses: nine quarters at the B and C level in those courses throughout the College comprising the general curriculum in American culture. These courses will be apportioned in a way that satisfies the interdisciplinary purpose of a major in American Culture and expresses each student's explicit intellectual goals.

Senior majors will have these options: (a) remain in the American Culture seminar until their requirement is fulfilled and take a comprehensive examination on their entire major at the end of the year; or (b) enroll in a three-quarter sequence, American Culture C90, and under the direction of a faculty sponsor prepare an honors project.

418-B01 APPROACHES TO AMERICAN CULTURE *Winter*

Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates, this course fulfills one quarter of the general education requirements in the College under fine arts-literature-music, social sciences, or history-philosophy-religion.

418-C01-1,2,3 SEMINAR FOR MAJORS*Fall-Winter-Spring*

Exploration of different methodologies in the examination of American culture and integrating materials that students bring from their various courses. All three-quarter sequences will share a broad theme, such as ethnicity, myth in American culture, or industrialization. More than one theme-sequence may be offered in any one year, and new sequences will be offered every year. Enrollment in each section of the seminar is limited to 15 students. Only majors may enroll. Prerequisite: B01 (may be taken concurrently).

418-C90 SENIOR HONORS PROJECT*Fall-Winter-Spring*

A thesis, field study, or work of creative art. During the Fall Quarter, majors will make a substantial beginning on their projects. During the Winter and Spring Quarters they will complete their project. Majors may substitute C90 for three quarters of their seminar requirement or, with permission, they may take both C90 and the American Culture seminar during their senior year.

418-C99 INDEPENDENT STUDY

Readings and conferences on special subjects for students pursuing their particular area of interest within the major.

ANTHROPOLOGY**Programs of Study for Departmental Majors****1. Anthropology**

Prerequisites: Anthropology B11, B13, and B15. Students with previous background may be freed from the B-level requirements.

Major Courses: two area courses on the C level (such as Cultures of China C35 or the American Indian C11), and four additional courses at the C level.

Related Courses: subject to approval of the departmental adviser five quarter-courses to be selected from Biology (Zoology, Genetics), Computer Sciences, Economics, Geography, Geology, History, History and Literature of Religions, Linguistics, Philosophy, Political Science, Psychology, Sociology, and Statistics.

2. The Teaching of Social Studies

See Teaching Majors under School of Education.

3. Four-Year Master's Degree

See undergraduate adviser in the department.

Courses Primarily for Undergraduates**403-A11 PERSPECTIVES ON CULTURAL FUTURES** *Fall*

An introduction to futuristics, exploring the diversity of culture and its potential for change through the examination of contemporary adaptations, social science forecasts, and the speculative futures of science fiction.

403-A12 NEW DIRECTIONS IN ARCHAEOLOGY *Winter*

An overview of current archaeological interpretation, beginning with the earliest evidence of man-apes and continuing into the beginnings of agriculture and the rise of urban civilization, with discussion of the concepts of evolution and ecology and how they are initiating major changes in the goals and methods of archaeology.

403-B11 CULTURAL AND SOCIAL ANTHROPOLOGY *Fall*

Principles on which social and cultural anthropologists carry out field research, write reports, and perform comparative studies in human culture and society.

403-B13 HUMAN ORIGINS: AN INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY AND PREHISTORIC ARCHAEOLOGY *Winter or Spring*

The emergence of the human species through the process of organic evolution, and the elaboration of cultures from their earliest beginnings through the end of the Pleistocene Epoch. May be retaken for credit.

403-B15 INTRODUCTORY LINGUISTIC ANTHROPOLOGY *Winter*

Exploration of the scope of linguistic anthropology, from the study of language as an end in itself to the investigation of cultures through the medium of human languages.

403-B17 PSYCHOLOGICAL DIMENSIONS OF ANTHROPOLOGY

An examination of such problems as aggression, sexuality, the urge to mastery, and symbolizing, in

77.78

COURSES OF INSTRUCTION

See Explanatory Notes

PROGRAM OF FRESHMAN SEMINARS

Freshman Seminars, offered by nearly all departments in the College, are small discussion-oriented courses designed to introduce students to fundamental concepts and methods of various disciplines, typically through the investigation of a specific theme or issue. They also seek to develop basic intellectual skills: how to read critically, think logically, and communicate effectively. Expository writing is an essential activity in each seminar. The seminars do not usually provide the preparation necessary for advanced work in a departmental program; that is to say, they ordinarily supplement rather than replace the more standard introductory courses.

Every student in the College is required to complete two Freshman Seminars in the freshman year. The seminars to be offered each year are announced prior to fall quarter registration.

GENERAL STUDIES

These courses are open to all qualified students.

Humanities

401-B15-1,2,3 INTRODUCTION TO GREEK CIVILIZATION

A general introduction to the humanities for non-specialists. The course will consider representative examples of epic poetry, tragedy, philosophy, political theory, moral psychology, history, and science from ancient Greece. Each quarter will focus on a different set of problems.

401-B20 INTRODUCTION TO THE MIDDLE AGES *Fall-Winter*

An interdisciplinary study of medieval literature, arts, thought, society, and government, with emphasis on interrelations between these areas. Precise chronological scope varies from year to year. *Fall*: secular life and culture. *Winter*: religious life and culture.

401-B70 MUSIC AND ART

B70-1 Music *Fall*. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

B70-2 Art *Winter*. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture. (Same as Art B70.)

B70-3 The Philosophy of Art *Spring*. An introduction to a variety of theories concerning such issues as the nature and purpose of art, the nature of creativity, the relationship of man to works of art, and the tension between innovation and tradition. (Same as Philosophy B80.)

Interdivisional

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

Students who desire to study topics in Arts and Sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. The plan must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curriculum Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass-No Credit basis.

Students interested in organizing a seminar should consult the SOS Committee for further details.

401-C50 FOREIGN STUDY *Fall or Winter or Spring*

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel or Spain and for students participating in the Richter International Scholars Program. One to four units of credit per term.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Omitted 1978-79

This course may not be used to fulfill the distribution requirement in natural sciences and mathematics of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science, and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

The African-American Studies Department offers courses that focus on the particular experiences of Black peoples in the New World and elsewhere and relate these experiences to the African origins of these peoples. Among the major themes addressed in the curriculum are the social, political, and cultural consequences of the African diaspora in the Americas; racism and the

distortions and omissions it has caused in Western scholarship; the importance of oral languages, traditions, and oral history of Black peoples to understanding many neglected facets of the Afro-American experience; the roots of African-American music, dance, and religious styles in African ritual and dramatic forms; the nature of colonization and the psyche of the colonizer, especially as revealed in the works of Black scholars and writers who have examined these subjects; and the links that were forged between the African and Indian cultures in the Western hemisphere.

Courses

404-B36-1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES *Fall-Winter*

First quarter: An introduction to the field of Black studies and an overview of the historical and contemporary experiences of Black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the Black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. *Second quarter:* Analysis of Black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examinations of issues of ideology and strategy in the struggle for Black liberation and social change.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC

Fall-Winter-Spring

An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C12 THE TECHNIQUES OF WRITING

Fall or Winter or Spring

A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE *Spring*

Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, near and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against backdrop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

404-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES *Fall*

Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and other New World societies.

404-C30-1,2,3 THE THIRD WORLD LITERATURE *Fall-Winter-Spring*

A wide selection of novels and creative works of non-fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL

Fall or Winter or Spring

Five novels will be studied: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On The Mountain* by James Baldwin, *Invisible Man* by Ralph Ellison, and *The Man Who Cried I Am* by John A. Williams. Not open to freshmen.

404-C32 PROBLEMS IN AMERICAN SOCIAL HISTORY *Fall and Spring*

Analysis of class relations in United States social history during the latter half of the 19th century, emphasizing the position of Afro-Americans. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the social patterns which emerged during the long period of reaction which followed the close of Reconstruction.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL *Winter or Spring*

Illuminates and investigates the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY *Spring*

This course delves into the considerable influence that two novels by F. Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: F. Dostoevski's *Notes From Underground* and *Crime and Punishment*; Wright's *The Man Who Lived Underground* and *Native Son*; Ellison's *Invisible Man* and Faulkner's *Light In August*. Not open to freshmen.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION

Fall and Winter and Spring

Among the works examined will be *Benito Cereno* (Melville), *Huckleberry Finn* (Twain), *Light In August* and *The Sound and the Fury* (Faulkner), *Native Son* (Wright), and *Invisible Man* (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Course will examine the variety of treatments given Blacks as characters in American fiction—as reflective of the times in which a given work was written and the attitudes of the writers concerned, both white and black. Not open to freshmen.

AMERICAN CULTURE PROGRAM

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COURSES OF INSTRUCTION

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Freshman Seminars, offered by nearly all departments in the College, are small discussion-oriented courses designed to introduce students to fundamental concepts and methods of various disciplines, typically through the investigation of a specific theme or issue. They also seek to develop basic intellectual skills: how to read critically, think logically, and communicate effectively. Expository writing is an essential activity in each seminar. The seminars do not usually provide the preparation necessary for advanced work in a departmental program; that is to say, they ordinarily supplement rather than replace the more standard introductory courses.

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GENERAL STUDIES

These courses are open to all qualified students.

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401-B70 MUSIC AND ART

B70-1 Music *Fall*. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

B70-2 Art *Winter*. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture. (Same as Art B70.)

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Interdivisional

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Fall or Winter or Spring

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401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

Omitted 1978-79

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Courses

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A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

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Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a backdrop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES *Fall*

Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

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A wide selection of novels and creative works of non-fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

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Fall or Winter or Spring

Five novels will be studied: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On The Mountain* by James Baldwin, *Invisible Man* by Ralph Ellison, and *The Man Who Cried I Am* by John A. Williams. Not open to freshmen.

404-C32 PROBLEMS IN AMERICAN

SOCIAL HISTORY *Fall and Spring*

Analysis of class relations in United States social history during the latter half of the 19th century, emphasizing the position of Afro-Americans. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the social patterns which emerged during the long period of reaction which followed the close of Reconstruction.

404-C35 THE WORD AS THE SOUL OF

CREATION IN THE NOVEL *Winter or Spring*

Illuminates and investigates the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY *Spring*

This course delves into the considerable influence that two novels by F. Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: F. Dostoevski's *Notes From Underground* and *Crime and Punishment*; Wright's *The Man Who Lived Underground* and *Native Son*; Ellison's *Invisible Man* and Faulkner's *Light In August*. Not open to freshmen.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION

Fall and Winter and Spring

Among the works examined will be *Benito Cereno* (Melville), *Huckleberry Finn* (Twain), *Light In August* and *The Sound and the Fury* (Faulkner), *Native Son* (Wright), and *Invisible Man* (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Course will examine the variety of treatments given Blacks as characters in American fiction—as reflective of the times in which a given work was written and the attitudes of the writers concerned, both white and black. Not open to freshmen.

AMERICAN CULTURE PROGRAM

The American Culture Program is an integrated interdisciplinary undertaking by members of several existing departments. By drawing upon a broad range of knowledge from the humanities and social sciences, the program examines the components of American culture and the various ways of integrating them. The main educational objective of the program is to allow students a wide-ranging yet disciplined exploration of problems that cross the boundaries of many traditional academic fields.

401-B25 AFRO-AMERICAN CULTURE

Examination of principal dimensions and facets of Afro-American culture in its development from slavery to the present. Analysis of the varied forms through which Afro-American culture has been expressed (for example, literature, music, art, and religion) and of the issues with which it has been most centrally concerned (for example, identity and self-affirmation, beauty, and social inequality). Emphasis on interconnections between Afro-American culture and the sociopolitical context in which it has developed. Discussion of the major role Afro-American culture has played in the development of the larger American culture. The course is strongly interdisciplinary.

401-B70 MUSIC AND ART

B70-1 Music *Fall*. Vocal and instrumental music from various eras which enables the student to understand and enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique.

B70-2 Art *Winter*. Understanding of nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture. (Same as Art B70.)

B70-3 The Philosophy of Art *Spring*. An introduction to a variety of theories concerning such issues as the nature and purpose of art, the nature of creativity, the relationship of man to works of art, and the tension between innovation and tradition. (Same as Philosophy B80.)

Interdivisional**401-B98 STUDENT ORGANIZED SEMINARS**

Fall or Winter or Spring

Students who desire to study topics in arts and sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. The plan must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curriculum Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass-No Credit basis.

Students interested in organizing a seminar should consult the SOS Committee for further details.

401-C50 FOREIGN STUDY *Fall or Winter or Spring*

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel or Spain and for students participating in the Richter International Scholars Program. One to four units of credit per term.

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE

This course may not be used to fulfill the distribution requirement in natural sciences and mathematics of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the arts and sciences science requirements.

AFRICAN-AMERICAN STUDIES

The Department of African-American Studies offers courses that focus on the particular experiences of black peoples in the New World and elsewhere and relate these experiences to the African origins of these peoples. Among the major themes addressed in the curriculum are the social, political, and cultural consequences of the African diaspora in the Americas; racism and the distortions and omissions it has caused in Western scholarship; the importance of oral languages, traditions, and oral history of black peoples to understanding many neglected facets of the Afro-American experience; the roots of African-American music, dance, and religious styles in African ritual and dramatic forms; the nature of colonization and the psyche of the colonizer, especially as revealed in the works of black scholars and writers who have examined these subjects; and the links that were forged between the African and Indian cultures in the Western hemisphere.

**Undergraduate Certificate
in African-American Studies**

The Undergraduate Certificate in African-American Studies is designed for students throughout the University who wish to explore the field in some depth by pursuing a concentration of courses in the African-American experience and who wish formal record and recognition of that pursuit. Students will take such courses for the certificate while pursuing simultaneously a departmental major in the College of Arts and Sciences, the Technological Institute, or the Schools of Education, Journalism, Music, or Speech.

The program leading to the certificate is interdisciplinary. Its aim is to integrate the materials, methods, and insights of the humanities, the social sciences, and the sciences in examining the African-American experience. It seeks thereby to develop a thorough understanding of the social institutions, the cultural and artistic life, the social and political thought, and the economic life that characterize the experiences of African-Americans.

A student qualifies for the certificate by satisfactorily completing eight quarter-courses offered by the Department of African-American Studies and other departments having courses that focus on aspects of the black experience. No more than two courses outside the Department of African-American Studies may be counted toward the certificate, and such courses must be approved by the chairman of the Department of African-American Studies or the chairman's designee. The eight courses must include:

- a. 404-B36-1,2 Introduction to Afro-American Studies
- 404-B10-1,2 Survey of Afro-American Literature
- b. One quarter-course focusing on the experiences of black people in parts of the world other than the United States.
- c. Three elective courses chosen in consultation with members of the department.

Students are also encouraged to enroll in freshman seminars offered by the department, but these do not count toward the certificate.

Courses

404-B10-1,2 SURVEY OF AFRO-AMERICAN LITERATURE *Winter-Spring*

This two-quarter sequence deals comprehensively with certain major poems, slave narratives, autobiographies, plays, novels and essays written by our greatest black and non-black American writers. 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 underscore the influence upon American society of these works and their pivotal position within the Afro-American literary tradition and the larger context of American letters. The two-part sequence is culminant, but the greater stress in the second quarter is on the literature of the Northern experience and contemporary literary problems.

404-B36-1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES *Fall-Winter*

First quarter: An introduction to the field of black studies and an overview of the historical and contemporary experiences of black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. *Second quarter:* Analysis of black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examinations of issues of ideology and strategy in the struggle for black liberation and social change.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC *Fall-Winter-Spring*

An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C12 THE TECHNIQUES OF WRITING *Fall or Winter or Spring*

A writer's workshop in which works by a variety of black writers and others will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE *Spring*

Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a backdrop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

404-C20 THE SOCIAL MEANING OF RACE *Fall or Spring*

Analysis of race as a social rather than biological concept and as a recurrent means of differentiation and stratification in a variety of multiracial societies. Stress on the definition and impact of race in diverse social, cultural, economic and political institutions. Discussion of prejudice, racism and discrimination as phenomena common wherever race is defined as socially meaningful. Theoretical, empirical and methodological issues involved in the study of race are explored, as are issues of social change and policy.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES *Fall*

Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C30-1,2,3 THE THIRD WORLD LITERATURE *Fall-Winter-Spring*

A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL *Fall or Winter or Spring*

Five novels will be studied: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On The Mountain* by James Baldwin, *Invisible Man* by Ralph Ellison, and *The Man Who Cried I Am* by John A. Williams. Not open to freshmen.

404-C32 PROBLEMS IN AFRO-AMERICAN SOCIAL HISTORY

An interdisciplinary analysis of a broad range of historical problems associated with the study of black life in America. Various methodologies are explored and students are introduced to the historiographical tradition surrounding the topics chosen for study. A rudimentary knowledge of American or Afro-American history is assumed.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL *Winter or Spring*

Illuminates and investigates the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY *Spring*

This course delves into the considerable influence that two novels by F. Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: F. Dostoevski's *Notes From Underground and Crime and Punishment*; Wright's *The Man Who Lived Underground and Native Son*; Ellison's *Invisible Man* and Faulkner's *Light In August*. Not open to freshmen.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION *Fall-Winter-Spring*

Among the works examined will be *Benito Cereno* (Melville), *Huckleberry Finn* (Twain), *Light In August* and *The Sound and the Fury* (Faulkner), *Native Son* (Wright), and *Invisible Man* (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Course will examine the variety of treatments given blacks as characters in American fiction—as reflective of the times in which a given work was written and the attitudes of the writers concerned, both white and black. Not open to freshmen.

449-C51 BLACK AMERICAN POLITICS: MYTHS AND REALITIES

Effect of class and social status on the political influence of Black Americans with special attention to comparisons with the historical and situational factors affecting other ethnic groups. Effects of structural factors and non-electoral political activities on the political power of Black Americans. Examination of black political alliances and coalitions, costs and benefits of black political participation and adjustments of Black Americans to racism in America.

80.81

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass-No Credit basis.

Students interested in organizing a seminar should consult the SOS Committee for further details.

401-C50 FOREIGN STUDY *Fall or Winter or Spring*

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60 RICHTER RESEARCH

Fall-Winter-Spring

Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

401-C75 THE DEVELOPMENT OF SCIENCE

Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences natural science distribution requirement.

AFRICAN-AMERICAN STUDIES

The Department of African-American Studies offers courses that focus on the particular experiences of black peoples in the New World and elsewhere and relate these experiences to the African origins of these peoples. Among the major themes addressed in the curriculum are the social, political, and cultural consequences of the African diaspora in the Americas; racism and the distortions and omissions it has caused in Western scholarship; the importance of oral languages, traditions, and oral history of black peoples to understanding many neglected facets of the Afro-American experience; the roots of African-American music, dance, and religious styles in African ritual and dramatic forms; the nature of colonization and the psyche of the colonizer, especially as revealed in the works of black scholars and writers who have examined these subjects; and the links that were forged between the African and Indian cultures in the Western hemisphere.

Undergraduate Certificate in African-American Studies

The Undergraduate Certificate in African-American Studies is designed for students throughout the University who wish to explore the field in some depth by pursuing a concentration of courses in the African-American experience and who wish formal record and recognition of that pursuit. Students will take such courses for the certificate while pursuing simultaneously a departmental major in the College of Arts and Sciences, the Technological Institute, or the Schools of Education, Journalism, Music, or Speech.

The program leading to the certificate is interdisciplinary. Its aim is to integrate the materials, methods, and insights of the humanities, the social sciences, and the sciences in examining the African-American experience. It seeks thereby to develop a thorough understanding of the social institutions, the cultural and artistic life, the social and political thought, and the economic life that characterize the experiences of African-Americans.

A student qualifies for the certificate by satisfactorily completing eight quarter-courses offered by the Department of African-American Studies and other departments having courses that focus on aspects of the black experience. No more than two courses outside the Department of African-American Studies may be counted toward the certificate, and such courses must be approved by the chairman of the Department of African-American Studies or the chairman's designee. The eight courses must include:

- a. 404-B36-1,2 Introduction to Afro-American Studies
- 404-B10-1,2 Survey of Afro-American Literature
- b. One quarter-course focusing on the experiences of black people in parts of the world other than the United States.
- c. Three elective courses chosen in consultation with members of the department.

Students are also encouraged to enroll in Freshman Seminars offered by the department, but these do not count toward the certificate.

Courses

404-B10-1,2 SURVEY OF AFRO-AMERICAN LITERATURE *Winter-Spring*

A two-quarter sequence dealing comprehensively with major poems, slave narratives, autobiographies, plays, novels and essays by our greatest black and non-black American writers. Literature of 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 underscore the influence upon American society of these works and their pivotal position within the Afro-American literary tradition and the larger context of American letters. The greater stress in the second quarter is on the literature of the Northern experience and contemporary literary problems.

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA

Fall-Winter-Spring

A two-quarter sequence, divided at 1865, covering the broad range of problems and experiences of racial minorities in North America. The relationship of these racial minorities to each other as well as to the majority society. Minorities discussed are blacks, native Americans, Asians, and Hispanic-Americans. *First quarter:* the development of racism in North America; the impact of slavery; Indian removal from the eastern colonies; racial minorities and the American revolution; U.S. territorial expansion in the Southwest and its impact on Mexican-Americans; maroon societies and the Seminole wars; the Civil War and emancipation. *Second quarter:* the institutionalization of racism; reconstruction and disfranchisement; the life and death of the Plains Indians; pseudoscientific racism and anti-immigrant legislation; restriction and segregation; the treatment of Asians in the frontier West; 20th century urbanization and the ghettoization of minorities; social planning for minorities; the civil rights movements; affirmative action and government intervention.

404-B20 THE LANGUAGE OF PROTEST

Fall-Winter-Spring

Selected discourses by blacks who influenced black protest in America from the postslavery period through the sixties, including works by Garvey, B. T. Washington, Malcolm X, Dubois, and King. Examination of the content, structure and purpose of each discourse as a way of tracing the

development of simultaneous trends in black protest: 1) the evolution of arguments for admission into the American sociopolitical-economic system; and 2) arguments for alternatives to the system.

404-B25 AFRO-AMERICAN CULTURE

Fall-Winter-Spring

Interdisciplinary examination of principal dimensions and facets of Afro-American culture from slavery to the present. Analysis of the varied forms through which Afro-American culture has been expressed (for example, literature, music, art, and religion) and of the issues with which it has been most centrally concerned (for example, identity and self-affirmation, beauty, and social inequality). Emphasis on interconnections between Afro-American culture and the sociopolitical context in which it has developed. Discussion of the major role Afro-American culture has played in the development of the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES *Fall-Winter*

First quarter: An introduction to the field of black studies and an overview of the historical and contemporary experiences of black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. *Second quarter:* Analysis of black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examinations of issues of ideology and strategy in the struggle for black liberation and social change.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC

Fall-Winter-Spring

An introductory survey of African-American music with emphasis on critical examination of works, styles, and performance practices and research. African-American songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms from which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-B45 BLACK COMMUNITIES IN DIASPORA

Fall-Winter-Spring

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia and the United States. Course is both historical and contemporary in focus. Analysis of the common heritage of slavery, colonialism and racism; and of the varied forms, outcomes and expressions of this common heritage. Comparison of the responses of blacks in these diverse settings.

404-C12 THE TECHNIQUES OF WRITING

Fall or Winter or Spring

A writer's workshop in which works by a variety of black writers and others will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE *Spring*

Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a back-

drop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

404-C20 THE SOCIAL MEANING OF RACE

Fall or Spring

Analysis of race as a social rather than biological concept and as a recurrent means of differentiation and stratification in a variety of multiracial societies. Stress on the definition and impact of race in diverse social, cultural, economic and political institutions. Discussion of prejudice, racism and discrimination as phenomena common wherever race is defined as socially meaningful. Theoretical, empirical and methodological issues involved in the study of race are explored, as are issues of social change and policy.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES *Fall*

Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C30-1,2,3 THE THIRD WORLD LITERATURE

Fall-Winter-Spring

A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL

Fall or Winter or Spring

Five novels will be studied: *Native Son* by Richard Wright, *Jubilee* by Margaret Walker, *Go Tell It On The Mountain* by James Baldwin, *Invisible Man* by Ralph Ellison, and *The Man Who Cried I Am* by John A. Williams. Not open to freshmen.

404-C32 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY

Fall-Winter-Spring

Examination of the writings of historians on the experiences of blacks in America, highlighting the various controversial interpretations of such topics as the slave personality, the economic viability of slavery, the impact of Booker T. Washington on the black community, and the role of government in civil rights activities.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL *Winter or Spring*

Investigation of the theory that many major structural breakthroughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY *Spring*

This course delves into the considerable influence that two novels by Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: Dostoevski's *Notes From Underground* and *Crime and Punishment*; Wright's *The Man Who Lived Underground* and *Native Son*; Ellison's *Invisible Man* and Faulkner's *Light In August*. Not open to freshmen.

404-C39 STUDIES IN SPIRITUAL AGONY AND REBIRTH*Fall-Winter-Spring*

Selected biblical passages in connection with selected novels. Examination of the meaning and conception of such themes as suffering, sibling rivalry, birthright and fatherly blessing as presented in the writings of novelists such as Faulkner and Baldwin, and in Old Testament stories and parables. Discussion of the transformation of the oral tradition to written form; the art of the sermon and the Afro-American folk preacher; and the prophetic tradition in the Old Testament.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION*Fall-Winter-Spring*

Among the works examined will be *Benito Cereno* (Melville), *Huckleberry Finn* (Twain), *Light In August* and *The Sound and the Fury* (Faulkner), *Native Son* (Wright), and *Invisible Man* (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Examination of the variety of treatments given blacks as characters in American fiction.

404-C44 THE BLACK PRESENCE IN FAULKNER*Fall-Winter-Spring*

The influence and presence of black people and their culture in the major novels and short stories of William Faulkner. Blacks in Faulkner's vision of life in terms of class, religion, violence, loving, alienation, rites of passage, heritage and guilt, as well as his prophetic view of race relations and racism in the larger American society.

449-C51 BLACK AMERICAN POLITICS: MYTHS AND REALITIES

Effect of class and social status on the political influence of Black Americans with special attention to comparisons with the historical and situational factors affecting other ethnic groups. Effects of structural factors and non-electoral political activities on the political power of Black Americans. Examination of black political alliances and coalitions, costs and benefits of black political participation and adjustments of Black Americans to racism in America.

419-C76 AFRO-AMERICAN POETRY

A survey of Black American poetry and poetics from early figures such as Phillis Wheatley to contemporaries such as Baraka and Reed.

419-C77 AFRO-AMERICAN PROSE

A survey of major prose works by Black Americans, including autobiography and political writing as well as fiction.

404-C90 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES*Fall-Winter-Spring*

Exploration of methods of researching the African-American experience. Identification of research problems; location, selection and critique of relevant literature; data gathering and analysis; report writing. Topics will vary and include issues in social sciences, history, and the humanities.

AMERICAN CULTURE PROGRAM

The American Culture Program is an integrated interdisciplinary undertaking by members of several departments. By drawing upon a broad range of knowledge from the humanities and social sciences, the program examines the components of American culture and the various ways of integrating them. The main educational objective of the program is to allow students a wide-ranging yet disciplined exploration of problems that cross the boundaries of many traditional academic fields.

Program of Study for Majors in American Culture

Major courses: American Culture B01 and six quarters of American Culture C01-1,2,3, to be taken in two three-quarter sequences.

Related courses: nine quarters at the B and C level in those courses throughout the College comprising the general curriculum in American Culture. These courses will be apportioned in a way that satisfies the interdisciplinary purpose of a major in American Culture and expresses each student's explicit intellectual goals.

Senior majors may remain in the American Culture seminar until their requirement is fulfilled and/or enroll in a three-quarter sequence, American Culture C90, and under the direction of a faculty sponsor prepare a senior project.

418-B01 APPROACHES TO AMERICAN CULTURE*Winter*

Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates.

418-C01,2,3 SEMINAR FOR MAJORS*Fall-Winter-Spring*

Exploration of different methodologies in the examination of American culture and integrating materials that students bring from their various courses. All three-quarter sequences will share a broad theme, such as ethnicity, myth in American culture, or industrialization. More than one theme-sequence may be offered in any one year, and new sequences will be offered every year. Enrollment in each section of the seminar is limited to 15 students. Only majors may enroll. Prerequisite: B01 (may be taken concurrently).

418-C90 SENIOR PROJECT*Fall-Winter-Spring*

A thesis, field study, or work of creative art. During the fall quarter, majors will make a substantial beginning on their projects. During the winter and spring quarters they will complete their project. Majors may substitute C90 for three quarters of their seminar requirement or, with permission, they may take both C90 and the American Culture seminar during their senior year.

418-C99 INDEPENDENT STUDY

Readings and conferences on special subjects for students pursuing their particular area of interest within the major.

FRESHMAN SEMINARS

Freshman Seminars, offered by nearly all departments in the College, are small discussion-oriented courses designed to introduce students to fundamental concepts and methods of various disciplines, typically through the investigation of a specific theme or issue. They also seek to develop basic intellectual skills: how to read critically, think logically, and communicate effectively. Expository writing is an essential activity in each seminar. The seminars do not usually provide the preparation necessary for advanced work in a departmental program; that is to say, they ordinarily supplement rather than replace the more standard introductory courses.

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

GENERAL STUDIES

These courses are open to all qualified students.

401-B70-1,2,3 MUSIC AND ART

1. Music. Vocal and instrumental music from various eras which enables the student to enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique. **2.** Art. The nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture. (Same as Art B70.) **3.** The philosophy of art. Theories concerning the nature and purpose of art, the nature of creativity, the relationship of man to works of art, and the tension between innovation and tradition. (Same as Philosophy B80.)

Interdivisional

401-B98-0 STUDENT ORGANIZED SEMINARS

Students who desire to study topics in arts and sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification

of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass/No Credit basis.

Students interested in organizing a seminar should consult the SOS Committee for further details.

401-C50-0 FOREIGN STUDY

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60-0 RICHTER RESEARCH

Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

401-C75-0 THE DEVELOPMENT OF SCIENCE

Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Prerequisite: completion of the Arts and Sciences natural science distribution requirement.

AFRICAN-AMERICAN STUDIES

The Department of African-American Studies offers courses that focus on the particular experiences of black peoples in the New World and elsewhere and relate these experiences to the African origins of these peoples. Among the major themes addressed in the curriculum are the social, political, and cultural consequences of the African diaspora in the Americas; racism and the distortions and omissions it has caused in Western scholarship; the importance of oral languages, traditions, and oral history of black peoples to understanding many neglected facets of the African-American experience; the roots of African-American music, dance, and religious styles in African ritual and dramatic forms; the nature of colonization and the psyche of the colonizer, especially as revealed in the works of black scholars and writers who have examined these subjects; and the links that were forged between the African and Indian cultures in the Western hemisphere.

Undergraduate Certificate in African-American Studies

The undergraduate Certificate in African-American Studies is designed for students throughout the University who wish to explore the field in some depth by pursuing a concentration of courses on the African-American experience and who wish formal record and recognition of that pursuit. Students

will take such courses for the certificate while pursuing simultaneously a departmental major in the College of Arts and Sciences, the Technological Institute, or the Schools of Education, Journalism, Music, or Speech.

The program leading to the certificate is interdisciplinary. Its aim is to integrate the materials, methods, and insights of the humanities, the social sciences, and the sciences in examining the African-American experience. It seeks thereby

to develop a thorough understanding of the social institutions, the cultural and artistic life, the social and political thought, and the economic life that characterize the experiences of African-Americans.

A student qualifies for the certificate by satisfactorily completing eight quarter-courses offered by the Department of African-American Studies and other departments having courses that focus on aspects of the black experience. No more than two courses outside the Department of African-American Studies may be counted toward the certificate, and such courses must be approved by the chairman of the Department of African-American Studies or the chairman's designee. The eight courses must include:

- B36-1,2 Introduction to African-American Studies;
- B10-1,2 Survey of African-American Literature;
- one quarter-course focusing on the experiences of black people in parts of the world other than the United States;
- three elective courses chosen in consultation with members of the department.

Students are also encouraged to enroll in freshman seminars offered by the department, but these do not count toward the certificate.

Courses Primarily for Freshmen and Sophomores

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B15-0 AFRICAN-AMERICAN AND CARIBBEAN RITUAL DRAMA

Ritual in established church and ritual of millenarian cults. Song, dance, mime, and magic. Troubadours, actors, and performers in the "road theatre," the backyard theatre, and the theatre of magic.

404-B20-0 THE LANGUAGE OF PROTEST

Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B25-0 AFRICAN-AMERICAN CULTURE

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.

Courses Primarily for Juniors, Seniors, and Graduates

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE

Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS

The negritude movement in fiction and poetry. Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10-1 or C30 or English C77.

404-C16-0 WRITING FOR THE THEATRE

Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C20-0 THE SOCIAL MEANING OF RACE

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES (see Sociology)

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES

Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C31-0 THE AFRICAN-AMERICAN NOVEL

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Not open to freshmen.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY

Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

404-C38-0 DOSTOEVSKI'S WAY

The impact of Dostoevski's *Notes from Underground* and *Crime and Punishment* upon Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C39-0 STUDIES IN SPIRITUAL AGONY AND REBIRTH

Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual/secular agony.

404-C44-0 BLACK PRESENCE IN FAULKNER

Centrality of black culture to the themes of violence, rites of passage, tradition, guild, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*, and *Go Down, Moses*.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay

between the three media. Literary and social significance of these portrayals. With instructor's consent.

449-C51-0 BLACK AMERICAN POLITICS IN THE UNITED STATES (see Political Science)**419-C76-0 AFRICAN-AMERICAN POETRY** (see English)**419-C77-0 AFRICAN-AMERICAN PROSE** (see English)**404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics will vary.

404-C99-0 INDEPENDENT STUDY

Open to all students of sophomore standing or above with consent of the department.

AFRICAN STUDIES

Courses with African content at Northwestern, first offered in 1927 by the distinguished scholar Melville J. Herskovits, were formally organized into the Program of African Studies in 1948. As one of the earliest centers of African studies in the United States, Northwestern's multidisciplinary program established a model of teaching and research now followed by many other colleges and universities. The program maintains close liaison with African scholars and institutions. Over the years, moreover, it has greatly expanded its responsibilities and contributions at home—to Northwestern and to the community at large.

The program features a weekly lecture series which brings specialists to campus to share insights and information about Africa. There are also periodic conferences, workshops, arts festivals, and cooperative research projects on topics of current interest, such as national integration, economic development, and adaptive strategies for ecological stress.

The program's administrative office serves as the social and academic center for the Africanist community. The renowned Melville J. Herskovits Library of African Studies draws scholars from other parts of the United States and abroad. Students and visiting professors from Africa reinforce the close collegial ties between many African universities and Northwestern.

**Undergraduate Certificate
in African Studies**

The program encourages students to develop their own multidisciplinary programs both inside and outside the social sciences. Students concentrating on communications or management, for instance, can supplement their professional training programs with a core of African-content courses. Students in other University centers and schools are welcome to participate either formally or informally in program activities; similarly, program students are urged to profit from such University resource centers as the Transportation Center, the Center for Urban Affairs, the Comparative Urban Studies Program, the Law School, and the Schools of Education, Journalism, and Speech. Program students and faculty are also encouraged to participate in voluntary community projects, including teacher-training institutes, in-service prison teaching projects, film festivals, and public service broadcasting arrangements. In brief, the Program of African Studies has two main purposes: to promote and coordinate the training of African specialists and to encourage an awareness of African problems and realities in other specialties.

The basic requirements for the Certificate of African Studies are as follows:

- History B55-1,2 Background to African Civilization and Culture;
- five courses with African content, including History B55-1,2;
- demonstrated competence in a language, other than English, that is used in Africa (French, German, Portuguese, Spanish, Afrikaans, or any African language, such as Arabic, Hausa, Swahili, Twi, Amharic). Competence is demonstrated either by satisfying the College of Arts and Sciences language requirement or by certification from the appropriate language department. Note: the Program of Oriental and African Languages teaches a number of African languages on a regular basis. Individual tutorial instruction can also be arranged in other African languages, through the Program of African Studies and POAL.

To qualify for the certificate, a student must maintain a B average in these courses. Courses taken for P/N credit may not be counted toward certification.

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ence, Russian, sociology, and Spanish. Majors in any of these areas who wish to be recommended for teacher certification should register with the Office of Student Affairs in the School of Education early in their sophomore year.

Special Certificate Programs

The College of Arts and Sciences offers programs of study leading to an undergraduate certificate in the following (for program descriptions, see the appropriate listing):

- African Studies Science in Human Culture
- Asian Studies Women's Studies

FRESHMAN SEMINARS

Freshman Seminars, offered by nearly all departments in the College, are small discussion-oriented courses designed to introduce students to fundamental concepts and methods of various disciplines, typically through the investigation of a specific theme or issue. They also seek to develop basic intellectual skills: how to read critically, think logically, and communicate effectively. Expository writing is an essential activity in each seminar. The seminars do not usually provide the preparation necessary for advanced work in a departmental program, that is to say, they ordinarily supplement rather than replace the more standard introductory courses.

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

CAPSTONE COURSES

These courses are open only to seniors.

403-C97-0 ART AND CULTURE

Relationships between artistic traditions and social expression, human perception, conventionalization, creativity, and ornamentation.

427-C97-0 THE DEVIL AND THE PROBLEM OF EVIL IN WESTERN THOUGHT

Historical emergence of the devil as a distinct being, the devil as the personification of evil, from ancient Middle Eastern civilizations to the present.

427-C97-0 LITERATURE, SOCIETY, AND THE PROBLEM OF HISTORY: VICTORIAN ENGLAND

The Victorian world as an embodiment of the problems of modern culture, the transition from traditional to modern life.

427-C97-0 UNITED STATES ECOLOGICAL HISTORY

Relationships between social change and the physical and biotic environments in mid-North America.

439-C97-0 THE HUMAN MIND

Conceptual and empirical issues in the investigation of the human mind in 20th-century philosophy, psychology, and linguistics.

449-C97-0 THE GLOBAL POLITICAL AGENDA

Interdependence of nations as a fact of national political life, international security and international inequality.

GENERAL STUDIES

These interdivisional courses are open to all qualified students.

401-B98-0 STUDENT ORGANIZED SEMINARS

Students who desire to study topics in arts and sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the Associate Dean for Studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The Associate Dean for Studies forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass/No Credit basis.

Students interested in organizing a seminar should consult the Associate Dean for Studies for further details.

401-C50-0 FOREIGN STUDY

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60-0 RICHTER RESEARCH

Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

AFRICAN-AMERICAN STUDIES

The study of the African-American experience as an area of significant intellectual endeavor has a very long and distinguished history in the United States. The field has developed not only exciting insights, but also firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the approaches and perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies reflects and exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another, as well as with that of

other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized, racism and its effects on society, as well as on scholarship, the importance of oral language, history, and tradition in the African-American experience, the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America, as well as to blacks and other minorities in the United States, students of African-American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors – B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
- Historical and Comparative Studies: B45, C32, and three other courses.
- Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family, historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST

Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE

Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 BLACK CHILDREN AND FAMILIES: THEORIES AND RESEARCH (see Education)

225-C13-0 BLACK CHILDREN AND FAMILIES: RESEARCH AND POLICY (see Education)

404-C20-0 THE SOCIAL MEANING OF RACE

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES (see Sociology)

449-C51-0 BLACK AMERICAN POLITICS IN THE UNITED STATES (see Political Science)

Historical and Comparative Studies

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY (see History)

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY (see History)

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS

The negritude movement in fiction and poetry. Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10-1 or C30 or English C77.

404-C16-0 WRITING FOR THE THEATRE

Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES

Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY

Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience**404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC**

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-C31-0 THE AFRICAN-AMERICAN NOVEL

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 DOSTOEVSKI'S WAY

The impact of Dostoevski's *Notes from Underground* and *Crime and Punishment* upon Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C39-0 STUDIES IN SPIRITUAL AGONY AND REBIRTH

Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual/secular agony.

404-C44-0 BLACK PRESENCE IN FAULKNER

Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*, and *Go Down, Moses*.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY (see English)

419-C77-0 AFRICAN-AMERICAN PROSE (see English)

Courses for Advanced and Senior Students**404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics will vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES

Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY

Open to advanced students with consent of the department.

AFRICAN AND ASIAN LANGUAGES

Business, law, journalism, and other professions have recognized the importance of foreign language facility, as our trade and political relations become more closely interconnected with the rest of the world. The Program of African and Asian Languages offers a unique opportunity to explore through language study some of the areas that are now most vital for us to understand: Africa, the Middle East, China, and Japan. The student who has combined study of one of PAAL's African or Asian Languages with a major in such departments as history, economics, political science, or sociology will be well prepared for graduate programs and a future career in international business, trade, law, or diplomacy. Even the sciences are now seeing more exchange programs where knowledge of one of the non-Western languages is useful. PAAL offers courses in the following languages: Hebrew, Arabic, Chinese, Japanese, Swahili, Hausa, Akan, Amharic. Certain other African languages are available on demand. Sanskrit and Pali are offered through PAAL in conjunction with the degree programs of the Department of the History and Literature of Religions. For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African Studies and Asian Studies.

Tape-lab hours are arranged for each of the following courses. Advanced courses require the reading of texts.

433-A01-1,2,3 HEBREW I

433-A02-1,2,3 HEBREW II

433-B03-1,2,3 HEBREW III

433-A05-1,2,3 ARABIC I

433-A06-1,2,3 ARABIC II

433-B07-1,2,3 ARABIC III

433-A11-1,2,3 CHINESE I

433-A12-1,2,3 CHINESE II

433-B13-1,2,3 CHINESE III

Teaching Certification

Students enrolled in a number of departments of the College of Arts and Sciences may simultaneously pursue secondary teacher certification through the School of Education. Areas of certification are art, biological sciences, chemistry, English, French, German, history, Latin, mathematics, physical science (geology), physics, political science, Russian, social sciences, and Spanish. Majors in any of these areas who wish to be recommended for teacher certification should register with the Office of Student Affairs in the School of Education early in their sophomore year.

Special Certificate Programs

The College of Arts and Sciences offers programs of study leading to an undergraduate certificate in the following (for program descriptions, see the appropriate listing):

- African Studies
- Science in Human Culture
- Asian Studies
- Women's Studies
- Jewish Studies

FRESHMAN SEMINARS

Freshman Seminars, offered by nearly all departments in the College, are small discussion-oriented courses designed to introduce students to fundamental concepts and methods of various disciplines, typically through the investigation of a specific theme or issue. They also seek to develop basic intellectual skills: how to read critically, think logically, and communicate effectively. Expository writing is an essential activity in each seminar. The seminars do not usually provide the preparation necessary for advanced work in a departmental program; that is to say, they ordinarily supplement rather than replace the more standard introductory courses.

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

GENERAL STUDIES

These interdivisional courses are open to all qualified students.

401-B98-0 STUDENT ORGANIZED SEMINARS

Students who desire to study topics in arts and sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the Associate Dean for Studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description,

a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The Associate Dean for Studies forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass/No Credit basis.

Students interested in organizing a seminar should consult the Associate Dean for Studies for further details.

401-C50-0 FOREIGN STUDY

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Peoples Republic of China, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C94-0 CHICAGO FIELD STUDIES INTERNSHIP (4 units)

Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

AFRICAN-AMERICAN STUDIES

The study of the African-American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another, as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society, as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America, as well as to blacks and other minorities in the United States, students of African-American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors – B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
- Historical and Comparative Studies: B45, C32, and three other courses.
- Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family, historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST

Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others.

Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE

Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH

(see Education)

225-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY

(see Education)

404-C20-0 THE SOCIAL MEANING OF RACE

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES (see Sociology)

449-C51-0 BLACK AMERICAN POLITICS IN THE UNITED STATES (see Political Science)

Historical and Comparative Studies

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY (see History)

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY (see History)

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS

The negritude movement in fiction and poetry. Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10-1 or C30.

404-C16-0 WRITING FOR THE THEATRE

Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES

Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY

Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience**404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC**

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-C31-0 THE AFRICAN-AMERICAN NOVEL

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 DOSTOEVSKI'S WAY

The impact of Dostoevski's *Notes from Underground* and *Crime and Punishment* upon Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C39-0 STUDIES IN SPIRITUAL AGONY AND REBIRTH

Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual/secular agony.

404-C44-0 BLACK PRESENCE IN FAULKNER

Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*, and *Go Down, Moses*.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY (see English)**Courses for Advanced and Senior Students****404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES

Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and

cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY

Open to advanced students with consent of the department.

AFRICAN AND ASIAN LANGUAGES PROGRAM

The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. The student who combines study of one of PAAL's African or Asian languages with a major or strong background in such departments as History, Economics, Political Science, or Sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Akan, Amharic, Arabic, Chinese, Hausa, Hebrew, Japanese, Pali, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of the History and Literature of Religions.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African Studies, Asian Studies, and Jewish Studies. Opportunities for study abroad are available.

Graduate students may enroll in any of these courses through D10 registration. Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Languages**433-C10-1,2,3 ELEMENTARY AKAN**

Grammar, sentence structure, translation of texts, conversation.

433-C11-1,2,3 INTERMEDIATE AKAN

Translation of Akan literature and research materials. Discussion based on translations and readings. Prerequisite: C10-3 or equivalent.

433-C30-1,2,3 INTRODUCTION TO AMHARIC

Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading texts.

433-C31-1,2,3 INTERMEDIATE AMHARIC

Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 ELEMENTARY ARABIC

First of a three-course introduction to modern standard Arabic. Grammar and reading.

433-A06-1,2,3 INTERMEDIATE ARABIC

Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 ADVANCED ARABIC

Reading and discussion of Arabic writings relevant to each

ing faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the Associate Dean for Undergraduate Studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The Associate Dean for Undergraduate Studies forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass/No Credit basis.

Students interested in organizing a seminar should consult the Associate Dean for Undergraduate Studies for further details.

401-C50-0 FOREIGN STUDY

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or the Soviet Union. Four units of P/N credit each term.

401-C51-0 FOREIGN STUDY IN SEVILLE

Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C94-0 CHICAGO FIELD STUDIES INTERNSHIP (4 units)

Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African-American Studies

The study of the African-American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that

in another, as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society, as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, healthcare delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African-American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors—B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
- Historical and Comparative Studies: B45, C32, and three other courses.
- Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies**404-B20-0 THE LANGUAGE OF PROTEST**

Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE

Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH (see Education)**225-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY** (see Education)**404-C20-0 THE SOCIAL MEANING OF RACE**
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.**471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES** (see Sociology)**449-C51-0 BLACK AMERICAN POLITICS IN THE UNITED STATES** (see Political Science)**Historical and Comparative Studies****404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA**

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA
Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.**427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY** (see History)**427-C06-1,2 THE SOUTH IN AMERICAN HISTORY** (see History)**404-C16-0 WRITING FOR THE THEATRE**
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.**404-C26-0 MAKING OF THE CARIBBEAN PEOPLES**
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized.

Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY

Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience**404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC**

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-C31-0 THE AFRICAN-AMERICAN NOVEL

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 DOSTOEVSKI'S WAY

The impact of Dostoevski's *Notes from Underground* and *Crime and Punishment* upon Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 BLACK PRESENCE IN FAULKNER

Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*, and *Go Down, Moses*.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY (see English)**Courses for Advanced and Senior Students****404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES

Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY

Open to advanced students with consent of the department.

89-91

the Soviet Union. Four units of P/N credit each term.

401-C51-0 FOREIGN STUDY IN SEVILLE

Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C94-0 CHICAGO FIELD STUDIES INTERNSHIP

(4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African-American Studies

The study of the African-American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society, as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, healthcare delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African-American Studies

will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors—B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
- Historical and Comparative Studies; B45, C32, and three other courses.
- Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year; C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST

Selected discourses, postslavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE

Significant concepts that have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH

See Education and Social Policy.

225-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY
See Education and Social Policy

404-C20-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES
See Sociology.

449-C27-0 BLACK AMERICAN POLITICS IN THE UNITED STATES
See Political Science.

Historical and Comparative Studies

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1565-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA
Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY
See History.

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY
See History.

404-C16-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC
Development of black American music from Africa to the Americas, Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

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Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

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The impact of Dostoevski's *Notes from Underground* and *Crime and Punishment* upon Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 BLACK PRESENCE IN FAULKNER
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!* and *Go Down, Moses*.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 FAMILIES IN LITERATURE
Starting with James Baldwin's novel, *Go Tell it on the Mountain* (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.

419-C76-0 AFRICAN-AMERICAN POETRY
See English.

Courses for Advanced and Senior Students

404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY
Open to advanced students with consent of the department.

tions), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the P/N basis. Students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

401-C50-0 Foreign Study

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or the Soviet Union. Four units of P/N credit each term.

401-C51-0 Foreign Study in Seville

Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C93-0 Chicago Field Studies Internship

(4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African-American Studies

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Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0; B36-1,2

Courses of concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C48 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 Survey of African-American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African-American Culture

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 Introduction to African-American Studies

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics,

church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 The Language of Protest

Selected discourses, postslavery period through the 60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

225-C12-0 Development of Black Children and Families: Theory and Research

See Education and Social Policy.

225-C13-0 Development of Black Children and Families: Research and Social Policy

See Education and Social Policy

404-C15-0 Urban Education

Historical and contemporary problems of education in urban America. Internal organization of schools, the impact of cultural factors on schools, prospects for change.

404-C20-0 The Social Meaning of Race

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African-American Communities

See Sociology.

449-C27-0 Black American Politics in the United States

See Political Science.

Historical and Comparative Studies

404-B14-1,2 History of Racial Minorities in North America

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1565–1974.

404-B45-0 Black Communities in Diaspora

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritages and diverse developments.

427-C01-1,2,3 Survey of African-American History

See History.

427-C06-1,2 The South in American History

See History.

404-C16-0 Writing for the Theater

Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 Making of the Caribbean Peoples

Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 The Third-World Literature

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 Introduction to African-American Historiography

Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience

404-B40-1,2,3 Survey of African-American Music

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-B59-0 Introduction to African-American Drama

Thematic and historical survey of African-American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African-American and general theater audiences.

404-C31-0 The African-American Novel

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 Dostoevski's Way

The impact of Dostoevski's *Notes from the Underground* and *Crime and Punishment* on Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 Black Presence in Faulkner

Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!* and *Go Down, Moses*.

404-C48-0 Black Images in Literature, Film, and Art

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 Black Families in Literature

Starting with James Baldwin's novel, *Go Tell It on the Mountain* (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison

Investigates all the published novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

419-C76-0 African-American Poetry

See English.

Courses for Advanced and Senior Students**404-C90-0 Research Seminar in African-American Studies**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African-American Studies

Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study

Open to advanced students with consent of the department.

African and Asian Languages Program

The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. Student who combines study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Amharic, Arabic, Chinese, Hebrew, Japanese, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of Religion. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses**433-C30-1,2,3 Introduction to Amharic**

Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading tests.

433-C31-1,2,3 Intermediate Amharic

Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 Elementary Arabic

Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic

Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic

Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I

Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II

Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature

Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study

For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses**433-A11-1,2,3 Elementary Chinese**

Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds.

433-A12-1,2,3 Intermediate Chinese

Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese

Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew

Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

in organizing a seminar should consult the associate dean for undergraduate studies for further details.

401-C50-0 Foreign Study

Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or Russia. Four units of P/N credit each term.

401-C51-0 Foreign Study in Seville

Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C93-0 Chicago Field Studies Internship

(4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African-American Studies

The study of the African-American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development

of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African-American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African-American studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0; B36-1,2

Courses of concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C48 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 Survey of African-American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African-American Culture

Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 Introduction to African-American Studies

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies**404-B20-0 The Language of Protest**

Selected discourses, postslavery period through the '60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B30-0 The Civil Rights Movement

Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

404-C20-0 The Social Meaning of Race

Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African-American Communities

See Sociology.

449-C27-0 Black American Politics in the United States

See Political Science.

Historical and Comparative Studies**404-B14-1,2 History of Racial Minorities in North America**

Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora

Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

427-C01-1,2,3 Survey of African-American History

See History.

404-C16-0 Writing for the Theater

Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 Making of the Caribbean Peoples

Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 The Third-World Literature

Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

Cultural Studies of the Black Experience**404-B40-1,2,3 Survey of African-American Music**

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-B59-0 Introduction to African-American Drama

Thematic and historical survey of African-American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African-American and general theater audiences.

404-C31-0 The African-American Novel

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing or above.

404-C38-0 Dostoevsky's Way

The impact of Dostoevsky's *Notes from the Underground* and *Crime and Punishment* on Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 Black Presence in Faulkner

Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!* and *Go Down, Moses*.

404-C48-0 Black Images in Literature, Film, and Art

The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 Black Families in Literature

Starting with James Baldwin's novel, *Go Tell It on the Mountain* (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison

Investigates all the published novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C79-0 African-American Women Playwrights

Texts written approximately 1916–present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisite: consent of instructor and B59 and/or other African-American literature courses.

404-C80-0 Topics in African-American Studies

Advanced work on social, cultural, or historical topics. Examples: images of black women in the diaspora, urban revolts of the 1960s, the black church in the 19th century. May be repeated with change in topic.

Courses for Advanced and Senior Students**404-C90-0 Research Seminar in African-American Studies**

Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African-American Studies

Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study

Open to advanced students with consent of the department.

African and Asian Languages Program

The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Amharic, Arabic, Chinese, Hebrew, Japanese, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of Religion. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses**433-C30-1,2,3 Introduction to Amharic**

Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading tests.

433-C31-1,2,3 Intermediate Amharic

Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 Elementary Arabic

Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic

Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic

Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I

Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II

Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature

Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study

For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses**433-A11-1,2,3 Elementary Chinese**

Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds.

433-A12-1,2,3 Intermediate Chinese

Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese

Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew

Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew

From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.

Student Organized Seminar per quarter, and enrollment must be on the P/N basis. Students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

401-C50-0 Foreign Study Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or Russia. Four units of P/N credit each term.

401-C51-0 Foreign Study in Seville Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C93-0 Chicago Field Studies Internship (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in

the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0; B36-1,2

Courses of concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C48 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Program for the Minor

The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience. The minor consists of eight quarter-courses:

Minor course requirements (8 units)

- Foundation courses: two courses chosen from B10-1,2; B25; B36-1,2; B40-1,2,3 (only one quarter of B40 can be counted as a foundation course)
- Additional courses: six courses in the department or approved by the department, four at the C level and one a history course chosen from B14-1,2; C26; C32; History C01-1,2,3 or another approved history course

Core Courses**404-B10-1,2 Survey of African American Literature**

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African American Culture Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

404-B36-1,2 Introduction to African American Studies

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 The Language of Protest Selected discourses, postslavery period through the '60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B30-0 The Civil Rights Movement Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

225-C13-0 Development of Black Children and Families: Research and Social Policy See Education and Social Policy.

404-C15-0 Urban Education Problems of urban education; special attention to prospects for reforming urban school systems.

404-C20-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African American Communities See Sociology.

449-C27-0 Black American Politics in the United States See Political Science.

Historical and Comparative Studies**404-B14-1,2 History of Racial Minorities in North America**

Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora Comparative exploration of social and cultural life in communities

of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

427-C01-1,2,3 Survey of African American History See History.

417-C21-0 African American Economic History See Economics.

404-C26-0 Making of the Caribbean Peoples Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

Cultural Studies of the Black Experience**404-B40-1,2,3 Survey of African American Music**

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-B59-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African American and general theater audiences.

404-C38-0 Dostoevsky's Way Impact of Dostoevsky's *Notes from the Underground* and *Crime and Punishment* on Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 Black Presence in Faulkner Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!* and *Go Down, Moses*.

404-C49-0 Black Families in Literature Starting with James Baldwin's novel *Go Tell It on the Mountain* (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison Investigates all the published novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C79-0 African American Women Playwrights Texts written approximately 1916–present. Recuperation of biographical information, theatrical representations of the “folk” and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisite: consent of instructor and B59 and/or other African American literature courses.

404-C80-0 Topics in African American Studies

Advanced work on social, cultural, or historical topics. Examples: images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated with change in topic.

Courses for Advanced and Senior Students

404-C90-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African American Studies Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study Open to advanced students with consent of the department.

African and Asian Languages Program

The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses

433-A05-1,2,3 Elementary Arabic Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses

433-A11-1,2,3 Elementary Chinese Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.

433-A12-1,2,3 Intermediate Chinese Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.

433-B03-1,2,3 Advanced Hebrew Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: A02-3 or equivalent.

433-A15-1,2,3 Japanese I Conversation, grammar, reading, writing for beginners. Issues of U.S.-Japan cross-cultural communication. Five class meetings a week plus language laboratory.

433-A16-1,2,3 Japanese II A comprehensive approach to conversation, grammar, reading, writing. Four class meetings a week. Prerequisite: A15-3 or equivalent.

positions; “real world” mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student’s department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department’s curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: B10-1,2, B25, B36-1,2

Concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C49 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- Two foundation courses chosen from B10-1,2, B25, B36-1,2, B40
- Six additional courses in the department or approved by the department, four at the C level and one a history course chosen from B14-1,2, C26, C32; History C01-1,2 or another approved history course

Core Courses

404-B10-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African American Culture Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

404-B36-1,2 Introduction to African American Studies

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B30-0 The Civil Rights Movement Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement

organizations, radicalization, and the movement as a problem in historiography.

225-C13-0 Development of African American Children and Families: Research and Social Policy See Human Development and Social Policy in the School of Education and Social Policy section of this catalog.

404-C15-0 Urban Education Problems of urban education; special attention to prospects for reforming urban school systems.

404-C20-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African American Communities See Sociology.

449-C27-0 Black American Politics in the United States See Political Science.

Historical and Comparative Studies

404-B14-1,2 History of Racial Minorities in North America Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

427-C01-1,2 Survey of African American History See History.

417-C21-0 African American Economic History See Economics.

404-C26-0 Making of the Caribbean Peoples Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C32-0 Issues in African American Historiography Research seminar. Use of primary and secondary sources for design and execution of a research project. Prerequisites: consent of instructor and B36-1,2 or two courses in American history.

Cultural Studies of the Black Experience

404-B40-0 Survey of African American Music Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-B59-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African American and general theater audiences.

404-C38-0 Dostoevsky's Way Impact of Dostoevsky's *Notes from the Underground* and *Crime and Punishment* on Wright's *Native Son*, Ellison's *Invisible Man*, and Faulkner's *Light in August*.

404-C44-0 Black Presence in Faulkner Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's *The Sound and the Fury*, *Light in August*, *Absalom, Absalom!* and *Go Down, Moses*.

404-C49-0 Black Families in Literature Starting with James Baldwin's novel *Go Tell It on the Mountain* (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison Investigates all the published novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C78-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and B10-1,2 or another African American literature course.

404-C79-0 African American Women Playwrights Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black femininity, anti-lynch and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and B59 and/or other African American literature courses.

404-C80-0 Topics in African American Studies Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic.

Courses for Advanced and Senior Students

404-C90-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African American Studies Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of

social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study Open to advanced students with consent of the department.

African and Asian Languages Program

The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses

433-A05-1,2,3 Elementary Arabic Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses

433-A11-1,2,3 Elementary Chinese Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.

433-A12-1,2,3 Intermediate Chinese Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.

433-B03-1,2 Advanced Hebrew Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: A02-3 or equivalent.

433-A15-1,2,3 Japanese I Conversation, grammar, reading, writing for beginners. Issues of U.S.-Japan cross-cultural communication. Five class meetings a week plus language laboratory.

433-A16-1,2,3 Japanese II A comprehensive approach to conversation, grammar, reading, writing. Four class meetings a week. Prerequisite: A15-3 or equivalent.

433-B17-1,2,3 Intermediate Japanese Advanced readings in modern colloquial Japanese; prose essay, literary, and newspaper styles. Prerequisite: A16-3 or equivalent.

433-C18-1,2,3 Advanced Japanese 1. Advanced reading skills: comprehension, vocabulary acquisition, speed. Oral and written translation. **2.** Newspaper reading and developing oral/aural skills. **3.** Advanced writing skills, further reading, and oral/aural skill development. Prerequisite: B17-3 or equivalent.

433-A25-1,2,3 Korean I Three-course introduction to basic literacy and oral proficiency in Korean.

433-A26-1,2,3 Korean II Development of literacy and interactive proficiency skills. In Korean. Prerequisite: A25-3 or equivalent.

adjunct major (see the Other Undergraduate Programs section of this catalog).

Study Abroad

Weinberg College students may study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experiences combine strong academic programs with a significant opportunity for immersion in the culture of the host country. For that reason, the college encourages students who study abroad to do so for a full academic year. Complete study abroad information is available from the Study Abroad Office.

General Studies

These interdivisional courses are open to all qualified students.

GEN LA 280-7 (401-B80-7) Residential College Tutorial

A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

GEN LA 298-0 (401-B98-0) Student Organized Seminars

Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

GEN LA 393-0 (401-C93-0) Chicago Field Studies

Internship (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a very long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.

The course numbering system is changing in fall 1999. Please see page 35.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

The major and minor in African American studies are currently undergoing revision; please consult the department for the most up-to-date information.

Major in African American Studies

Departmental courses

Core courses: 210-1,2; 225; 236-1,2

Concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: 320 and four other courses, one of which includes data handling and analysis
- Historical and comparative studies: 245, 332, and three other courses
- Expressive culture and intellectual history: 349 and four other courses

Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

Senior sequence: two-quarter sequence taken in the senior year: 390 and either 396 or 399

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the 200 or 300 level, at least three of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- Two foundation courses chosen from 210-1,2; 225; 236-1,2; and 240
- Six additional courses in the department or approved by the department, four at the 300 level and one a history course chosen from 214-1,2; 326; 332; and HISTORY 301-1,2 or another approved history course

Core Courses

AF AM ST 210-1,2 (404-B10-1,2) **Survey of African American Literature** Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 225-0 (404-B25-0) **African American Culture** Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

AF AM ST 236-1,2 (404-B36-1,2) **Introduction to African American Studies** 1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

AF AM ST 230-0 (404-B30-0) **The Civil Rights Movement** Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

AF AM ST 315-0 (404-C15-0) **Urban Education** Problems of urban education; special attention to prospects for reforming urban school systems.

AF AM ST 320-0 (404-C20-0) **The Social Meaning of Race** Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 (404-C21-0) **Researching Black Communities** Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 332-0 (404-C32-0) **Black Feminist Theories** In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 (404-C34-0) **Gender and Black Masculinity** Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.

Historical and Comparative Studies

AF AM ST 214-1,2 (404-B14-1,2) **History of Racial Minorities in North America** Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

AF AM ST 220-0 (404-B20-0) **The Civil Rights Movement and Beyond** Various struggles for racial equality in the United States from World War II to the present; the movement's transformation of the South and the nation; the persistence of racial injustice.

AF AM ST 245-0 (404-B45-0) **Black Communities in Diaspora** Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

AF AM ST 329-0 (404-C29-0) **Sports and the African American Experience** Exploration of African American history through sports and the experiences of professional athletes; consideration of racial ideologies and mythologies constructed and contested in the world of sports.

AF AM ST 330-0 (404-C30-0) **Black Women in 20th-Century United States** Experiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, and civil rights movements and World War II.

AF AM ST 345-0 (404-C45-0) **Politics of Afro-Latin America** Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

Expressive Culture and Intellectual History

AF AM ST 240-1,2,3 (404-B40-1,2,3) **Survey of African American Music** Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

AF AM ST 259-0 (404-B59-0) **Introduction to African American Drama** Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 331-0 (404-C31-0) **The African American Novel** Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 349-0 (404-C49-0) **Black Families in Literature** Much of the most significant literature written by black American authors has had at its center a deep concern for

the problems of family life, particularly living under the duress of racism.

AF AM ST 360-0 (404-C60-0) **The Art of Toni Morrison** Investigates novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

AF AM ST 378-0 (404-C78-0) **The Harlem Renaissance** African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 (404-C79-0) **African American Women Playwrights** Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and 259-0 and/or other African American literature courses.

Courses for Advanced and Senior Students

AF AM ST 380-0 (404-C80-0) **Topics in African American Studies** Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

AF AM ST 390-0 (404-C90-0) **Research Seminar in African American Studies** Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

AF AM ST 396-0 (404-C96-0) **Internship in African American Studies** Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

AF AM ST 399-0 (404-C99-0) **Independent Study** Open to advanced students with consent of department.

Related Courses in Other Departments

Social and behavioral studies

ECON 354 Issues in Urban and Regional Economics
POLI SCI 327 Black American Politics in the United States
SOC POL 312 Development of African American Children and Families: Theory and Research (*see the School of Education and Social Policy section of this catalog*)

Historical and comparative studies

ECON 321 African American Economic History
HISTORY 301-1,2 Survey of African American History
HISTORY 391 Special Lectures (when appropriate, e.g., History of Black Chicago)

Expressive culture and intellectual history
 ENGLISH 366 Studies in African American Literature
 PHIL 368 Problems in Social and Political Philosophy
 (when appropriate, e.g., Race and Racism)
 GEN MUS 330 Black Sacred Music: History
 (see the *School of Music section of this catalog*)
 GEN MUS 340-1,2,3 Performance Ensemble: Styles and
 Techniques of Black Sacred Music
 (see the *School of Music section of this catalog*)
 COMM ST 326 Afro-American Rhetoric
 (see the *School of Speech section of this catalog*)
 PERF ST 216 Performance and Culture
 (see the *School of Speech section of this catalog*)
 PERF ST 309-1,2,3 Performance of Black Literature
 (see the *School of Speech section of this catalog*)

African and Asian Languages Program

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PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the Weinberg College requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, international studies, and Jewish studies. A wide variety of study abroad opportunities are available at Northwestern. Interested students are strongly encouraged to consult with an adviser in the Study Abroad Office as early as possible in their Northwestern careers.

Undergraduates may take advanced language study through 399 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses

AAL 105-1,2,3 (433-A05-1,2,3) **Elementary Arabic**
 Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

AAL 106-1,2,3 (433-A06-1,2,3) **Intermediate Arabic**
 Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: 105-3 or equivalent.

AAL 207-1,2,3 (433-B07-1,2,3) **High Intermediate Arabic**
 Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: 106-3 or equivalent.

AAL 121-1,2,3 (433-A21-1,2,3) **Swahili I** Basic literacy and interactive proficiency, in cultural and historical context.

AAL 122-1,2,3 (433-A22-1,2,3) **Swahili II** Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: 121-3 or equivalent.

AAL 223-1,2,3 (433-B23-1,2,3) **Introduction to Swahili Literature** Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: 122-3 or equivalent.

AAL 399-0 (433-C99-0) **Independent Study** For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses

AAL 111-1,2,3 (433-A11-1,2,3) **Elementary Chinese**
 Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.

AAL 112-1,2,3 (433-A12-1,2,3) **Intermediate Chinese**
 Conversation, aural comprehension, writing based on reading Chinese stories, poems, stories of ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: 111-3 or equivalent.

AAL 213-1,2,3 (433-B13-1,2,3) **Advanced Chinese**
 Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: 112-3 or equivalent.

AAL 101-1,2,3 (433-A01-1,2,3) **Elementary Hebrew**
 Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

AAL 102-1,2,3 (433-A02-1,2,3) **Intermediate Hebrew**
 From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: 101-3 or equivalent.

AAL 203-1,2 (433-B03-1,2) **Advanced Hebrew** Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: 102-3 or equivalent.

AAL 115-1,2,3 (433-A15-1,2,3) **Japanese I** Conversation, grammar, reading, writing for beginners. Issues of United States-Japan cross-cultural communication. Five class meetings a week plus language laboratory.

Other Undergraduate Programs

Weinberg College students may enroll in courses offered by the interschool Undergraduate Leadership Program as well as those offered by several other interschool programs administered by the college, including the Center for the Writing Arts, the Integrated Arts minor, and the International Studies adjunct major (see the Other Undergraduate Programs section of this catalog).

Study Abroad

Weinberg College students are encouraged to study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. Complete study abroad information is available from the Study Abroad Office.

General Studies

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter

preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

GEN LA 393-0 Chicago Field Studies Internship (4 units)

Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real-world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: 210-1,2, 225, 236-1,2

Concentration: In addition to the core sequence, 5 courses selected from one of the following areas:

- Expressive culture and intellectual history: 349 and 4 other courses
- Historical and comparative studies: 245, 332, and 3 other courses
- Social and behavioral studies: 320 and 4 other courses, 1 of which includes data handling and analysis

Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

Senior sequence: 2-quarter sequence taken in the senior year: 390 and either 396 or 399

Related courses: Subject to approval of the department adviser, majors must take 5 courses offered by other departments at the 200 or 300 level, at least 3 of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 2 foundation courses chosen from 210-1,2; 225; 236-1,2; or 240
- 6 additional courses in the department or approved by the department, 4 at the 300 level and 1 history course chosen from 214-1,2; 332; HISTORY 301-1,2; or another approved history course

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 225-0 African American Culture Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

AF AM ST 236-1,2 Introduction to African American Studies 1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Expressive Culture and Intellectual History

AF AM ST 240-1,2,3 Survey of African American Music

Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 331-0 The African American Novel

Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 349-0 Black Families in Literature Much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particularly living under the duress of racism.

AF AM ST 360-0 The Art of Toni Morrison Investigates novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 African American Women Playwrights

Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynching and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and 259-0 and/or other African American literature courses.

Historical and Comparative Studies

AF AM ST 214-1,2 History of Racial Minorities in North America

Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic

Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

AF AM ST 220-0 The Civil Rights Movement and Beyond Various struggles for racial equality in the United States from World War II to the present; the movement's transformation of the South and the nation; the persistence of racial injustice.

AF AM ST 245-0 Black Communities in Diaspora Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

AF AM ST 329-0 Sports and the African American Experience Exploration of African American history through sports and the experiences of professional athletes; consideration of racial ideologies and mythologies constructed and contested in the world of sports.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including anti-lynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 345-0 Politics of Afro-Latin America Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

Social and Behavioral Studies

AF AM ST 315-0 Urban Education Problems of urban education; special attention to prospects for reforming urban school systems.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.

Courses for Advanced and Senior Students

AF AM ST 380-0 Topics in African American Studies Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

AF AM ST 396-0 Internship in African American Studies Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

AF AM ST 399-0 Independent Study Open to advanced students with consent of department.

Related Courses in Other Departments

Expressive culture and intellectual history

ENGLISH 365 Studies in Postcolonial Literature

(when related to people of African descent)

ENGLISH 366 Studies in African American Literature

FRENCH 366 Francophone Literature

PHIL 368 Problems in Social and Political Philosophy

(when appropriate, e.g., Race and Racism)

GEN MUS 330 Black Sacred Music: History

(see the School of Music section of this catalog)

GEN MUS 340-1,2,3 Performance Ensemble: Styles and

Techniques of Black Sacred Music

(see the School of Music section of this catalog)

COMM ST 326 African American Rhetoric

(see the School of Speech section of this catalog)

PERF ST 216 Performance and Culture

(see the School of Speech section of this catalog)

PERF ST 309-1,2,3 Performance of Black Literature

(see the School of Speech section of this catalog)

THEATRE 368-0 African Theatre and Drama

(see the School of Speech section of this catalog)

Historical and comparative studies

AFST 390 Topics in African Studies

AFST 398 Seminar in African Studies

ECON 321 African American Economic History

HISTORY 301-1,2 Survey of African American History

HISTORY 306-1,2 History of the American South

HISTORY 355 Islam in Africa

HISTORY 356-1,2 History of South Africa

HISTORY 357 East Africa

HISTORY 358-1,2 West Africa

LATIN AM 391 Human Rights and Migration in the Americas

including the Center for the Writing Arts, the Transportation Center, and the International Studies and Legal Studies adjunct majors (see the Other Undergraduate Programs section of this catalog).

Study Abroad

Weinberg College students are encouraged to study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. Complete study abroad information is available from the Study Abroad Office.

General Studies

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars

to be offered. Students may enroll in only one Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

GEN LA 392-0 Herskovits Undergraduate Research Award (2 units) Selected students undertake self-designed, faculty-supervised research in the University's renowned Melville J. Herskovits Library of African Studies for two quarters, earning two units of credit.

GEN LA 393-0 Chicago Field Studies Internship (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real-world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. The number of credits applicable toward the major, if any, is determined by the student's department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation

for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: 210-1,2, 225, 236-1,2

Concentration: In addition to the core sequence, 6 courses selected from one of the following areas:

- Expressive arts and cultural studies
- Historical and comparative studies
- Politics, society, and policy (including data handling and analysis)

Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

Senior seminar: 390 or 399 taken in the senior year

Related courses: Subject to approval of the department adviser, majors must take 5 courses offered by other departments at the 200 or 300 level, at least 3 of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2, 225, or 236-1,2
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be

a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project for honors to the Office of the Dean.

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 225-0 African American Culture Survey of African American culture from slavery to the present. Relationship of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imaginary.

AF AM ST 236-1,2 Introduction to African American Studies Key texts and concepts in African American studies from a range of disciplinary perspectives. **1.** Africa, slavery, rural and urban life, class division, and the constructs of "race," "racism," and "blackness." **2.** The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both **1** and **2** will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

Expressive Arts and Cultural Studies

An asterisk (*) preceding the course number indicates a course that may count toward one or more other areas of concentration.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

***AF AM ST 340-0 Slavery and Abolitionist Discourse** Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century. May also count toward historical and comparative studies concentration.

***AF AM ST 345-0 Race and Literature in 19th-Century America** Examination of the evolution and persistence of the notion of “race” in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America. May also count toward historical and comparative studies concentration.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the “black aesthetic”; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

***AF AM ST 355-0 20th-Century Intellectual and Popular Culture** Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture. May also count toward politics, society, and policy concentration.

AF AM ST 360-0 Major Authors In-depth examination of a selected author’s body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 African American Women Playwrights Texts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of “the folk,” the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

Historical and Comparative Studies

AF AM ST 212-1,2 Introduction to African American History 1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-1,2 Comparative Race Studies in the United States Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

AF AM ST 220-0 Civil Rights and Black Liberation Examination of the Northern and Southern civil rights

movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 245-0 The Black Diaspora and Transnationality Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery; abolitionism; Pan-Africanism; linkages among gender, sexuality, and diasporic sensibilities; the culture/politics nexus; hip-hop; and AIDS.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including anti-lynching, women’s suffrage, civil rights movements, and World War II.

AF AM ST 345-0 Politics of Afro-Latin America Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

Politics, Society, and Policy

An asterisk (*) preceding the course number indicates a course that may count toward one or more other areas of concentration.

AF AM ST 250-0 Race, Class, and Gender Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

***AF AM ST 319-0 Race, Ethnicity, and the American Constitution** Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. May also count toward Historical and Comparative Studies concentration. Prerequisite: POLI SCI 220 or 230 or AF AM ST 220.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics

include black migration, urban geography, black culture, class and gender stratification, racial identity.

***AF AM ST 325-0 Race, Poverty, and Public Policy in America** Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. May also count toward Historical and Comparative Studies concentration. Prerequisite: 236-1 or SOCIOL 110-0.

***AF AM ST 327-0 Politics of African American Popular Culture** Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. May also count toward Expressive Arts and Culture concentration. Prerequisite: 236-1 or 236-2.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and “American” cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.

Courses for Advanced and Senior Students

AF AM ST 380-0 Topics in African American Studies Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

AF AM ST 381-0 Topics in Transnational Black Culture Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

AF AM ST 399-0 Independent Study Open to advanced students with consent of department.

Related Courses in Other Departments

Expressive arts and culture

ENGLISH 365 (if related to people of African descent), 366
FRENCH 365, 366
PHIL 368 (when appropriate)
GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)

COMM ST 326 (see the School of Communication section of this catalog)

PERF ST 216, 309 (see the School of Communication section of this catalog)

THEATRE 368 (see the School of Communication section of this catalog)

Historical and comparative studies

AF ST 390, 398

ECON 321

HISTORY 301-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2

LATIN AM 391

Politics, society, and policy

ANTHRO 320, 332, 372 (when related to people of African descent)

ECON 325, 326, 354

POLI SCI 327, 357 (when related to people of African descent), 359, 360

African and Asian Languages Program

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Swahili. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For undergraduate programs that integrate the language offerings of PAAL, see African studies, Asian studies, international studies, and Jewish studies.

Advanced language study may be taken through registration in AAL 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office as early as possible in their academic career.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

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catalog. Application should be made with the Office of Student Affairs in the School of Education and Social Policy.

Study Abroad

Weinberg College students are encouraged to study abroad. The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. As early as freshman year, interested students should discuss study abroad plans with their Weinberg College and department advisers. Complete study abroad information is available from the Study Abroad Office.

General Studies

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

GEN LA 393-0 Chicago Field Studies Internship

(4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; and groups committed to social change. Placement of students in responsible volunteer positions; "real-world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. The number of credits applicable toward the major, if any, is determined by the student's department. Prerequisite: consent of program director.

African American Studies

The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and

Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: 210-1,2, 236-1,2, 245

Major courses: In addition to the core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies.

Senior seminar: The major requires a senior-level course (390, 396, or 399).

Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2, 236-1,2, 245
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project for honors to the Office of the Dean.

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 236-1,2 Introduction to African American Studies

Key texts and concepts in African American studies from a range of disciplinary perspectives. **1.** Africa, slavery, rural and urban life, class division, and the constructs of “race,” “racism,” and “blackness.” **2.** The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both **1** and **2** will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

AF AM ST 245-0 The Black Diaspora and Transnationality

Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, Pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

Courses

AF AM ST 212-1,2 Introduction to African American History

1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. **2.** Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-1,2 Comparative Race Studies in the United States

Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. **1.** 1600–1865. **2.** 1865–1974.

AF AM ST 220-0 Civil Rights and Black Liberation

The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 225-0 African American Culture

Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

AF AM ST 226-0 Introduction to Transnational Black Cultures

An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender

Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220, POLI SCI 220, or POLI SCI 230.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including anti-lynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity

Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

AF AM ST 345-0 Politics of Afro-Latin America Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

AF AM ST 360-0 Major Authors In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 365-0 Black Chicago Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 African American Women Playwrights

Texts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of “the folk,” the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

AF AM ST 380-0 Topics in African American Studies

Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture

Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies

Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies

Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments

AF ST 390, 398

ANTHRO 320, 332, 372 (when related to people of African descent)

COMM ST 326 (see the School of Communication section of this catalog)

ECON 321, 325, 326, 354

ENGLISH 365 (if related to people of African descent), 366

GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)

HISTORY 212-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2

LATIN AM 391

PERF ST 216, 309 (see the School of Communication section of this catalog)

PHIL 368 (when appropriate)

POLI SCI 327, 357 (when related to people of African descent), 359, 360

SOCIOL 201, 207, 323, 325

THEATRE 368 (see the School of Communication section of this catalog)

African and Asian Languages

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL's language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

Minor course requirements (8 units)**Option A**• *Language (5 units):*

3 quarter-courses of 200-level Chinese or Japanese

2 quarter-courses of 300-level Chinese or Japanese

• *Literature/culture (3 units):*

2 quarter-courses of Chinese or Japanese literature in translation (COMP LIT 271-1,2,3 or 274-1,2,3,4)

1 quarter-course from an Asian studies discipline (e.g., ART HIST 240; HISTORY 281, 284, 381, or 384)

Option B: Semester or full-year study abroad• *Language (5 units):*

3 quarter-courses of 200-level Chinese or Japanese taken either partly or entirely in China or Japan (remainder taken upon return)

2 quarter-courses of 300-level Chinese or Japanese taken upon return

• *Literature/culture (3 units):*

Any 3 disciplinary courses taken in China or Japan

teaching certification through the School of Education and Social Policy. Areas of certification are art, biological sciences, chemistry, economics with history, English, French, German, history, Latin, mathematics, physics, political science with history, sociology with history, and Spanish.

Majors in the certification areas who wish to be considered for teaching certification must apply, be admitted to, and complete all requirements of the Secondary Teaching Program as described in the School of Education and Social Policy section of this catalog. Application should be made with the Office of Student Affairs in the School of Education and Social Policy.

Study Abroad

Weinberg College students are encouraged to study abroad. The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. As early as freshman year, interested students should discuss study abroad plans with their Weinberg College and department advisers. Complete study abroad information is available from the Study Abroad Office.

GENERAL STUDIES

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate academic affairs of Weinberg College.

GEN LA 290-0 Summer Research (0 units) Required registration for students receiving summer research grants from Weinberg College or the Undergraduate Research Grants Committee. Grade of satisfactory will be entered after final report is submitted.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate academic affairs before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading

list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate academic affairs forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only 1 Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate academic affairs for further details.

AFRICAN AMERICAN STUDIES

The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the

Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: 210-1,2, 236-1,2, 245

Major courses: In addition to the core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies.

Senior course: The major requires a senior-level course (390, 396, or 399).

Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2, 236-1,2, 245
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during the senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project for honors to the Office of the Dean.

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 236-1,2 Introduction to African American

Studies Key texts and concepts in African American studies from a range of disciplinary perspectives. Both quarters' themes will be connected to historical and contemporary liberation struggles. 1. Africa, slavery, rural and urban life, class divisions, and the constructs of "race," "racism," and "blackness." 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations, featuring guest lectures by department faculty members.

AF AM ST 245-0 The Black Diaspora and Transnationality

Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

Courses

AF AM ST 212-1,2 Introduction to African American History

1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-0 Comparative Race Studies in the United

States Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

AF AM ST 220-0 Civil Rights and Black Liberation The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 225-0 African American Culture

Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

AF AM ST 226-0 Introduction to Transnational Black

Cultures An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama.

Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220 or POLI SCI 220 or 230.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including anti-lynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

AF AM ST 342-0 Comparative Slavery Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the United States.

AF AM ST 345-0 Politics of Afro-Latin America Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

AF AM ST 348-0 Africans in Colonial Latin America Explores the history of African-descended people throughout Latin America from 1492 to 1800, emphasizing the varied experiences of slavery and freedom, the emergence of race and colonial categories of difference, and the gendered lives of racialized colonial subjects.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to post-structuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

AF AM ST 357-0 Performing Memory in the Black World Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

AF AM ST 360-0 Major Authors In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 365-0 Black Chicago Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary

struggle for reparations for slavery and segregation.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 Black Women Writers Intensive, multi-genre examination of the contribution of black women to African American, women's, and American literature, with consideration of the factors and figures that have influenced the reception of black women's writings across time.

AF AM ST 380-0 Topics in African American Studies Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to compare how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments

AF ST 390, 398

ANTHRO 320, 332, 372 (if related to people of African descent)

COMM ST 326 (see the School of Communication section of this catalog)

ECON 321, 325, 326, 354

ENGLISH 365 (if related to people of African descent), 366

FRENCH 365, 366

GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)

HISTORY 212-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2

LATIN AM 391

PERF ST 216, 309 (see the School of Communication section of this catalog)

PHIL 368 (when appropriate)

POLI SCI 327, 357 (if related to people of African descent), 359, 360

SOCIOL 201, 207, 323, 325

THEATRE 368 (see the School of Communication section of this catalog)

AFRICAN AND ASIAN LANGUAGES

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL's language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

Minor course requirements (8 units)

Option A

- Language (5 units)
 - 3 quarter-courses of 200-level Chinese or Japanese
 - 2 quarter-courses of 300-level Chinese or Japanese
- Literature/culture (3 units)
 - 2 quarter-courses of Chinese or Japanese literature in translation (COMP LIT 271-1,2,3 or 274-1,2,3,4)
 - 1 quarter-course from an Asian studies discipline (e.g., ART HIST 240; HISTORY 281, 284, 381, or 384)

Option B: Semester or full-year study abroad

- Language (5 units)
 - 3 quarter-courses of 200-level Chinese or Japanese

Student Organizations

Many departments and programs within the college sponsor student organizations. Some are honorary organizations, recognizing students who have achieved distinction within their fields of study. Others provide opportunities for students with common interests to come together for academic, social, career-focused, and service activities that complement classroom experiences.

The Weinberg College Student Advisory Board (SAB), the primary source of student advice to the dean and the associate dean for undergraduate studies, selects students to serve on several college committees. The board includes representatives from each major in the college.

GENERAL LIBERAL ARTS

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate academic affairs of Weinberg College.

GEN LA 290-0 Summer Research (0 units) Required registration for students receiving summer research grants from Weinberg College or the Undergraduate Research Grants Committee. Grade of satisfactory will be entered after final report is submitted.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the assistant dean for advising before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate academic affairs forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only 1 Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate academic affairs for further details.

AFRICAN AMERICAN STUDIES

www.afam.northwestern.edu

The study of the African American experience has a long and distinguished history in the United States. The field

has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses (5): 210-1 or -2; 212-1 or -2; 215; 236; 245

Major courses (6): In addition to the mandatory core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies.

Senior course (1): The major also requires a senior-level course (390, 396, or 399).

Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses

outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2; 212-1,2; 215; 236; 245
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during the senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project to the college. See also Honors in the Major on page 44.

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 212-1,2 Introduction to African American History

1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization. Taught with HISTORY 212; students may not earn credit for both courses.

AF AM ST 215-0 Introduction to Black Social and Political Life Analysis of class, gender, sexuality, immigrant status, and ethnic origin in black society and politics. Focus on

demographic trends, lived experiences, and ideological debates.

AF AM ST 236-0 Introduction to African American Studies Key texts and concepts in African American studies from a range of disciplinary perspectives.

AF AM ST 245-0 The Black Diaspora and Transnationality Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

Courses

AF AM ST 214-0 Comparative Race Studies in the United States

Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

AF AM ST 218-0 Cracking the Color Lines: Asian-Black Relations in the U.S. Comparative historical analysis of Asian-black relations in the United States, including racialized and sexualized discourses structuring interracial relations and social, political, and economic location. Slavery, immigration, model minority myth, cross-racial politics. Taught with ASIAN AM 218; students may not earn credit for both courses.

AF AM ST 220-0 Civil Rights and Black Liberation The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 225-0 African American Culture Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

AF AM ST 226-0 Introduction to Transnational Black Cultures An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

AF AM ST 259-0 Introduction to African American Drama Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 310-0 Contemporary Asian-Black Relations: Conflict and Cross-Cultural Collaboration in Urban America Divides between Asians and blacks; areas of positive cross-cultural collaboration. Historical analysis of reparations, the 1992 Los Angeles riots, and affirmative action. Cross-racial

exchange in youth expressions, popular culture, hip-hop. Taught with ASIAN AM 310; students may not earn credit for both courses.

AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220 or POLI SCI 220 or 230.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

AF AM ST 342-0 Comparative Slavery Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the United States.

AF AM ST 345-0 Race in Latin America Introduction to the history of race in Latin America and the Spanish-speaking Caribbean; exploration of histories and experiences of racialized groups through examining relationships between racial and social inequality, racial difference, and political development.

AF AM ST 348-0 Afro-Latin America: Communities, Cultures, and Identities Exploration of the history of African-descended people throughout Latin America, emphasizing slavery, freedom, and the emergence of Afro-Latin American communities, cultures, and identities. Topics include race, gender, Afro-Latin spiritual systems/religion, family, and resistance.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to post-structuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

AF AM ST 357-0 Performing Memory in the Black World Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

AF AM ST 360-0 Major Authors In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 363-0 Racism in Western Modernity Impact of racism in the formation of Western modernity. Critical conceptual and historical analyses of the social formation of "race" and the historical implications of racism in the contemporary West.

AF AM ST 365-0 Black Chicago Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

AF AM ST 375-0 Globalization, Eurocentrism, Black Cosmopolitanism Consequences of the omission of “coloniality” from questions asked of Western modernity. Examines “globalization,” “Eurocentrism,” and “black cosmopolitanism” as bases for understanding social theory’s relation to coloniality.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 Black Women Writers Intensive, multigenre examination of the contribution of black women to African American, women’s, and American literature, with consideration of the factors and figures that have influenced the reception of black women’s writings across time.

AF AM ST 380-0 Topics in African American Studies Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture Examination of middle–passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to compare how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments

- AF ST 390, 398
- ANTHRO 320, 332, 372 (if related to people of African descent)
- COMM ST 326 (see the School of Communication chapter of this catalog)

- ECON 321, 325, 326, 354
- ENGLISH 365 (if related to people of African descent), 366
- FRENCH 365, 366
- GEN MUS 330, 340-1,2,3 (see the Bienen School of Music chapter of this catalog)
- HISTORY 212-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2
- LATIN AM 391
- PERF ST 216, 309 (see the School of Communication chapter of this catalog)
- PHIL 368 (when appropriate)
- POLI SCI 327, 357 (if related to people of African descent), 359, 360
- SOCIOL 201, 207, 323, 325
- THEATRE 368 (see the School of Communication chapter of this catalog)

AFRICAN AND ASIAN LANGUAGES

www.paal.northwestern.edu

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some fascinating cultures: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL’s African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese language and culture. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL’s language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Students must pass each AAL course with at least a C- to continue to the next level.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

Student Organizations

Many departments and programs within the college sponsor student organizations. Some are honorary organizations, recognizing students who have achieved distinction within their fields of study. Others provide opportunities for students with common interests to come together for academic, social, career-focused, and service activities that complement classroom experiences.

The Weinberg College Student Advisory Board (SAB), the primary source of student advice to the dean and the associate dean for undergraduate studies, selects students to serve on several college committees. The board includes representatives from each major in the college.

GENERAL LIBERAL ARTS

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate academic affairs of Weinberg College.

GEN LA 290-0 Summer Research (0 units) Required registration for students receiving summer research grants from Weinberg College or the Undergraduate Research Grants Committee. Grade of satisfactory will be entered after final report is submitted.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the assistant dean for advising before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate academic affairs forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only 1 Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate academic affairs for further details.

AFRICAN AMERICAN STUDIES

www.afam.northwestern.edu

The study of the African American experience has a long and distinguished history in the United States. The field

has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses (5): 210-1 or -2; 212-1 or -2; 215; 236; 245

Major courses (6): In addition to the mandatory core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies.

Senior course (1): The major also requires a senior-level course (390, 396, or 399).

Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses

outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2; 212-1,2; 215; 236; 245
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during the senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project to the college. See also Honors in the Major on page 44.

Core Courses

AF AM ST 210-1,2 Survey of African American Literature

Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 212-1,2 Introduction to African American History

1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization. Taught with HISTORY 212; students may not earn credit for both courses.

AF AM ST 215-0 Introduction to Black Social and Political Life

Analysis of class, gender, sexuality, immigrant status, and ethnic origin in black society and politics. Focus on

demographic trends, lived experiences, and ideological debates.

AF AM ST 236-0 Introduction to African American Studies

Key texts and concepts in African American studies from a range of disciplinary perspectives.

AF AM ST 245-0 The Black Diaspora and Transnationality

Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

Courses

AF AM ST 214-0 Comparative Race Studies in the United States

Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

AF AM ST 218-0 Cracking the Color Lines: Asian-Black

Relations in the U.S. Comparative historical analysis of Asian-black relations in the United States, including racialized and sexualized discourses structuring interracial relations and social, political, and economic location. Slavery, immigration, model minority myth, cross-racial politics. Taught with ASIAN AM 218; students may not earn credit for both courses.

AF AM ST 220-0 Civil Rights and Black Liberation

The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 225-0 African American Culture

Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

AF AM ST 226-0 Introduction to Transnational Black

Cultures An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender

Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

AF AM ST 259-0 Introduction to African American Drama

Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 310-0 Contemporary Asian-Black Relations:

Conflict and Cross-Cultural Collaboration in Urban America Divides between Asians and blacks; areas of positive cross-cultural collaboration. Historical analysis of reparations, the 1992 Los Angeles riots, and affirmative action. Cross-racial

exchange in youth expressions, popular culture, hip-hop. Taught with ASIAN AM 310; students may not earn credit for both courses.

AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220 or POLI SCI 220 or 230.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

AF AM ST 342-0 Comparative Slavery Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the United States.

AF AM ST 345-0 Race in Latin America Introduction to the history of race in Latin America and the Spanish-speaking Caribbean; exploration of histories and experiences of racialized groups through examining relationships between racial and social inequality, racial difference, and political development.

AF AM ST 348-0 Afro-Latin America: Communities, Cultures, and Identities Exploration of the history of African-descended people throughout Latin America, emphasizing slavery, freedom, and the emergence of Afro-Latin American communities, cultures, and identities. Topics include race, gender, Afro-Latin spiritual systems/religion, family, and resistance.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to post-structuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

AF AM ST 357-0 Performing Memory in the Black World Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

AF AM ST 360-0 Major Authors In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 363-0 Racism in Western Modernity Impact of racism in the formation of Western modernity. Critical conceptual and historical analyses of the social formation of "race" and the historical implications of racism in the contemporary West.

AF AM ST 365-0 Black Chicago Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

AF AM ST 375-0 Globalization, Eurocentrism, Black Cosmopolitanism Consequences of the omission of “coloniality” from questions asked of Western modernity. Examines “globalization,” “Eurocentrism,” and “black cosmopolitanism” as bases for understanding social theory’s relation to coloniality.

AF AM ST 378-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 Black Women Writers Intensive, multigenre examination of the contribution of black women to African American, women’s, and American literature, with consideration of the factors and figures that have influenced the reception of black women’s writings across time.

AF AM ST 380-0 Topics in African American Studies Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to compare how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments

- AF ST 390, 398
- ANTHRO 320, 332, 372 (if related to people of African descent)
- COMM ST 326 (see the School of Communication chapter of this catalog)

- ECON 321, 325, 326, 354
- ENGLISH 365 (if related to people of African descent), 366
- FRENCH 365, 366
- GEN MUS 330, 340-1,2,3 (see the Bienen School of Music chapter of this catalog)
- HISTORY 212-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2
- LATIN AM 391
- PERF ST 216, 309 (see the School of Communication chapter of this catalog)
- PHIL 368 (when appropriate)
- POLI SCI 327, 357 (if related to people of African descent), 359, 360
- SOCIOL 201, 207, 323, 325
- THEATRE 368 (see the School of Communication chapter of this catalog)

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Heads of the department

1971-1972	Lerone Benett
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1976-1978	Cyrus J. Colter
1979-1987	William H. Exum
1987-1995	Leon Forrest
1995-1999	Charles M. Payne
1999-2003	Sandra Richards
2003-2007	Dwight McBride
2008	Richard J. Eton
2009-2010	Darlene Clark Hine

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Lerone Bennett, Jr.

Black Biography: Lerone Bennett, Jr.

editor; writer

Personal Information

Born October 17, 1928, in Clarksdale, MS; son of Lerone and Alma (Reed) Bennett; married Gloria Sy Constance, Courtney, Lerone III.

Education: Morehouse College, A.B., 1949.

Military/Wartime Service: Served in U.S. Army, 1951-52.

Career

Atlanta Daily World, reporter, 1949-51, city editor, 1952-53; *Jet* magazine, Chicago, IL, associate editor, 1954-58, senior editor, 1958-87, executive editor, 1987--; visiting professor, Northwestern University, 1969; *Black World*, 1969.

Life's Work

Writer and editor Lerone Bennett, Jr., glides gracefully between the worlds of scholarship and journalistic relations in the United States and the current political environment in which African Americans continue to struggle. In his articles, Bennett proves himself not merely an insightful observer of society's racial injustices, but an active participant who believes that color can overcome bigotry and a history of subjugation. Bennett has trained his sharp, analytical eye to not overlook or dismiss narrow-mindedly. And he uses a spirited writing style laced with drama and punch to depress the debate over the nature of race in America.

He was born in the fall of 1928, in Clarksdale, Mississippi, the son of Lerone and Alma Bennett. After attending Morehouse College--a predominantly black school in Atlanta about which he would later write and which he would credit for his development--Bennett served as a reporter and then city editor at the *Atlanta Daily World* newspaper. His keen eye and golden sense of story, Bennett became an associate editor at *Ebony*, a picture and news magazine that had been founded in 1945 by pioneering black publisher John H. Johnson, who would always encourage Bennett. In 1969, after a one-year visiting professorship at Northwestern University, Bennett has consistently used *Ebony* as his primary outlet. As editor at the magazine, and his sweeping articles have become one of the publication's literary signatures.

Out of a series of articles written for *Ebony* emerged Bennett's first book, 1962's *Before the Mayflower*. As he wrote in the preface, "is a history of 'the other Americans' and how they came to North America here.... The story deals with the rise and growth of slavery and segregation and the continuing efforts of the Jewish poet of captivity: 'How shall we sing the Lord's song in a strange land?'"

With a reporter's thirst for drama and an inclination to place the story in a big-picture context, Bennett wrote *the Mayflower* by invoking the landing of the first Africans on American shores. "A year before the arrival of the birth of George Washington, 244 years before the signing of the Emancipation Proclamation, this story is an anchor into the muddy waters of history," he recounted in his book. "It was clear to the men who received her that she was an ordinary vessel. What seems unusual today is that no one sensed how extraordinary she really was. For centuries she carried a momentous cargo."

Before the Mayflower takes the reader on a historical journey through the American revolution, the Civil War, and the Jim Crow laws that legally enforced segregation, and into the tumultuous 1960s--the era of the civil rights movement. In a characteristic mixture of optimism and pessimism, Bennett lauds black accomplishment and the promise of a better future, but also the economic alienation of blacks in a country passing itself off as a great melting pot.

Bennett's treatise, praised for its lucid writing, comprehensive vision, and masterful handling of both past and present, has earned Bennett a reputation as a first-class popular historian. " *Before the Mayflower* does not purport to present informed perspectives," Benjamin Quarles wrote in *American Historical Review*. "But whether or not one is familiar with the subject, one is moved by its unusual ability to evoke the tragedy and the glory of the Negro's role in the American past."

In subsequent books, Bennett continued to document the historical forces shaping the black experience from a black perspective as well, concentrating on the emergence of the civil rights movement and its effect on the

the 1950s and 1960s. His 1964 book *What Manner of Man*, a biography of Morehouse classmate Martin Luther King, Jr., an even-handed analysis of the black leader's life and his role in fundamentally changing the nature of race relations, was widely praised. Bennett wrote in a 1965 *Christian Century* review that although the book on one level is a "sensitive account of King's life, it also serves to dispel the myth that only active and overtly violent behavior can effectively change the course of history."

Also in 1964, Bennett published *The Negro Mood*, a collection of essays that demonstrated a sharper analysis of such issues as the failed integration of blacks into American life and the ways in which blacks are denied their rights by the white liberal establishment for ignoring the accomplishments of African Americans and for just mouthing platitudes. He argues that white liberals have not changed the political climate; their reaction to black violence, for example, dramatically illustrates the dangerous hypocrisy of their political stance. "The Negro mood, which is deplorable, is enduring, and white liberals endure it amazingly well," Bennett wrote. "But Negro violence forces white liberals to choose sides; it exposes their essential support of things as they are."

But Bennett is equally critical of the black establishment. In his 1965 publication *Confrontation: Black America and the Struggle for Power*, he criticizes the leadership of the black power movement as a source of divisiveness in the black community. In addition, he criticizes the leadership of the black power movement for the Advancement of Colored People (NAACP) and the Urban League--for being out of touch with the needs of the black community and institutional discrimination that the organizations were ostensibly created to combat. Bennett argues that an elite core of African Americans can lead the rest; instead, he argues for large-scale political organization and economic and social institutions, to effect meaningful social change.

As much as Bennett's clarity of thought and precision of analysis make him, according to Harry Hansen, "one of the great expositors of the American scene," what gives his work spark is the liveliness of the writing, the talent he has for putting faces on the abstract, the spirit of an event or person, for using anecdote and setting to highlight the drama of the unfolding action. In *Before the Mayflower*, the slave who led a violent revolt against whites in Virginia in 1831, Bennett wrote in *Before the Mayflower*, "a preacher with vengeance on his lips, a dreamer, a fanatic, a terrorist, [he] was a fantastic mixture of gifts. Black in color, in demeanor commanding and bold, Nat was five feet, six inches tall, a little dwarf with a mustache and a little tuft of hair on his chin. Early in life, Nat came to the view that God had set

Underlying the literary texture and suspense that grace his books and magazine pieces is the talent Bennett has for all its worth. That is what drew him to the case of black sprinter Jesse Owens, the son of a sharecropper, whose Berlin Olympics squashed German leader Adolf Hitler's boasts of Nazism by beating Germany's premier sprinter. Bennett wrote in *Ebony*, "a panel of major sports writers would call Jesse Owens' Olympic triumph the greatest story of the century, which will be told as long as men and women celebrate grace and courage, was more than a triumph; it was played out on an international stage with big stakes riding on every contest." Bennett added that when Owens died, he "became a living memorial, giving imperishable testimony on the limits of tyranny and the swiftness of retribution."

Throughout Bennett's work is the proposition, either implicitly or explicitly stated, that African American progress is possible only if they understand the lessons of history. The author contends that it is in the suffering of blacks that youths of today can find the self-confidence to withstand the vicious stereotypes of discrimination. In a black history for an *Ebony* article, Bennett covers the sadness--the forced importation of blacks into America--but focuses mostly on the successes: the 1954 *Brown vs. Board of Education* Supreme Court decision, which ended segregated public education; the Montgomery bus boycott that was forged by the heroic actions of Rosa Parks, Martin Luther King, Jr., and other leaders; the founding of the first black newspaper; and President Abraham Lincoln's 1863 statement of freedom for all slaves, which Bennett called "a downpayment on the redemption of the Negro."

Blacks and whites, Bennett wrote in *The Negro Mood*, must turn their backs on racial stereotypes and prejudices and work together to build the United States despite the odds. "America would not have been America without the Negro and America would not have been the United States without the gifts the Negro bears. What is required now is an act of the spirit. We must abandon our old ways and meet each other as co-inheritors of a common land, which is to say that we must meet and know each other as brothers and sisters, as co-conspirators in the making of a dream, as fellow passengers on a journey into the unknown."

Awards

Book of the Year Award from Capital Press Club, 1963; Patron Saints Award from Society of Midland Area Authors, 1964; Book of the Year Award from Academy of Arts and Letters, 1978; honorary degrees from Morehouse College, Wilberforce University, State University, University of Illinois, Lincoln College, and Dillard University.

Works

Writings

- *Before the Mayflower: A History of Black America, 1619-1962*, Johnson Publishing Company, 1964.
- *The Negro Mood*, Johnson Publishing Company, 1964.
- *What Manner of Man: A Biography of Martin Luther King, Jr.*, Johnson Publishing Company, 1964.

- *Confrontation: Black and White*, Johnson Publishing Company, 1965.
- *Black Power U.S.A.: The Human Side of Reconstruction, 1867-1877*, Johnson Publishing Company
- *Pioneers in Protest*, Johnson Publishing Company, 1968.
- *The Challenge of Blackness*, Johnson Publishing Company, 1972.
- *The Shaping of Black America: The Struggles and Triumphs of African Americans, 1619-1990s*, Jc Viking Penguin, 1993.
- *Wade in the Water*, Johnson Publishing Company, 1979, reprinted as *Great Moments in Black Am*
- (With John H. Johnson) *Succeeding Against the Odds*, Amistad Press, 1993.

Further Reading

Books

- Bennett, Lerone, Jr., *Before the Mayflower: A History of Black America, 1619-1962*, 4th edition, Jc
- Bennett, Lerone, Jr., *The Negro Mood*, Johnson Publishing Company, 1964.
- Bennett, Lerone, Jr., *What Manner of Man: A Biography of Martin Luther King, Jr.*, Johnson Publish

Periodicals

- *American Historical Review*, July 1963.
- *Christian Century*, September 22, 1965.
- *Ebony*, September 1988; November 1990; February 1992.
- *Saturday Review*, October 16, 1965; March 23, 1968.

— Isaac Rosen



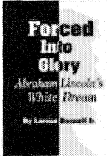
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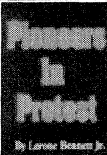
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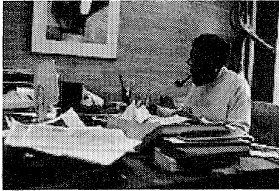
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Bennett in 1973

Lerone Bennett, Jr. (born 17 October 1928) is an American [scholar](#), and prolific [author](#) and social [his](#)

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Biography

Bennett was born in [Clarksdale, Mississippi](#), the son of Lerone Bennett, Sr. and Alma Reed. When he w [Mississippi](#).

Bennett graduated from [Morehouse College](#) in [Atlanta, Georgia](#). He has noted this time was integral to distinguished member of the Kappa Alpha Psi Fraternity, Inc.

He is most notable for his decades as executive editor for *Ebony Magazine*, to which he was promoted publication of a steady stream of articles on African-American history, some of them collected into boo

In addition Bennett has written several books, including numerous histories of the African-American ex *Mayflower: A History of Black America, 1619-1962* and *Forced into Glory: Abraham Lincoln's White Dr* African Americans in the [United States](#). The latter questions President [Abraham Lincoln's](#) role as the "G

Marriage and family

He married Gloria Sylvester on July 21, 1956. They had four children together: Alma Joy, Constance, C

Honors

- 2003 - [Carter G. Woodson](#) Lifetime Achievement Award from [Association for the Study of African /](#)
- 1978 - Literature Award of the Academy of Arts and Letters
- 1965 - Patron Saints Award from the Society of Midland Authors
- 1963 - Book of the Year Award from Capital Press Club

Honorary degrees from Morehouse College, Wilberforce University, Marquette University, Voorhees Col Illinois, Lincoln College, and Dillard University.

Bibliography

- *What Manner of Man?*
- *Pioneers In Protest*
- *The Shaping of Black America*
- *Before the Mavflower: A History of Black America, 1619-1962* (1963)

- *What Manner of Man: A Biography of Martin Luther King*
- *Confrontation: Black and White* (1965)
- *Black Power U.S.A.: The Human Side of Reconstruction 1867-1877* (1967)
- *Pioneers In Protest* (1968)
- *The challenge of Blackness* (1972)
- *Wade in the Water: Great Moments in Black History* (1979)
- *Forced into Glory: Abraham Lincoln's White Dream* (2000)
- *The Shaping of Black America*

References

1. [^] [Wayne Dawkins, "Black America's popular historian: Lerone Bennett Jr. almost retired after 50 \](#) Jan-Feb, 2004, accessed 25 My 2009




External links




- [Bennett's biography](#)
- [Lerone Bennett, Jr.'s oral history video excerpts](#) at The National Visionary Leadership Project

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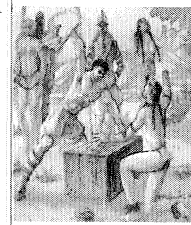
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His archeological curiosity of the life of Native Americans elsewhere in the hemisphere

led him to the vital knowledge of a grain, which flourished during the ancient American

civilizations. He wanted to see this grain officially promoted in Caribbean countries



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Books by Jan Carew

[Green Winter \(1965\)](#) / [The Third Gift \(1981\)](#) / [Children of the Sun \(1980\)](#)

[Fulcrums of Change \(1988\)](#) / [Ghosts in Our Blood: With Malcolm X in Africa, England and the Caribbean \(1994\)](#) /

[Rape of Paradise \(2006\)](#) [The Guyanese Wanderer: Stories \(2007\)](#)

* * * * *

JAN CAREW

MISSION WITHIN THE MISSION

By Eusi Kwayana

The first 2002 edition of *Race and Class*, a "London Journal of Black and Third World Liberation" (Volume 43 Number 3) saw fit to devote itself wholly to the celebration of the activity and the being of Jan Carew, whose 80th. birthday, 24th. September 2000 is still being observed. He is so well known in so many countries of the world that some were late for the party.

Both the man himself and the special publication of *Race and Class* deserve all the attention possible. That is the aim of this article. After a review of *Race and Class* (Volume 43 Number 3), the article will leave aside its material, which readers may obtain from any worthwhile bookstore, and offer a unique perspective of this remarkable individual.

The special issue is fittingly titled "The Gentle Revolutionary: Essays in Honor of Jan Carew". It includes essays by notable scholars. Frank Birbalsingh, who explores 'Race, Colour and class in *Black Midas* an early Carew novel set in his homeland, Guyana. There is A. Sivanandan's "Jan Carew, Renaissance Man," which is closer to a definition of the person and his thought. My favourite essay is "Explorations into the 'Feminism' of Jan Carew" by Joy Gleason Carew, his present wife, who reveals not only his salutation of matriarchy, but the extent to which he has gone to create in his plays and other works women who, whether in inter-personal, private, domestic sphere or in social relations blazed the trail.

Clinton Cox reminds the failing memories of Carew's weighty contribution to the revelation of the true genocidal role of Cristobal Colon, for English speakers, Christopher Columbus; that Carew is far and away the outstanding Caribbean artist and activist to put Caribbean and western hemisphere history on its feet, shaking it roughly by the shoulders out of the drunken stupor of Euro-coated history, by his explanation of the critical and disastrous role of Columbus, a subject which easily raises the adrenalin of the gentle revolutionary.

away the outstanding Caribbean artist and activist to put Caribbean and western hemisphere history on its feet, shaking it roughly by the shoulders out of the drunken stupor of Euro-coated history, by his explanation of the critical and disastrous role of Columbus, a subject which easily raises the adrenalin of the gentle revolutionary.

Jan Carew's interest in cultures, as they have developed, is not enforced by decades-old state programs of multiculturalism. But his own inborn understanding of his origins and of the society which cradled him. He formally embraced, before it became the fashion, his country's and the world's marginalized cultures without discrimination, though distinguishing those ugly behaviors, seeking cover in the culture, from the culture itself. *Race and Class* (Volume 43 Number 3) also contains poetic tributes from Claire Carew and Sterling Plumpp, and in prose from some of our most sensitive contemporaries in various climates.

I had declined the honour of writing for this issue on the ground that, living in Guyana as I do, I was not up to date with Dr. Carew's works over the years, only stumbling across one or two as the years rolled on. I felt unequal to the task. Now that I have read *Race and Class* (Volume 43 Number 3), "The Gentle Revolutionary," I am most excited by the excerpts of his plays and their whole amazing scheme, conception and setting. These plays broke the natural limits of human empathy and imagination. His resurrection of Thaddeus Stevens, another figure of my curiosity, and his spouse is fascinating and shows Carew's genuine closeness to all underdogs, regardless of breed.

I knew Jan Carew when we were both young, my year of birth being 1925, in another Guyana plantation. He was then an urban city dweller and he had the strange habit of cycling twelve lonely, uncomfortable miles on Friday nights to deliver a series of talks to the Buxton Discussion Circle. This was in the late forties, very likely in 1949 when, according to his odyssey, as given in "The Gentle Revolutionary." He was in his native Guyana.

His study of communities is holistic. That is why he must be credited with reviving knowledge of the magic of the grain amaranth and with launching a campaign inter-linked comfortably with his literary and historical productions which has brought amaranth to the notice of nutrition-conscious community. And a cross section of consumers. He really wanted to see amaranth cultivated by the indigenous and coastal populations of his native Guyana, as an economic crop.

His archeological curiosity of the life of Native Americans elsewhere in the hemisphere led him to the vital knowledge of a grain, which flourished during the ancient American civilizations. He wanted to see this grain officially promoted in Caribbean countries -- Guyana and every country with under-developed, one-crop agriculture. I am sure that he still cherishes that dream which I also share. Jan has lived his own vision. He has served his visitors amaranth bread and given it to his friends. Amaranth for him was a factor in the cultural reconstruction of the Americas.

These are only some of his dimensions. A glance at his printed odyssey shows his after-school youth spent in a mood of expansion and motion, in teaching, serving in the military in the second world war, writing, working at the Customs as public servant in Trinidad and Tobago, and student at Howard University and then at Western University, like an artistic jack of all, but novice at none. He was active in a theatre group with Lawrence Olivier the British Shakespearean actor and has produced and acted in many countries.

For many years he and Dr. O.R. Dathorne and others provided the leadership for the Association of Caribbean Studies, which gathered annually somewhere in the Caribbean, assembling many from various places. In addition, to what the scholars have written there is more to be said about this enduring personification of thought and action. One of his deep concerns is his environmental intelligence.

He was an environmentalist long before it become fashionable. In the Guyana Law Books there is an Act with the following title, "An Act to provide for the sustainable management and utilisation of approximately 360,000 hectares of Guyana tropical Rain Forest dedicated by the government of Guyana as the Programme Site for the purposes of research by the Iwokrama International a Centre to develop, demonstrate, and make available to Guyana and the International Community systems, methods, and techniques for the sustainable management and utilisation of the multiple resources of the Tropical forest and the conservation of biological diversity and for matters incidental thereto."

Almost a million acres, offered by the Executive in Guyana from the people's endowments for the future of the planet! This law in the statute books of his native Guyana is witness to Jan Carew's aspirations for Guyana, his national spirit and the fact that he has had practical impact on the environmental policy.

He made this recommendation to the PNC President of Guyana, Mr. Desmond Hoyte recommending an

international involvement for a million acres of forest and in Guyana. He was a supporter of the PPP, but gave the idea to the PNC which was in office. Mr. Hoyte at once made the offer to a Commonwealth conference, no doubt his first opportunity. The unique offer from a sovereign country was readily accepted. Carew was disappointed that it had been offered to the Commonwealth and not to the United Nations.

Jan Carew also has an unequalled curiosity about the world's peoples and especially of those of that world which endured and still endures centuries of suppression after the invasion of Columbus. For to him as well as to the historian Basil Davidson, it was Columbus who wielded the double-edged sword of medieval genocide on the two continents facing each other across the Atlantic, the Americas, and Africa, with extensions to Asia. Faced with the whole complex outcome of an accomplished, multi-faceted genocide, Carew seems early to have made the resolve to make his jihad the unearthing and revealing of the hidden strengths, hidden genius, and forgotten accomplishments of these magnificent peoples whom history had all but written off.

Carew lent his talents to the effort of the Nkrumah government to globalise the African revolution through communication with the literate world outside, absorbing the finest elements of the people's rich culture. His work on Malcolm and his dramatisation of the rape of enslaved Africans in the USA viewed through the windows of the civil war and its complexities drew him typically to Thaddeus Stevens, a white legislator whose empathy with the emancipated was remarkable.

Carew, I recall, earned early the reputation of an adventurer -- here today, gone tomorrow, seeking out strange things among peoples he did not know and venturing into unknown seas. I learned from senior thesis (unpublished) by Iyabao Kwayana on the Trickster in Literature and how Carew's analysis of Tar Baby, along with Van Sertima's showed the continuity of Africa in the West, showing the force of mythology and the silent, elemental power of the folk in the composition and cultivation of a people's culture, in fact, in being the people's culture. She represents him as arguing, "Tar-Baby is an archetypal symbol of the oppressed black and indestructible, endowed with the strength and powers of resistance of both the male and the female. Its tormentors were themselves worn out raining blows on its head and in the end the aggressor becomes the victim."

Taking the road not trodden, his interest in Malcolm X and Carew's own family-bred matriarchy led him to a search for Malcolm's mother, Ms. Little, who, he was delighted to find, was a West Indian. This quest for the Mother always gives validity to the historical character. He seemed to have met Malcolm X in London in 1965 and then soon after to have gone to Ghana. Malcolm had visited Ghana not long before and had met Maya Angelo there along with Ras Makonen of Guyana, Nana Kobina Nketsia, a custodian of Akan culture, Kofi Badu of *Ghanian Times*, the late Neville Dawes of Jamaica and his Ghanian wife, Cho Cho and Kofi Baacha of the Spark and others.

At the time Kofi Awoonor was a rather young man known as a poet and a film producer. The tension, some would say dialectic, between the USA and Africa is not easily understood from one shore. The civil rights movement in the USA and the African decolonisation movement mutually reinforced each other. No one visiting African countries then, any of them, could miss this interaction and interdependence. Every statement made by Malcolm X, Martin Luther King, Stokely Carmichael and other leaders was headline news in the newspapers of that continent. The hard-pressed African leaders not only instinctively supported the struggle of the down-pressed in the USA, but they perhaps saw news of it as welcome diversion for the political energies of their own populations.

The remarkable thing about Jan Carew, however, is his ideological self reliance. He was perhaps the most eminent Caribbean activist of the left community of change to emancipate himself and his line of thought from the apron strings of an invasive state, the USSR. Thus he challenged the USSR's monopoly of revolutionary theory. And its tutelage of the so-called Third World.

As a young writer and dynamic theatre personality Carew would have had the promise of ready made promotion and prestige in the soviet half of the world and in a large part of the rest of the world. He paid the price and was the subject of vilification from the left in the Caribbean. The price was heavy but he preserved himself and his tradition as valuable resources for freedom of the down pressed. He had gone to the promising new civilization, which had him as guest of the Writers Union. Moscow was the spiritual home of millions outside of the USSR.

Like Padmore before him, like CLR James who had not visited, Jan Carew found some dissonance and wrote critically of the directions." Moscow is not my Mecca." He had disappointed many uncritical admirers of the Soviet system, such as the PPP in Guyana, but he bore it heroically. Carew's difficulty

with Moscow was not its official commitment to socialism, but rather its missing the mark. His problem to be sure was not that of deviation, of which he was accused.

This is what he said about it to Malcolm X in 1965. In an answer to Malcolm's question [Read *Ghosts in Our Blood*.], Carew explained his own socialism as "a humane and resilient socialism that is sensitive to the rhythms of life and to all human needs -- material, social, psychological spiritual, collective, and individual. Above all it must be a patient and tolerant socialism. 'But that is more socialism as a religion than socialism as a political ideology', derisory voices shout at me, and I reply, 'If it is, then so let it be!' Dostoyevsky voicing one of his prophetic insights, once said that should the Russian masses embrace communism, it would succeed only if it turned into religion."

The Russian masses did embrace communism, for a moment in history, but when religion was brutally suppressed and a parasitic bureaucracy with a lamentable absence of imagination tried to foist its own gods, saints and devils; push its own gods saints and devils only to that society for three quarters of a century, it collapsed. This collapse brings another Dostoyevskian adage to mind: If God does not exist then it becomes a carnival of devils."

Perhaps his singular effectiveness as teacher, activist, revolutionary, political worker, adviser, dramatist, speaker, researcher, explainer, came from the deep respect he accorded every human culture in its sane manifestations. Perhaps this respect sprang of his central rooting in culture. He knew that when the culture of a movement is imperiled the movement is imperiled.

His story reads at this time like an enjoyable romance but Jan Carew has known the hardship of the money-less condition, of poverty and confinement, hunger. A free man, he did not free himself of obligations. A modern mariner he had to tell his story. Like his story was one of the unity of life. He would carry out his obligation as cultural evangelist in a poem, or a play or a pamphlet on a bean or grain, a grain good for human nutrition.

His marriage with novelist and thinker, Sylvia Winter Carew of Jamaica, was in addition a marriage of literature and philosophy. They lived a productive union. In *Ghosts of Our Blood*, he wrote of his marriage to a European woman. His current marriage with Joy Gleason Carew, a linguist and Russian specialist, also had its intellectual ingredients, apart from the physical or emotional. They have a daughter Shantoba, and many joint and individual productions of the imagination. Like the late Andrew Salkey and the late Walter Rodney, historian and revolutionary, he felt a compulsion to speak to children and help them out of the Caribbean rat race of which Bob Marley so eloquently warns.

The work on Malcolm X is a "return to source." Again as in his earlier works he explores the strength and dignity of his own Caribbean people. He finds the genius of Malcolm X, the amazing phenomenon, in his mother's psyche and his mother's blood and he is delighted because that is as it should be. To me his most influential political works are *Grenada: The Hour Will Strike Again* and *Fulcrums of Change*. For the composite diaspora which is close to his work and relies on them for cultural revelations through history, this work which helped prepare this hemisphere for the self-redeeming assault on the cult of Columbus, as the fifth centenary of his invasion, 1992, loomed. By the time it came the hemisphere had acquired many of the psychological and scholarly antidotes to one of the most powerful myths of the world. Thus *Fulcrums of Change* opens with a chapter, "Columbus and the origins of racism in the Caribbean."

Grenada: The Hour Will Strike Again came two years after the Reagan invasion of Grenada in the wake of the implosion of the short lived evolution there. To heal the trauma of the masses of the people, Carew unearthed and revealed sources of independence in the country itself. It went back to and beyond the struggles of the rebellious African captives, but to the epic resistance of the island's indigenous population. A few impressions remain with me. One is the guerilla warfare waged by the African captives inspired by Fedon. Brightest is the Carib remnant which, following their versatile hero Kaierouanne, and rather than suffer defeat the hands the overwhelming force of Spaniards, leaped from a cliff into the more congenial ocean, the water the salty primordial matter.

Many Caribbean writers and in English thinkers have overcome the undignified foster mothering of their mother-deprived subjected populations and have sparked stream of thought and consciousness in the world's thinking. Carew stands out as the one who restlessly fought in the English language to restore the personality of ancient American civilisations and their descendants. *Grenada* also left a picture of the communications network which the indigenous people enjoyed even after Columbus, of their long boat journeys, their conferences, and federations in the interest of the sovereignty.

A tireless communicator, motivator, and teacher he has a long bill of indictment before the judgment seat of

imperialism. Some charges will read: subverting innocent minds and immunising them against duping and self depreciation, preaching the damnable doctrine of human dignity and the entitlement of all. My senior of a few slight years pursues his mission. At eighteen he was precocious. At eighty he remains innovative.

* * * * *



Jan Rynveld Carew, Emeritus Professor Northwestern University, was born in Agricola-Rome, Guyana, South America on September 24, 1920. Novelist, poet, playwright, educator, Carew describes himself as "an inveterate wanderer for whom travel is like the breath of life." In addition to his education at Howard and Western Reserve Universities in the United States, he also studied at the Charles University in Prague, Czechoslovakia and the Sorbonne in France.

He is a founder of the field of Pan- African Studies. Jan Carew has served as lecturer, professor or program director at Princeton, Rutgers, George Mason, Hampshire, Lincoln and London Universities.

Writer, artist, and educator, Jan Carew moved to Louisville in Fall 2000 as a Visiting Scholar-in-Residence with the Pan-African Studies Department. An authority on fields ranging from Third World studies to Caribbean literature to race relations, he has also served as an advisor to the heads of state of numerous nations on the African continent and in the Caribbean.

A founder of the field of Pan- African Studies, Carew entered academia after living for years in Britain as a writer, and in an Emeritus Professors of African-American and Third World Studies at Northwestern University. Among the many universities that. He is a permanent advisor to the University of Namibia in Windhoek, Namibia and to the St. Petersburg University of the Pedagogical Arts in St. Petersburg, Russia.

He has been a major contributor to the *Journal of African Civilizations* and *Race and Class*. He is the author of *Grenada: The Hour Will Strike Again* (1985), *Fulcrums of Change* (1988), and *Ghosts in Our Blood: With Malcolm X in Africa, England and the Caribbean* (1994)His essays include: "Estevanico: The African Explorer," "Columbus and the Origins of Racism in the Americas," and "Moorish Culture-Bringers: Bearers of Enlightenment."

Jan Carew is also the author of *Black Midas* (1958), *The Wild Coast* (1958), *The Last Barbarian* (1962), *Green Winter* (1965), *The Third Gift* (1981), *Children of the Sun* (1980), *Sea Drums in My Blood* (1981), and *Rape of Paradise* (1984).

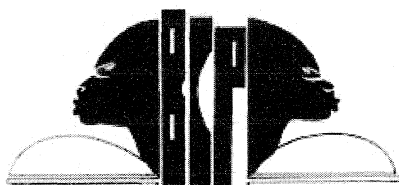
He has resided in Mexico, England, France, Spain, Ghana, Canada and United States. The men and women that he has interacted with include W.E.B. DuBois, Paul Robeson, Langston Hughes, Malcolm X, Kwame Nkrumah, Shirley Graham DuBois, Maurice Bishop, Cheikh Anta Diop, Edward Scobie, John Henrik Clarke, Tsegaye Medhin Gabre, Sterling D. Plumpp and Ivan Van Sertima. They all form a veritable pantheon of illustrious African scholars and activists.

* * * * *

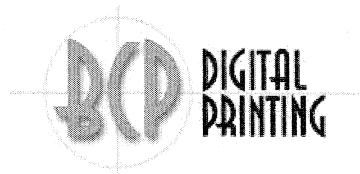
The writer, **Eusi Kwayana**, 78, is a Guyanese who has lived in Guyana all his life except in the last year (2202-2003). He has been active in the political and cultural life of Guyana since the 1940s. He was once a government minister. That was in the first People's Progressive Party administration of 1953. He was a lifelong teacher . He was one of the founders of the African Society for Racial Equality (ASRE) and then of ASCRIA (African Society for Cultural Relations With Independent Africa).

He spent four years as a member of the People's National Congress and in 1974 joined the Working People's Alliance. He and his wife; Tchaiko, of Georgia, are blessed with four offspring.

* * * * *



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Cyrus Colter (1910-2002) Papers, 1935-1995

Series 11/3/1/2

Boxes 1-5

Biography

The distinguished African-American writer and educator Cyrus Colter was born in Noblesville, Indiana, on January 8, 1910. Colter was one of two children born to James Alexander Colter and Ethel Marietta Basset Colter. His father's various jobs included insurance salesman, actor, musician and regional director of the Central Indiana division of the NAACP, which took the family from Noblesville to Greensboro, Indiana, and later to Youngstown, Ohio. Cyrus Colter graduated from Rayen Academy in Youngstown and pursued his undergraduate degree at Youngstown University (Ohio) and Ohio State. In 1940 he earned a degree from the Chicago-Kent College of Law. On January 1, 1943, he married Imogene Mackay, a teacher, who served as his supporter and critic until her death in 1984.

Colter's early life was marked by his legal and military pursuits. After a brief stint as an agent for the Internal Revenue Agency, Colter served in World War II as a field artillery captain and saw combat in Europe in the Fifth Army under General Mark Clark. In 1946, he returned to civilian life and the practice of law in Chicago. Four years later, Governor Adlai Stevenson appointed him to the Illinois Commerce Commission (ICC), where his twenty-three year tenure was the longest in that agency's history.

In 1960, at the age of fifty, Colter reassessed his life's work and began an accelerated reading program that focused on Russian literature. Colter became more and more impressed with the range of characters depicted by Tolstoy, Dostoevski, and Chekhov, and he recognized the deficiency of African-American literature in this regard. When his wife challenged him to address this problem in fiction, Colter began to write. Colter's first short story, "A Chance Meeting," was published in 1960 in *Threshold*, a little magazine out of Belfast, Ireland. Ten years later, a collection of his short stories, *The Beach Umbrella* (1970), won the prestigious University of Iowa School of Letters first prize award for short fiction (chosen by Kurt Vonnegut). In the years that followed, he published countless short stories and poems, and six novels: *The Rivers of Eros* (1972), *The Hippodrome* (1973), *Night Studies* (1979), *A Chocolate Soldier* (1988), *The Amoralists and Other Tales* (1988) and *City of Light* (1993). Now widely read, his works have been translated into German, Italian, Hungarian, Danish, French, and Japanese.

Colter resigned from the ICC in 1973 in order to accept a professorship of creative writing in Northwestern's Department of African-American Studies, then two years old. A year later Colter was named as the first Chester D. Tripp Professor of the Humanities, a post he held until his retirement in 1978. Colter died on April 17, 2002.

Throughout his lifetime, Colter received countless accolades, including an honorary degree of Doctor of Letters from the University of Illinois (Chicago). One of the highest honors was bestowed in 1990 when Colter's was one of the names engraved on the frieze of the new Illinois State Public Library alongside such Illinois literary figures as Upton Sinclair, Carl Sandburg, Studs Terkel and Gwendolyn Brooks.

William H. Exum (1942-1986) Papers, 1965-1985
Series 11/3/1/1
Boxes 1-4 (including one half-size box)

Biography

William H. Exum was born on December 11, 1942 in Oklahoma and grew up in Kentucky. He became involved in school integration efforts during the late 1950s and early 1960s both as a student and as a civil rights worker. He received an A.B. cum laude in Social Relations from Harvard University in 1963 and a Ph.D. in Sociology from New York University in 1974. He received the Founders Day Award from NYU in 1974 for "consistent evidence of outstanding scholarship."

Exum began his teaching career at Sarah Lawrence College as an instructor and assistant professor from September, 1969 to June, 1973. He was on leave for the academic year 1971-1972. From July, 1973 to June, 1977 he was Assistant Professor, Department of Sociology, Williams College, serving as Director of the Afro-American Studies Program from July, 1975 to June, 1977. He joined the faculty of Northwestern University in September, 1977 and served as Associate Professor of African-American Studies and Sociology until his death in April, 1986.

Exum's stated research interests and publications all indicate his concern for understanding the "phenomena of difference," that is, how people and behavior come to be defined as different and the impact that perception has on those individuals in institutions and social interactions. He was an active member of the American Sociological Association, the Illinois Council for Black Studies, the Midwest Sociological Association, the Society for the Study of Social Problems, and the Society for Values in Higher Education.

Description of the Series

The William H. Exum Papers fill three and one-half boxes and are arranged in five subseries: biographical material, education files, correspondence, teaching files and publications files.

The small amount of biographical materials consist mostly of curriculum vitae, prepared by Exum at Northwestern University. Further biographical material on Exum appears in a booklet titled "NIA Afro-American Studies Newsletter," September 1974, No. 2 page 12.

The education materials are from Exum's years as a graduate student at New York University. They consist of some course readings, notes (a few handwritten) and exams, 1964-1967 and some lengthier course papers submitted during the years 1964-1966. A photocopy of his Ph.D. dissertation "Black Student Movements in White Colleges and Universities" February, 1974 is also part of this material.

The correspondence relates primarily to Exum's professional career, especially his teaching, writing and speaking engagements. A few letters from former students and correspondence with department heads dealing with the conditions of his employment are also included. The correspondence is arranged in chronological order, 1970-1985. A copy of an alphabetical list of correspondents, 1970-1985, is included.

The teaching files consist of class materials (bibliographies, syllabi, reading lists, and exams) from Sarah Lawrence College, Williams College, and Northwestern University, 1969-1985. Tenure related materials are filed here. Among these materials is a photocopy of testimony by William Exum to the House Subcommittee on Elementary, Secondary, and Vocational

CURRICULUM VITAE

Leon Forrest
1516 Hinman Avenue
Evanston, Illinois 60201
(708) 869-3773

Married to the former Marianne Duncan, 9/25/71.

LEON FORREST was born in Chicago on January 8, 1937 and he was educated at Wilson Junior College, Roosevelt University, and the University of Chicago.

He edited Chicago community weeklies from 1965 to 1969; and he was managing editor of Muhammad Speakers Newspaper, 1972-1973.

He was appointed associate professor of African-American Studies, Northwestern University, 1973; advanced to tenure, 1978.

Ralph Ellison wrote the introduction to his first novel, There Is a Tree More Ancient Than Eden. The author of Invisible Man said of Forrest's work: "How furiously eloquent is this man Forrest's prose, how zestful his jazz-like invention, his parody, his reference to the classics and commonplaces of literature, folklore, talltale and slum-street jive! How admirable the manner in which the great themes of life and literature are revealed in the black-white, white-black Americanness of his characters as dramatized in the cathedral-high and cloaca-low limits of his imaginative ranging".

Forrest's second novel, The Bloodworth Orphans, was published in 1977. (Both novels were published by Random House Inc.).

The opera Soldier Boy, Soldier, for which he wrote the libretto, was premiered at the University of Indiana in October and November of 1982. (Music by T.J. Anderson). Recreation, a verse play, set to music by T. J. Anderson, presented at the studio of the sculptor Richard Hunt, June 10, 1978; and at Harvard University, Sanders Theatre, March 31, 1989.

Forrest's third novel, Two Wings to Veil My Face (Random House, Inc., 1984) won the DuSable Museum Certificate of Merit and Achievement in Fiction, October 20, 1984; The Carl Sandburg Award "for best fiction published in 1984 by a Chicago author" November 17, 1984; The Friends of Literature Prize for Fiction, May 4, 1985; and the Society of Midland Authors Award for Fiction, May 16, 1985.

By proclamation, Mayor Harold Washington declared April 14, 1985 as Leon Forrest Day in Chicago. Mayor Washington's citation stated in part: "This distinguished, major American writer is a native son of Chicago whose outstanding achievements bring special recognition and praise to our great city".

Forrest-Vitae Page 2

Forrest served as president of the Society of Midland Authors in 1981-1982. (First Afro-American so honored). He is a member of the International Writer's Organization, PEN. He is an Associate Member of Northlight Theatre.

He has read from his works/or lectured on F. Dostoevsky, William Faulkner, and Ralph Ellison at Yale, Kentucky, Brown, Tufts, Wesleyan, Notre Dame, University of Illinois (at Circle), Urbana, and Carbondale, University of Wisconsin, and Harvard.

Forrest was promoted to professor, African-American Studies, 1984. He was appointed Chair of the department, June, 1985, He has held that Chair from 1985-1990. In February, 1985, he received a joint appointment with the English Department.

He was saluted for his teaching excellence by the ASG Faculty Honor Roll, 1981-82 and 1985-86. For his work on the Committee on Academic Standing, 1982-83, he received the Outstanding Member Certificate. He was a College Advisor in the CAS Dean's Office, 1983-84. He was selected as Teacher of the Year, by Omega Psi Phi Fraternity, May 12, 1988.

Courses created and taught by Mr. Forrest a Northwestern are: Literary techniques in Creative Writing; Survey of African-American Literature; The Art of James Baldwin; Black Presence in Faulkner; The Literature of Deviance; Dostoevsky's Way; Studies In Spiritual Agony and Re-Birth: the sermons and the Bible; Black Families in Literature.

He has served as Director of the Summer Academic Workshop, SAW, 1985-to present; Chair of the Martin Luther King Commemoration Committee; member, Chaplain's Search Committee.

The published book reviews, essays and fiction of Mr. Forrest have appeared in Chicago Tribune, Chicago Sun-Times, Chicago Magazine, the New York Times, Iowa Review, TriQuarterly Magazine; Story Quarterly; and Carlton Miscellany. His works have been anthologized in Chant of Saints and Giant Talk. His feature length article on ecstasy in the Black Baptist Church, which appeared in the July, 1985 issue of Chicago Magazine, was nominated for a Peter Lisagor Award, at the Chicago Headline Club Banquet.

A 10,000 word autobiographical essay (with family pictures) appeared in Contemporary Authors--Autobiography Series, Volume #7--1988, entitled: In the Light of the Likeness--Transformed.

Selected as one of three final judges for the first Gertrude Johnson Williams Contest, EBONY Magazine, (see Ebony, Feb. 1989).

--MAJOR LECTURES--

- First Annual Allison Davis Lecture, on Herman Melville's Bentio Cereno, Fall 1981, Northwestern University.
- "Dimensions of the Democratic Character" was the title of his convocation address, at NU's University-College graduation, June 15, 1985.
- "Migration and Return: Rituals of the Spirit" was the name of his paper at the MLA meeting in Chicago, 1985.
- Address at Ole Miss, annual Yoknapatawpha Country seminar, on the works of William Faulkner, August 5, 1988. Reforestation/In Faulkner was the title of the paper.
- Reinvention in Ralph Ellison, and Toni Morrison., was title of Forrest's paper at the MLA, In December, 1988.
- The Thomas Schick Memorial Lecture, University of Wisconsin, at Madison. Address entitled: Symmetry of a City's Soul: cultural expression in Chicago. March 13, 1989.
- The Transformation of Grief Forrest's address at the Fifth Biennial Conference on Southern Literature, Chattanooga, Tennessee, April 7, 1989. Paper was an interpretation of Faulkner's Go Down, Moses, and its relationship to the Civil Rights Movement.

Forrest's three novels were reissued in paper-back, 1987-1988, with introductions by John Cawelti, Ralph Ellison, and Toni Morrison. Another Chicago Press, the Publisher.

-- Major Studies Published/or In Progress on Forrest's Fiction --

1987. Professor John G. Cawelti wrote the introduction for paper-back of The Bloodworth Orphans. Spring, 1987 Professor Cawelti received a grant from University of Kentucky to interview Forrest, as a first step toward critical study of his works.

1988. Craig Werner starts work on a book-length study of Forrest's novels.

From Folklore to Fiction, by H. Nigel Thomas, Greenwood Press, 1988 ...
With two extensive chapters on The Bloodworth Orphans.

Forrest-Vitae Page 4

Beyond The Jagged Grain, by Keith Byerman. A study of contemporary African-American Fiction, with a chapter on There Is a Tree More.

Johanna Grimes, Ph'D dissertation, Northwestern University, 1980.
Studies In The Use Of Oral Tradition In Contemporary African-American Literature ... Alice Walker, Toni Morrison, Albert Murray, Zora Neale Hurston, and Leon Forrest.

Among the Universities and Colleges where Forrest's Fiction is being used in the classroom:

Graduate Seminar, University of Kentucky... "Influences of Joyce's Ulysses on the American Novel"--The Bloodworth Orphans and There Is a Tree More Ancient Than Eden; English Department, John Cawelti, professor, 1987-89.

African-American Studies... "Major Black Authors... Ellison and Forrest". University of Wisconsin, African-American Studies.

Art Institute of Chicago... Contemporary Authors: Black Literature... 1988.

Contemporary Black Fiction. Princeton University. The Bloodworth Orphans and Two Wings To Veil My Face. (Toni Morrison professor).

Indiana University at Terra Haute, Contemporary African-American Literature, 1989. Keith Byerman professor. Two Wings To Veil My Face.

Western Michigan University, at Kalamazoo, MI. Summer, 1989. There Is a Tree More Ancient Than Eden.

Works-In-Progress... The Memoirs of Joubert Jones, Forrest's fourth novel is 1750 pages in manuscript. This novel is scheduled for publication by Another Chicago Press, Fall, 1991.

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

Databases selected: Multiple databases...

FORREST REMEMBERED AS `DAUNTING EXAMPLE' ADMIRERS PAY LAST RESPECTS TO AUTHOR-TEACHER; [SOUTHWEST SPORTS FINAL, SW Edition]

Rohan B Preston , Tribune Staff Writer.. Chicago Tribune. Chicago, Ill.: Nov 14, 1997. pg. 7

Abstract (Summary)

They came from all over the Chicago area and nation Thursday to pay respects to the author whose effusive lyricism earned him the title of the James Joyce of Chicago's South Side, a teacher who had been a mentor to thousands of students in nearly a quarter century at Northwestern University, a scholar who believed in the redemptive power of literature.

Leon Forrest, who was born 60 years ago to a working class composer-bartender father and jazz-devoted mother, died of prostate cancer last week.

"He made many of his contemporaries feel good about being writers, not simply because he was a good man and kind man but also because he was a very generous and unassuming teacher," said Wideman, who visited Forrest three weeks ago but was unable to make the funeral.

Full Text (817 words)

Copyright Chicago Tribune Co. Nov 14, 1997

They came from all over the Chicago area and nation Thursday to pay respects to the author whose effusive lyricism earned him the title of the James Joyce of Chicago's South Side, a teacher who had been a mentor to thousands of students in nearly a quarter century at Northwestern University, a scholar who believed in the redemptive power of literature.

Leon Forrest, who was born 60 years ago to a working class composer-bartender father and jazz-devoted mother, died of prostate cancer last week.

At St. Mary Church in Evanston, not far from where he lived, a song-filled mass reflected the range of his ambitions and tastes--from the operatic "Ave Maria" to the low-moaning jubilation of "A City Called Heaven."

Forrest may not have been the type of author who sold millions of books and made best-seller lists. But he had an impact on the nation's literary landscape in numerous other significant ways.

Luminaries such as Toni Morrison, who was his editor at Random House, Eugene Redmond and John Edgar Wideman often attested to his grace and humanity.

"He made many of his contemporaries feel good about being writers, not simply because he was a good man and kind man but also because he was a very generous and unassuming teacher," said Wideman, who visited Forrest three weeks ago but was unable to make the funeral.

"Leon stood for the highest standards, with the patience to take all the time that is necessary to put the right words in place to find the truest feelings and truest expressions that went with them. His example is daunting because he achieved his goals so often."

Sterling Plump, a poet and cultural historian who teaches at the University of Illinois at Chicago, attended and was visibly moved by the service at St. Mary's Church.

He said that another achievement of Forrest's "was that he weaved myths and the human spirit into triumph, providing a greater vision into the souls of folks rather than the weight of the chains borne. His approach to literature is itself a liberation."

Forrest also encouraged legions of emerging writers, such as Valerie Boyd, Kelle Hutchinson, Jabari Asim and Daniel Wideman.

He taught African-American studies and English at Northwestern, where he became known for challenging and championing his students.

"One challenge that he leaves for us is how to balance our craft and profession while being available and generous with people," said Sandra L. Richards, a professor of African-American studies and theater at Northwestern. "Entering his work was like wandering into some jazz session that made you pay attention. There is a polyphony of sounds and perspectives--like tragedy, humor and seeming ruckus. But out of all that chaos, he was most impressed with the way the human spirit could soar."

In his works, Forrest combined the aesthetic of jazz improvisation with the fire and redemption of the African-American church, often infusing his work with long sermons and homilies. The 1,138-page "Divine Days," the most significant of his four award-winning novels, is often measured in pounds rather than in chapters.

After the service, colleagues and admirers continued their testimonies. Noted American sculptor Richard Hunt, who commissioned Forrest to write the libretto for the opera "Re-Creation" (with T.J. Anderson scoring the music) was mournful but steadfast.

"Leon was a brother to me, in spirit and creativity, without the sibling rivalry that blood brothers usually have," he said. "He was great as an artist and great as a human being."

"And he was never taken in by the current intellectual fads," said Madhu Dubey, who teaches African-American studies at Northwestern. "He had a sharp and honest way of getting underneath the fluff, and I was able to talk with him with complete honesty about supposedly sacred subjects."

The funeral also was attended by such writers as Reginald Gibbons and Michael Anania as well as art curator and historian Gwendolyn Robinson, graphic artist Joeff Trimmingham and actor and Columbia College professor Catherine Slade, with whom he had worked when he was editor of the newspaper Muhammad Speaks.

Author and historian Glennette Tilley Turner said of Forrest: "I thought of him as a writer who nurtured other writers, but I had known about him forever and thought everyone else had.

"The volume of books sold is no yardstick to measure Leon Forrest's greatness."

[Illustration]

PHOTOS 3; Caption: PHOTO: Leon Forrest was known as the James Joyce of Chicago's South Side and a mentor to thousands of students. Tribune photo by Charles Osgood. PHOTO: Leon Forrest's daughter Peggy Holt (from left), his wife, Marianne, and Brenda Thatcher leave St. Mary's Church in Evanston after services for the writer and teacher. Tribune photo by Charles Osgood. PHOTO: Sculptor Richard Hunt says Thursday of his late friend Leon Forrest: "He was great as an artist and great as a human being." Tribune photo by Charles Osgood. (North Sports Final edition, Metro Chicago section, Page 2.)

Indexing (document details)

Subjects: Funerals, Writers, Fatalities
Locations: Evanston Illinois
People: Forrest, Leon
Author(s): Rohan B Preston , Tribune Staff Writer.
Document types: News
Section: METRO SOUTHWEST
Publication title: Chicago Tribune. Chicago, Ill.: Nov 14, 1997. pg. 7
Source type: Newspaper

ISSN: 10856706
ProQuest document ID: 22682142
Text Word Count 817
Document URL: <http://proquest.umi.com/pqdweb?did=22682142&sid=5&Fmt=3&clientId=36305&RQT=309&VName=PQD>

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SSA students learn more about community organizing from Dorothy Pytel in the Brickyard Garden in Woodlawn.



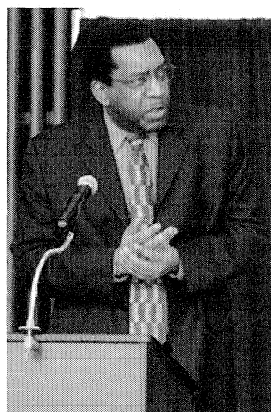
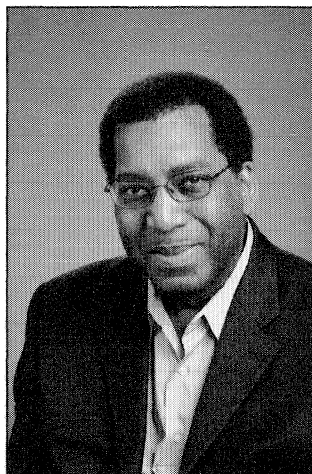
Faculty

Charles M. Payne, Ph.D.

- Biography
- Publications

Biography

Charles M. Payne is the Frank P. Hixon Professor in the School of Social Service Administration at the University of Chicago, where he is also an affiliate of the Urban Education Institute. His interests include urban education and school reform, social inequality, social change and modern African American history. He is the author of *Getting What We Ask For: The Ambiguity of Success and Failure In Urban Education* (1984) and *I've Got the Light of Freedom: The Organizing Tradition in the Mississippi Civil Rights Movement* (1995). The latter has won awards from the Southern Regional Council, *Choice Magazine*, the Simon Wisenthal Center and the Gustavus Myers Center for the Study of Human Rights in North America. He is co-author of *Debating the Civil Rights Movement* (1999) and co-editor of *Time Longer Than Rope: A Century of African American Activism, 1850-1950* (2003).



He recently published *So Much Reform, So Little Change* (Harvard Education Publishing Group) which is concerned with what we have learned about the persistence of failure in urban districts, and an anthology, *Teach Freedom: The African American Tradition of Education For Liberation* (Teachers College Press), which is concerned with Freedom School-like education. He is the recipient of a Senior Scholar grant from the Spencer Foundation and is a Resident Fellow at the foundation for 2006-7. With the support of the Carnegie Scholar's Program, he is doing a study of how school reform

dialogue in other countries compares to the American situation. His work on urban schools is also supported by an Alphonse Fletcher, Sr. Fellowship for 2007-8. Fletcher fellowships support

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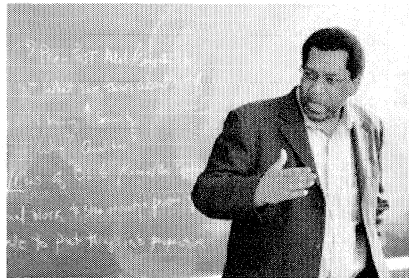
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work that contributes to improving race relations in American society and furthers the broad social goals of the U.S. Supreme Court's *Brown v. Board of Education* decision of 1954.

Payne has been a member of the Board of the Chicago Algebra Project, of the Steering Committee for the Consortium on Chicago School Research, the Research Advisory Committee for the Chicago Annenberg Project, the editorial boards of *Catalyst*, the *Sociology of Education* and *Educational Researcher*. He currently serves on the Board of MDRC, the editorial board of *High School Journal*, and the advisory board for Teacher College Press' series on social justice. He is the co-founder of the Duke Curriculum Project, which involves university faculty in the professional development of public school teachers and also co-founder of the John Hope Franklin Scholars, which tries to better prepare high school youngsters for college. He is among the founders of the Education for Liberation Network, which encourages the development of educational initiatives that encourage young people to think critically about social issues and understand their own capacity for addressing them; i.e., freedom schools, social justice schools, rites of passage programs and so on.

Payne was founding director of the Urban Education Project in Orange, New Jersey, a nonprofit community center that broadens educational experiences for urban youngsters.



He has taught at Southern University, Williams College, Northwestern University and Duke University. He has won several teaching awards and at Northwestern, he held the Charles Deering McCormick Chair for Teaching Excellence and at Duke, the Sally Dalton Robinson Chair for excellence in teaching and research.

Payne holds a bachelor's degree in Afro-American studies from Syracuse University and a doctorate in sociology from Northwestern.

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Publications

- Payne, C.M. & Knowles, T., 2009. "Charter Schools, Urban School Reform, and the Obama Administration," *Harvard Educational Review*.
- Payne, C.M., 2008. *So Much Reform, So Little Change*. Cambridge: Harvard Education Publishing Group.
- Payne, C.M. & Strickland, C. eds., 2008. *Teach Freedom: The African American Tradition of Education For Liberation*. New York: Teachers College Press.
- Payne, C.M. 2006. Still crazy after all these years: Race in Chicago schools. Chicago Consortium on School Research, Occasional Papers Series.
- Payne, C.M. 2004. The whole United States is southern!: *Brown v. Board* and the mystification of race. *Journal of American History* 91: 83-91.
- Payne, C.M. & Green, A., eds. 2003. *Time longer than rope: A century of African American activism, 1850-1950*. New York: New York University Press.
- Payne, C.M. 2003. More than a symbol of freedom: Education for liberation and democracy. *Phi Delta Kappan* September: 22-29.
- Payne, C.M. 2003. "I don't want your nasty pot of gold": The Comer School development process and the development of leadership in urban schools. In *Leadership for school reform: Lessons from comprehensive school reform designs*, eds. A. Datnow & J. Murphy. Thousand Oaks, CA: Corwin Press.

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The Department of African American Studies

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Core Faculty

Affiliated Faculty

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Professor of African American Studies, Theater, and Performance Studies

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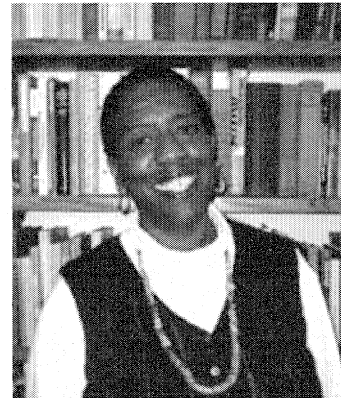
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Courses:

AfAm 381 Topics: Performance of Memory in the Black Atlantic

AFAM 259, Intro to African American Drama

AFAM 378, The Harlem Renaissance

AFAM 379, African American Women Playwrights

AFAM 332, Black Feminist Theories

Degree:

Stanford University Ph.D.

Current Research:

Performances of Memory amongst African American Tourists to Slave Sites in the Black Atlantic.

Recent Awards:

Leon Forrest Professorship of African American Studies, Northwestern University, September 2001-August 2004.

2001-2002

Rockefeller Fellowship in Black Performing Arts, Stanford Humanities Center

Recent Publications:

"Remembering the Maafa," Assaph. Section C, Studies in Theatre, forthcoming.

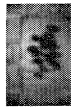
"Who Is This Ancestor?: Performing Memory in Ghana's Slave Castle-Dungeons" in D. Soyini Madison and Judith Hamera, eds., Sage Handbook of Performance Studies (Thousand Oaks, CA: Sage Publications, 2006.)

"What Is To Be Remembered? Tourism to Ghana's Slave Castle-Dungeons," *Theatre Journal* 57.4 (December 2005): 617-637.

"Dry Bones: Spiritual Apprehension in August Wilson's *Joe Turner's Come and Gone*" in Vincent Wimbush, ed., *African Americans and the Bible: Sacred Texts and Social Textures* (NY: Continuum International Publishing Group Inc., 2000).

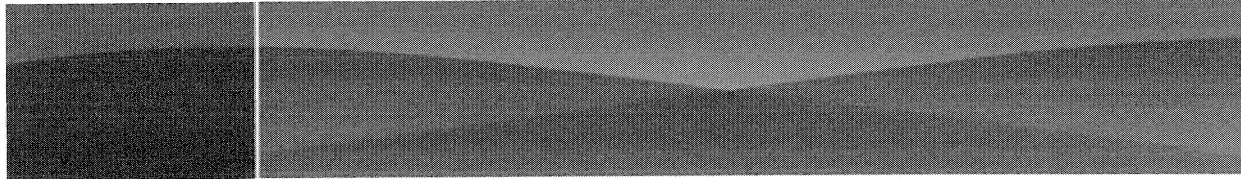
"Yoruba Gods on the American Stage: August Wilson's *Joe Turner's Come and Gone*," *Research in African Literatures* 30.4 (Winter 1999): 92-105. Rpt. in John Conteh-Morgan and Tejumola Olaniyan, eds., *African Drama and Performance* (Bloomington: Indiana University Press, 2004).

"Writing the Absent Potential: Drama, Performance, and the Canon of African American Literature," in Andrew Parker and Eve Kosofsky Sedgwick, eds., *Performance and Performativity* (New York: Routledge, 1996); rpt in Lizbeth Goodman, ed., *The Routledge Reader in Gender and Performance*, 1998.

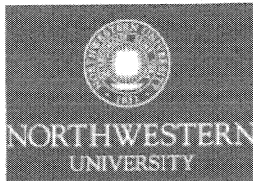


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CURRICULUM VITAE

DWIGHT A. McBRIDE

*Dean of the College of Liberal Arts and Sciences
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EDUCATION:

Ph.D.	University of California, Los Angeles English Literature	1996
M.A.	University of California, Los Angeles English Literature	1993
A.B.	Princeton University English Literature and Afro-American Studies	1990

Academic Specializations and Interests: African American Literature and Culture (especially 18th and 19th centuries), Black Queer Studies, Cultural Studies, Race Theory, Gender Theory, Nineteenth-Century American Literature and Culture, British and U.S. Romanticism

Languages: Advanced Proficiency in French

EMPLOYMENT HISTORY:

Tenured and Tenure-Track Academic Appointments:

2007-present	University of Illinois at Chicago Professor of African-American Studies, English, and Gender & Women's Studies
2005-2007	Northwestern University Professor of African American Studies, English, and Communication Studies
2004-2007	Northwestern University Leon Forrest Professor of African American Studies
2002-2005	Northwestern University Associate Professor of African American Studies, English, and Communication Studies
1999-2002	University of Illinois at Chicago Associate Professor of English and African-American Studies (Summer 2001-Summer 2002); Assistant Professor (Fall 1999-Spring 2001)

1996-1999 **University of Pittsburgh**
 Assistant Professor of English

Other Academic Appointments:

2004-05 **University of California, Irvine**
 Visiting Scholar in African American Studies

Spring 1997 **Occidental College.**
 Visiting Assistant Professor of English

Fall 1995 **University of California, Los Angeles**
 Teaching Fellow in English

Fall 1995 **California Institute of the Arts.**
 Instructor of Critical Studies

1993-1995 **Santa Monica Community College**
 Instructor of English

Summers 1991-1995 **University of California, Los Angeles**
 Instructor of English

Administrative and Non-Teaching Appointments:

2007-present **University of Illinois at Chicago**
 Dean
 College of Liberal Arts and Sciences

2002-2007
(*on-leave 2004-05*) **Northwestern University**
 Chair
 Department of African American Studies

2001-2002 **University of Illinois at Chicago**
 Head
 Department of African-American Studies

1992-1993 **University of California, Los Angeles**
 Executive Assistant to the Director/Counseling Unit
 Director
 Academic Advancement Program

1991-1992 **University of California, Los Angeles**
 English Graduate Mentor
 Academic Advancement Program

1989-1990 **Princeton University Afro-American Studies Program**
 Research Assistant to Professor Toni Morrison

AWARDS AND HONORS:

Marta Sutton Weeks Fellow. In Residence at the Stanford Humanities Center, Palo Alto, CA. (2007-08)

[Declined]

Nominee. 2006 Hurston-Wright Legacy Award for Non-Fiction. For Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality (Summer 2006).

Nominee. 2006 Lambda Literary Award for LGBT Studies. For Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality (Winter 2006).

Council of Editors of Learned Journals's (CELJ) Runner-Up 2005 Best Special Issue Award. For "100 years of *The Souls of Black Folk*: A Celebration of W. E. B. Du Bois," a special issue of Public Culture.

2003-04 Faculty/Administrator Honor Roll. Presented by the Northwestern University Associated Student Government.

Center for Lesbian and Gay Studies (CLAGS) 2004 Passing-the-Torch Award. Recognizes significant work by an emerging scholar in the field of LGTBQ Studies.

2004 Sidney Kaplan Memorial Lecturer. University of Massachusetts at Amherst Department of English.

Jean Gimbel Lane Professor in the Humanities. Northwestern University Humanities Center. (Appointment for Fall Term 2003).

Lambda Literary Award for Best Fiction Anthology. For Black Like Us: A Century of Lesbian, Gay, and Bi-Sexual African American Fiction (Spring 2003).

Monette/Horowitz Trust 2002 Achievement Award. For independent research which combats homophobia. (Spring 2003).

Nominee. Hurston/Wright Foundation Legacy Award. For Impossible Witnesses: Truth, Abolitionism, and Slave Testimony (Summer 2002).

NYU Press Author of the Month. For Impossible Witnesses: Truth, Abolitionism, and Slave Testimony. (February 2002).

Special Citation. MLA Crompton-Noll Award Committee. For producing and promoting Black Queer Literary and Cultural Studies (2000).

UIC Humanities Institute Grants-in-Aid. To support completion of Black Like Us: A Century of Queer African American Literature (Fall 1999).

Mellon Postdoctoral Research Fellowship. In residence at The Newberry Library in Chicago, IL (1998-99).

Third Term Summer Research Grant. University of Pittsburgh (Summer 1998). [Declined]

National Endowment for the Humanities Summer Stipend. (Summer 1998)

University of California President's Postdoctoral Fellowship. In residence at the UCLA Department of English under the mentorship of Prof. Eric J. Sundquist (1996-97)

Distinguished Dissertation Fellow in Residence. Louisiana State University (Spring 1996)

UCLA English Department Fellowship. (1994-95)

University of California Office of the President Research Assistantship/Mentorship Fellowship.
(1993-94)

Ford Foundation Pre-Doctoral Fellowship. (1990-93)

The Class of 1901 Medal. Annually awarded to the member of the senior class who has done the most for Princeton University (1990)

The Afro-American Studies Thesis Prize. For the best A.B. thesis in Afro-American Studies at Princeton University (1990)

PUBLISHED BOOKS AND EDITED VOLUMES:

Co-editor with Justin A. Joyce. A Melvin Dixon Critical Reader. Jackson, MS: U Mississippi P, 2006.

Co-editor with Robert Gooding-Williams. "100 Years of the *Souls of Black Folk*: A Celebration of W.E.B. DuBois," a special issue of Public Culture. Spring 2005 (Volume 17, Number 2). (*Council of Editors of Learned Journals's 2005 Best Special Issue Award.*)

Why I Hate Abercrombie and Fitch: Essays on Race and Sexuality (Sexual Cultures Series). New York: New York UP, 2005. (*Nominee for the 2006 Lambda Literary Award; Nominee for the 2006 Hurston-Wright Legacy Award*)

Co-editor with Darlene Clark Hine. "The New Black Studies Series." A book series with the University of Illinois Press (2003-present).

Beyond Bondage: Free Women of Color in the Americas, eds. Barry Gaspar & Darlene Clark Hine (2004)—inaugural book in the series)

Co-editor with Devon Carbado and Donald Weise. Black Like Us: A Century of Lesbian, Gay, and Bi-Sexual African American Fiction. San Francisco: Cleis Press 2002. (*Winner of the 2002 Lambda Literary Award*)

Impossible Witnesses: Truth, Abolitionism, and Slave Testimony. New York: New York UP, 2001. (*Nominee for the 2002 Hurston-Wright Legacy Award*)

Co-editor with Jennifer Devere Brody. "Plum Nelly: New Essays in Queer Black Studies," a special issue of Callaloo: A Journal of African and African-American Arts and Letters. Winter 2000 (Volume 23, Number 1). "Introduction": 286-88. (*Received Special Citation from the 2000 MLA Crompton-Noll Award Committee for significant contribution to the field of LGBT Studies in the Modern Languages*)

Editor. James Baldwin Now. New York: New York UP, 1999. (*Received Special Citation from the 2000 MLA Crompton-Noll Award Committee for significant contribution to the field of LGBT Studies in the Modern Languages*)

PUBLISHED ESSAYS AND ARTICLES:

"Why I Hate that I Loved *Brokeback Mountain*." GLQ (Gay and Lesbian Quarterly), 2007 (Volume 13, Number 1): 95-97.

"Toward the New Black Studies, Or Beyond the Old Race Man." Journal of Black Studies, 2006 (Volume

37, Number 3): 428-444 .

"It's a White Man's World: Race in the Gay Marketplace of Desire." American Queer, Now and Then. Eds. David Shneer and Caryn Aviv. Boulder: Paradigm Publishers, 2006.

"Straight Black Studies: African American Studies and James Baldwin's Prophetic Call for a Black Queer Studies." Black Queer Studies in the Millennium. Eds. E. Patrick Johnson and Mae G. Henderson. Durham: Duke UP, 2006.

Excerpt from Why I Hate Abercrombie & Fitch. Gay.com and Planetout.com, February 25, 2005: News Section, <http://www.gay.com/news/roundups/package.html?sernum=1087> and <http://www.planetout.com/news/feature.html?sernum=1087>.

"Gay Rights Are Civil Rights." Gay.com and Planetout.com, February 25, 2005: News Section, <http://www.gay.com/news/roundups/package.html?sernum=1086> and <http://www.planetout.com/news/feature.html?sernum=1086>.

"African American Studies and the Invisible Black Gay Man." Chronicle of Higher Education, February 4, 2005 (excerpted from Why I Hate Abercrombie & Fitch).

"Why I Hate Abercrombie & Fitch" in Out.Com, December 22, 2005: "Voices" Section, <http://66.161.86.126/detail.asp?id=8625&t=voices>.

"Can the Queen Speak?: Sexuality, Racial Essentialism and the Problem of Authority." The Black Studies Reader. Eds. Jacqueline Bobo, Cynthia Hudley, and Claudine Michel. New York: Routledge, 2004: Reprinted from Callaloo.

"Racism among Homosexuals and Homophobia among Blacks" in Chicago Tribune, March 28, 2004: Section 2 "Perspective," 1 and 7.

"Black Studies and Black Scholars: Keeping the Faith" (Last Word column) in Black Issues in Higher Education, January 2, 2003: 90.

"Preface." Works and Days, 2001 (Volume 19, Number 37/38) in a special issue on Virtual Experiences of the Harlem Renaissance: The Virtual Harlem Project: 9-11.

"Can the Queen Speak?: Sexuality, Racial Essentialism and the Problem of Authority." The Greatest Taboo: Homosexuality in Black Communities. Ed. Delroy Constantine-Simms. Boston: Alyson Publications, 2001: Reprinted from Callaloo.

"The Ghosts of Memory: Representing the Past in Beloved and The Woman Warrior." Literary Studies East and West, 2000 (Volume 16), a special issue entitled "Re-Placing America: Conversations and Contestations," co-edited by Ruth Hsu, Cynthia Franklin and Suzanne Koszanke: 162-171.

"Can the Queen Speak?: Sexuality, Racial Essentialism and the Problem of Authority." Black Men on Race, Gender and Sexuality: A Critical Reader. Ed. Devon Carbado. New York: New York UP, 1999: 253-275. Reprinted from Callaloo .

"Can the Queen Speak?: Sexuality, Racial Essentialism and the Problem of Authority." Callaloo, Spring '98 (Volume 21, Number 2) in a special issue on Emerging Black Male Writers: 363-379.

"Speaking the Unspeakable: On Toni Morrison, African American Intellectuals and the Uses of Essentialist Rhetoric." Reading Toni Morrison: Theoretical and Critical Approaches. Ed. Nancy J. Peterson.

Baltimore: The Johns Hopkins UP, 1997: 131-152. Reprinted from Modern Fiction Studies.

"The Enlightenment." Historical Encyclopedia of World Slavery, Vol I. Ed. Junius P. Rodriguez. Santa Barbara: ABC-CLIO, 1997: 255-56.

"Martin R. Delany." Historical Encyclopedia of World Slavery, Vol I. Ed. Junius P. Rodriguez. Santa Barbara: ABC-CLIO, 1997:212-13.

"Abolitionism in the British Empire." Historical Encyclopedia of World Slavery, Vol I. Ed. Junius P. Rodriguez. Santa Barbara: ABC-CLIO, 1997: 3-5.

"Romanticism and Abolitionism." Historical Encyclopedia of World Slavery, Vol. II. Ed. Junius P. Rodriguez. Santa Barbara: ABC-CLIO, 1997: 554-55.

"Transdisciplinary Intellectual Practice: Cornel West and the Rhetoric of Race-Transcending." Harvard BlackLetter Law Journal, Spring '94 (Volume 11): 155-168.

"Speaking the Unspeakable: On Toni Morrison, African American Intellectuals and the Uses of Essentialist Rhetoric." Modern Fiction Studies, Fall\Winter '93 (Volume 39, Number 3/4) in a special issue edited by Nancy J. Petersen on Toni Morrison: 755-776.

BOOK REVIEWS:

Review. Roderick Ferguson's Aberrations in Black: Toward a Queer of Color Critique. Journal of the History of Sexuality, *in press*.

Review. A. B. Christa Schwarz's Gay Voices of the Harlem Renaissance and Michael Trask's Cruising Modernism: Class and Sexuality in American Literature and Social Thought. American Literature, June 2005: 426-428.

Review. Maurice O. Wallace's Constructing the Black Masculine: Identity and Ideality in African American Men's Literature and Culture, 1775-1995. American Literature, December 2005: 861-62.

Review. John Ernest's Liberation Historiography: African American Writers and the Challenge of History, 1794-1861. American Historical Review, April 2005: 436.

Review. Siobhan B. Somerville's Queering the Color Line: Race and the Invention of Homosexuality in American Culture. Modernism/Modernity, April 2001 (Volume 8, Number 2): 371-73.

Review. Phillip Brian Harper's Are We Not Men?: Masculine Anxiety and the Problem of African American Identity. Modern Fiction Studies, Winter '98 (Volume 44, Number 4): 993-995.

Review. Paul Gilroy's The Black Atlantic: Modernity and Double Consciousness. Modern Fiction Studies, Summer '95 (Volume 41, Number 2): 388-391.

WORKS IN-PROGRESS:

Poetics, Politics, and Phillis Wheatley.

White Lies in the Republic: Race, Sexuality and Politics.

SELECTED INTERVIEWS AND PROFILES:

- The Saugatuck Commercial Record, March 1, 2006. "McBride Weighs in On Black Gay Rights."
- Philadelphia Gay News, February 7, 2005. Interviewed by Gary Kramer on Why I Hate Abercrombie and Fitch.
- The Chicago Tribune, July 25, 2004: 1, 5 (Metro Section), "NU Plans Black Studies Ph.D."
- Black Lines, March 2003: 10-12. Interviewed by D. Kevin McNeir.
- Black Lines (cover story), February 2003: 10-12. Interviewed by D. Kevin McNeir.
- The Chronicle of Higher Education, May 3, 2002, in the Peer Review section entitled "African-American Studies Professor Heads North."
- WBEZ (Chicago's NPR) on Eight Forty-Eight, April 29, 2002. Interviewed by Richard Steel.
- UIC News, August 29, 2001: 3. "Profile: Dwight A. McBride."
- WBEZ (Chicago's NPR) on Eight Forty-Eight, August 3, 2001. Interviewed by Richard Steel.
- Chicago Free Press, August 1, 2001: 17. "Chicago Emerges as Gay Studies Center."
- The Chicago Tribune, July 15, 2001: 1 (Metro Section). "UIC Scholar Is Outing Image of 'Blackness.'"
- In Pittsburgh Newsweekly, November 12, 1997: 6. Profile entitled, "The Sleepless Professor: Race and Sexuality Keep Him Up Nights."
- The Advocate, August 19, 1997: 3, 61. Profiled in a special double issue entitled, "Generation Q: The Best and Brightest Under 30."

INVITED LECTURES AND PAID CONSULTANCIES:

- Jun. '07 Keynote: "James Baldwin: Work, Life, Legacies" Conference. School of English and Drama Queen Mary, University of London. London, U.K.
- Apr. '07 Department of English: "Race, Faith, & Sexuality." University of Colorado, Boulder. Boulder, CO.
- Mar. '07 Departments of English and African American Studies: "Race, Faith, & Sexuality." University of Miami. Coral Gables, FL.
- Feb. '07 Black Students United: "Race, Faith, & Sexuality." Beloit College. Beloit, WI.
- Jan. '07 Charles Davis Lecture: "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro." New Haven, CT.
- Apr. '06 Provost Lecture Series: "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro." Bowling Green State University. Bowling Green, OH.
- Apr. '06 Lecture: "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro" and a consult for faculty and graduate student diversity development. Vanderbilt University. Nashville, TN.
- Mar. '06 Lecture: "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro" and a consult for development of a graduate program in African and African American Studies. Duke University. Durham,

- NC.
- Feb.'06 "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro." Cornell University. Ithaca, NY.
- Feb.'06 "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro." Washington State University. Pullman, WA.
- Oct.'05 Keynote: "Race, Faith, and Sexuality" at the "Secularism in an Age of Belief" Conference. University of Illinois, Urbana-Champaign. Urbana, IL.
- Jun.'05 Panelist. Plenary session: "New Trends in Academic Publishing" at the American Association of University Presses Conference. Philadelphia, PA.
- May '05 "Straight Black Studies." Plenary Lecture at "The Routes of Black Studies" Symposium. Stanford Humanities Center. Stanford, CA.
- May'04 "Why All the Blacks Are Straight." Sidney Kaplan Memorial Lecture. University of Massachusetts at Amherst. Amherst, MA.
- Apr.'04 "Race, Lies, and the Black Community: Or, the Outing of African American Studies." Plenary panel at the "New Directions in African American Literature, Theory, and Cultural Studies" Conference. Indiana University. Bloomington, IN.
- Apr.'04 "Why All the Blacks Are Straight." University of California, Irvine. Irvine, CA.
- Mar./04 "Straight Black Studies." University of Maryland. College Park, MD.
- Feb.'04 "Straight Black Studies." Princeton University. Princeton, NJ.
- Nov.'03 "Straight Black Studies." New York University. New York, NY.
- Nov.'03 Panelist. "Thinking Black Studies in the New Millennium." Commemorating the 50th Anniversary of the *Brown v. Board* ruling. African & Black Diaspora Studies Program at DePaul University. Chicago, IL.
- Jul.'03 "Straight Black Studies." Dartmouth College. Hanover, NH.
- May '03 "James Baldwin's Giovanni's Room and Black Queer Studies." Hamilton College. Clinton, NY.
- Apr.'03 "Black Studies' Queer Future." Plenary Lecture at the "New Approaches to African American Literature" Conference. University of Illinois. Urbana, IL.
- Feb '03 "The Making of Black Like Us and Related Matters." The Guild Complex. Chicago, IL.
- Feb.'03 "Black Studies' Queer Future." University Lecture Series at Carnegie Mellon University. Pittsburgh, PA.
- Feb.'03 Plenary Speaker. "Straight Black Studies." UIC Theorizing Race and Ethnic Studies Conference. Chicago, IL.
- Feb '03 "The Making of Black Like Us and Related Matters." Northwestern University Black History Month Talk. Evanston, IL.

- Sep. '02 Guest Lecturer. Comparative Black History Ph.D. Program. Seminar on *Impossible Witnesses*. Michigan State University. Lansing, Michigan.
- May. '02 Consultant. Center for Teaching and Learning. Columbia College. Chicago, IL.
- Feb. '02 "Straight Black Studies: African American Studies and James Baldwin's Prophetic Call for a Black Queer Studies." Sponsored by the Yale University African American Studies Department. New Haven, CT.
- Feb. '02 "The Uses of Black History in the Struggle for Freedom." A black history month lecture. Sponsored by CUNY Graduate Center and Hunter College Departments of Sociology. New York, NY.
- Jan. '02 "Straight Black Studies: African American Studies and James Baldwin's Prophetic Call for a Black Queer Studies." Sponsored by the University of Chicago Program in Gender Studies. Chicago, IL.
- Sep. '01 "Race and Sexuality: The Harlem Renaissance and the Cult of Black Respectability." African-American Women's Academic Network (The Ambassador West Hotel). Chicago, IL.
- Mar. '01 "Queering the Raced Nation: African American Studies and James Baldwin's Prophetic Call for a Black Queer Studies." African American Studies Winter Forum. Sponsored by the Northwestern University Department of African American Studies and the Program in Gender Studies. Evanston, IL.
- Mar. '01 "Whence Black Queer Studies?" A plenary address at a symposium on "Critical Theory and Race." Sponsored by the Purdue University African American Studies Program and the English and Philosophy Ph.D. Program. West Lafayette, IN.
- Mar. '99 "Bearing Witness: The Uses of Space and Social Location in Slave Testimony." Sponsored by the University of Illinois at Chicago Department of English. Chicago, IL.
- Feb. '99 "Coming Home to History." A lecture for the black history month program. Sponsored by the Cedar Grove Baptist Church. Belton, SC.
- Nov. '98 "Truth and Witnessing in Slave Testimony." A lecture and seminar on abolitionist discourse. Sponsored by the Trinity College, Dublin Department of English. Dublin, Ireland.
- Nov. '98 "Truth and Witnessing in Slave Testimony." A lecture and a seminar on abolitionist discourse. Sponsored by the University College Dublin Department of English. Dublin, Ireland.
- Oct. '98 "Bearing Witness: The Uses of Space and Social Location in Slave Testimony." Sponsored by the University of California, Irvine Department of English. Irvine, CA.
- Sept. '98 "Bearing Witness: The Uses of Space and Social Location in Slave Testimony." Sponsored by the Ohio State University Department of English. Columbus, OH.
- Apr. '98 "Can the Queen Speak?: Sexuality, Racial Essentialism, and the Problem of Authority." Given in a lecture series sponsored by the Wayne State University Department of English. Detroit, Michigan.
- Mar. '98 "Bearing Witness: The Uses of Space and Social Location in Slave Testimony." Sponsored by the NYU Department of English. New York, NY.
- Sep. '97 Respondent to a lecture by Lindon Barrett entitled, "Black Men in the Mix: Badboys, Heroes, Sequins, and Dennis Rodman." Sponsored by the *Callaloo* Speakers Series and the University of Virginia Department of English. Charlottesville, VA..

May '97 "Can the Queen Speak?: Sexuality, Racial Essentialism, and the Problem of Authority." Given in a lecture series sponsored by the UCSD Center for the Study of Race and Ethnicity and the Department of Ethnic Studies. San Diego, CA.

PAPERS/PRESENTATIONS:

- May '06 Presenter: Toni Morrison's Retirement Celebration at the Lincoln Center. New York, NY.
- Dec.05 Moderator: "From Bourgeoisie to Boo-gie: Mapping the Economics of Identity and the Black Middle-Class." The Modern Language Association of American. Washington, DC.
- Apr. '05 "The Perils of Doing Race and Sexuality." On a roundtable on "Sexuality in Ethnic Literary Studies." Multi-Ethnic Literature in the United States (MELUS) Conference, Chicago, IL.
- Jan. '05 Moderator and Panelist: "Race and Sexuality: New Issues for African American Studies." Hawaii International Conference on Arts and the Humanities. Honolulu, HI.
- Dec.'04 Moderator and Session Respondent: "Phillis Wheatley." The Modern Language Association of American. Philadelphia, PA.
- Jun.'04 Moderator: "Society and Race." Featuring Houston A. Baker, Jr. and Timothy Tyson. The 20th Annual Chicago Tribune Printers Row Book Fair, Chicago, IL.
- Dec.'03 "Affirmative Action and White Rage." On a panel sponsored by the Foreign Languages Division. The Modern Language Association of America, San Diego, CA.
- Dec.'03 "Race and Sexuality in African American Studies." On a panel sponsored by the African American Literature and Culture Division. The Modern Language Association of America, San Diego, CA.
- Nov.'03 Moderator: "Global Savings: Slave Capital and Religious Salvation in the Transatlantic Slave Trade." Featuring Houston A. Baker, Jr. and Heather Russell Andrade. Chicago Humanities Festival, Chicago, IL.
- Feb. '03 Panelist and Session Organizer: "Straight Black Studies." On the panel: "Black Studies' Queer Future." Conference on the "State of Black Studies," New York, NY.
- Jan. '03 Panelist and Session Organizer: "Straight Black Studies." On the panel: "Black Studies' Queer Future." Hawaii International Conference on Arts and the Humanities, Honolulu, HI.
- Oct. '02 Moderator: "Reviewing the *Black Pride Survey*." Columbia College. Chicago, IL.
- Apr. '02 Moderator: "A National Debate on GLBT Politics" featuring Urvashi Vaid and Rich Tafel. Chicago Collegiate Pride Fest, Chicago, IL.
- Apr. '02 Moderator: "Writers at Hull House." Hull House and the Chicago Cultural Front (1930-1945) Conference. Chicago, IL.
- Dec. '01 "Straight Black Studies: Race, Sexuality and the Emergence of Black Queer Studies." On the panel: "Blackness and Heterosexuality." Modern Language Association, New Orleans, LA. [paper accepted/could not attend]
- Oct.'01 "Comment." On the plenary address by Evelyn Nakano Glenn: "Race, Gender, and Unequal Citizenship in the U.S.: Historical Roots and Development." The Changing Terrain of Race and Ethnicity: Theory, Methods and Public Policy Conference, Chicago, IL.

- Apr. '01 Panelist: "Rediscovering James Baldwin." The Goodman Theatre, Chicago, IL.
- Feb. '01 Moderator: "That's Ethnotainment!: Performing Ethnicity in Asian American Fiction." A Lecture by Rachel C. Lee. Asian American Writing: Social History and Performance Conference, Chicago, IL.
- Oct. '00 "Comment." On a panel on "Race and 19th-Century American Culture." American Studies Association, Detroit, MI.
- Oct. '00 "Why James Baldwin Now?" On a panel on "James Baldwin." African American Literature and Culture Society Conference, Salt Lake City, UT.
- Apr. '00 Moderator: "Disciplinary Tensions: Black Studies and Queer Studies." The Black Queer Studies in the Millennium Conference, Chapel Hill, NC.
- Oct. '99 "Affirmative Action and Hate Crimes: An Unholy Alliance." On a panel on "Affirmative Action" sponsored by the ASA Minority Scholar's Committee. The American Studies Association, Montreal, Canada.
- Dec. '98 Speaker and session organizer: "Emerson and the Fugitive Slave Law: Toward a Theory of Whiteness." On the panel: "Emerson, Race, and Slavery." The Modern Language Association of America, San Francisco, CA.
- Dec. '98 "Truth and Witnessing in Slave Testimony: Discourses on Slavery and Abolitionism." On the panel: "Beyond the Same Tight Spaces: Comparative Approaches to Nineteenth-Century and Twentieth-Century African-American Cultural Production." The Modern Language Association of America, San Francisco, CA.
- Nov. '98 "Transnationalizing Slavery and Abolitionist Discourse: A Model for Early African American Studies." On the panel: "Beyond the Shadow of the Eagle: Models of Internationalizing African-American Cultural and Literary Studies." American Studies Association, Seattle, WA. [paper accepted/could not attend]
- Oct. '98 "The Rhetoric of Experience in Slave Testimony." Aesthetics and Difference Conference. Sponsored by The UCR Center for Society and Ideas and the Ford Foundation. Riverside, CA.
- Apr. '98 Moderator and co-organizer of a community forum on: "What Is the 'Popular' in Black Popular Culture?: The 'Scene' and the 'Unseen.'" The Warhol Museum, Pittsburgh, PA.
- Mar. '98 "Contemporary African American Intellectuals and Marxist Thought." Guest Speaker in a Cultural Studies Graduate Seminar on "Marxism" by Professor Marcia Landy. University of Pittsburgh, Pittsburgh, PA.
- Jan. '98 "Can the Queen Speak?: Sexuality, Racial Essentialism, and the Problem of Authority." A conference on International Perspectives on English Studies, American Studies and Cultural Studies in Asia in the Pacific Era. Sponsored by Salisbury State University and Srinakharinwirot University. The Radisson Hotel, Bangkok, Thailand.
- Dec. '97 Organizer and moderator of a session sponsored by the MLA Black Literature Division on: "James Baldwin: Artist, Intellectual, Activist." The Modern Language Association of America, Toronto, Canada.
- Nov. '97 Moderator of a panel on: "Geographies of Race and Sexuality." American Studies Association, Washington, DC.
- May '97 Organizer of and speaker on a panel during an evening on James Baldwin. Presented a paper entitled "New

- Scholarship on James Baldwin." Skylight Books, Los Angeles, CA.
- May '97 Moderator of a panel on: "Dragging It Out: Performance and Identity, Part II." disCORD: A Conference on Popular Music, UCLA, Los Angeles, CA.
- Apr. '97 "The Ghosts of Memory: Representing the Past in Beloved and The Woman Warrior." MELUS Conference, Honolulu, Hawaii.
- Dec. '96 Speaker and session organizer. "Bearing Witness: Reading Space and Social Location in Slave Testimony and Abolitionist Discourse." On the Panel: "Scenes of Literacy: Contemporary Approaches to Nineteenth-Century African American Cultural Production." The Modern Language Association of America, Washington, DC.
- Apr.'96 Faculty Roundtable Discussant at a screening of Marlon Riggs's Black Is...Black Ain't. Department of Geography and Anthropology at Louisiana State University, Baton Rouge, LA.
- Sept.'92 "Never Assume: Teaching in the Multicultural Classroom." Third Annual UCLA Teaching Assistants' Conference, Los Angeles, CA.
- Apr.'92 "Speaking the Unspeakable: African American Intellectuals and the Rhetoric of Essentialism." Fifth Annual Southland English Graduate Student Conference, Los Angeles, CA.
- Nov.'91 Moderator of a panel on: "Sexuality, Pornography, and Technology." The Lesbian and Gay Studies Conference, New Brunswick, NJ.

PROFESSIONAL ACTIVITIES

- Board Member**, Northwestern University Press (November 2006-September 2007)
- Review Panelist**, Ford Postdoctoral Fellowship (Spring 2006)
- Review Panelist**, NEH Fellowship—American Literature (Summer 2004)
- Co-Convener**, with Professor Robert Gooding-Williams of "100 Years of the Souls of Black Folk: A Conference Celebration." Northwestern University (October 2003).
- Judge**, Hurston-Wright Legacy Award [non-fiction book award category] (2004)
- Tenure & Promotion Evaluator**, Duke University; Rutgers University; George Mason University; Skidmore College; University of Pennsylvania; Brown University; University of Southern California; Hunter College; University of Toronto; University of California, San Diego; University of California, Riverside
- Member**, Elections Committee of the Modern Language Association (2003-05)
- Chair**, William Sanders Scarborough Book Prize Committee for the Modern Language Association (2005)
- Member**, William Sanders Scarborough Book Prize Committee for the Modern Language Association (2002-04)
- Manuscript Referee**, New York University Press, Duke University Press, University of Tennessee Press, University of Illinois Press

- Chair**, Lora Romero First Book Award Committee for the American Studies Association (2001-02)
- Book Review Editor**, Callaloo (1999-2000)
- Review Panelist**, NEH Summer Stipend—Early American Literature (Fall 1999)
- Member**, Minority Scholars Committee for American Studies Association (1998-02)
- Member**, Board of Contributing and Advisory Editors, Callaloo (1998-2000)
- Referee**, Literary Criticism, Callaloo (1997)
- Chair**, Ralph Henry Gabriel Dissertation Prize Committee for American Studies Association (1997-98)
- Member**, The American Studies Association (ASA) (1997-present)
- Member**, The Society for the Study of Multi-Ethnic Literature in the United States (MELUS) (1997-present)
- Member**, The Modern Language Association (MLA) (1991-present)
- Member**, The National Council of Teachers of English (1989-91)

UNIVERSITY AND COMMUNITY SERVICE:

- Member**, University of Illinois Press Board (2007-present)
- Member**, Northwestern University Graduate School Humanities Committee (2005-2007)
- Member**, Northwestern University African American Studies Graduate Committee (2005-2007)
- Affiliate and Co-Founder**, Northwestern University Center for African American History (2004-2007)
- Coordinator and Founder**, The Northwestern University Race and Ethnicity Study Group (2002-2007)
- Guest Speaker**, “Black Queer Studies.” Northwestern African American Studies Department’s Lecture Course “Introduction to African American Studies” (Winter 2004)
- Member**, Host Committee for the Lambda Literary Foundation’s Award Ceremony in Chicago, IL (2004)
- Member**, Northwestern University English Department Bergan Evans Chair (Senior Americanist) Search Committee (2003-04)
- Chair**, Northwestern University African American Studies Department Visiting Assistant Professor Search Committee (2003-04)
- Speaker**, “The Pitfalls of Thinking Race: Or Why All the Blacks Are Straight.” Northwestern Sociology Department Workshop on Race, Gender, and Class (May 2003)
- Panelist**, “African American Studies and the Humanities at Northwestern.” Preview NU for Prospective Students and Parents (Spring 2003)

- Speaker**, “African American Studies at Northwestern.” WCAS Board of Visitors Dinner (May 2003)
- Director**, About Face Theater Company Board of Directors (2003-2004 & 2006-present)
- Member**, Chicago Humanities Festival Advisory Board (2003-present)
- Chair**, African American Studies Department Postdoctoral Fellowship Selection Committee (2002-03)
- Moderator**, University of Chicago Gay and Lesbian Graduate Student Conference (2003)
- Member**, Northwestern University Gender Studies Program Advisory Board (2002-2005)
- Speaker**, “Fear, Perseverance, and the Dream.” Luncheon for Transfer Students to UIC sponsored by the Office of Community College Relations (March 2002)
- Moderator**, Panel on “Women and Representation: Challenging Conventional Narratives” at the UIC Annual Graduate Student Conference sponsored by the UIC Humanities Institute (Spring 2002)
- Moderator**, Panel on “The Legacy of Dr. Martin L. King, Jr.” sponsored by UIC Campus Ministries (Spring 2002)
- Organizer**, UIC Distinguished Visitor in Ethnic Studies Series (Spring 2002)
- Member**, Founders’ Circle of About Face Theatre Company, Chicago (Jan. 2002-present)
- Chair**, UIC English Department Senior African Americanist Search Committee (2001-02)
- Organizer**, “Queer Folk/Colored Folk: A Lecture & Seminar Series” at UIC (2001-2002)
- Co-Founder and Facilitator**, UIC Caucus of African American Administrators (2001-2002)
- Member, (elected)** UIC Graduate College Awards Committee (2001-2002)
- Member**, UIC English Department Graduate Curriculum Task Force (Spring 2001-Fall 2001)
- Member**, UIC Dean’s Search Committee for Head of African-American Studies (2000-2001)
- Member**, UIC Chancellor’s Committee on the Status of Gay, Lesbian, Bi-sexual and Transgender Issues (2000-2002)
- Coordinator**, UIC Graduate Student Symposium on “African American Literary Criticism and Theory Today” (Apr. 27 & 28, 2000)
- Coordinator and Founder**, The UIC Race and Ethnicity Study Group (1999-2002 and 2007-present)
- Organizer**, UIC English Department Publication Workshop for Graduate Students (Fall 1999)
- Vice-President**, Board of Directors for Healthworks Theatre, Chicago (1999-2001)
- Director**, Board of Directors for Healthworks Theatre, Chicago (1999-2004)
- Member (elected)**, University of Pittsburgh Faculty Senate Anti-Discriminatory Policies Committee (1998-

99)

Member, Literature Committee, University of Pittsburgh Department of English (1997-98)

Member, Graduate Placement Committee, University of Pittsburgh Department of English (1997-98)

Co-Organizer, "A Colloquium on Memory." A regional event presented by the University of Pittsburgh Department of English (March 26-27, 1998)

Referee, The James Snead Award, University of Pittsburgh Department of English (1998)

Member, Cultural Studies Program Graduate Fellowships Committee, University of Pittsburgh (1998)

Speaker, "Presentations and Job Interviews." Dinner for Graduate Students and Faculty of Color at Carnegie-Mellon University and the University of Pittsburgh (Jan. 1998)

Member, Personnel Interview Committee for the University of Pittsburgh English Department at the MLA (1997)

Co-Organizer, in conjunction with the Warhol Museum, of a community forum on "Celebrity and Social Responsibility." The Warhol Museum, Pittsburgh, PA (Dec. 5, 1997)

Organizer, of a talk, "Identities and Identity Studies: A Reading of Toni Cade Bambara's 'The Hammer Man,'" by Professor Lindon Barrett. Sponsored by the Department of English and The Program in Cultural Studies (Dec. 5, 1997)

Coordinator, University of Pittsburgh Graduate Student Conference on "Abolitionist Discourse" (Dec. 1 & 5, 1997)

Member, The University of Pittsburgh Black Faculty Forum (1997-98)

Coordinator and Founder, The University of Pittsburgh Race and Ethnicity Study Group (1997-98)

Speaker, "Planning for Graduate Study in English and Cultural Studies." A University of Pittsburgh English Department Panel on Career Options for English Majors (Nov. 1997)

Speaker, "Adversity, Community and Perseverance: One Model for Success in the University." Opening Dinner for Graduate Students and Faculty of Color at Carnegie-Mellon University and the University of Pittsburgh (Sept. 1997)

Volunteer, Pittsburgh Gay and Lesbian Film Festival (Fall 1997)

Freelance Writer, *Pittsburgh's Out*—Pittsburgh's Gay and Lesbian News Monthly (Fall 1997)

TEACHING:

Graduate Courses at Northwestern:

Literature, Gender, and the Politics of Racial Respectability (grad and undergrad enrollment)
African American Literary Criticism & Theory (grad & undergrad enrollment)
Early African American Literature
Expressive Arts and Cultural Studies: Major Debates (AFAM core graduate course)

Undergraduate Courses at Northwestern:

Early African American Literature
Law & Order: SEI (Society, Ethics, & Intellectuals) [Freshman Seminar]
Introduction to African American Studies—Part I

Graduate Independent Studies at Northwestern:

“Black Expatriation in Paris” with Rashida Braggs, Performance Studies (Fall 2003)

Dissertation and M.A. Committees at Northwestern

Chair, Qualifying Examination & Dissertation Committee for Tasha Hawthorne (2004-present)
Chair, Qualifying Examination & Dissertation Committee for Janaka Bowman (2004-present)
Member, Dissertation Committee for Antoina Randolph, Sociology (2003-2006)
Member, M.A. Thesis Committee for Nick Kaspar, Linguistics (2003)
Member, Dissertation Committee for Jeffrey McCune, Performance Studies (2002-2006)
Member, Dissertation Committee for Rashida Braggs, Performance Studies (2003-2006)
Chair, Examination and Dissertation Committee for Ebony Utley, Communication Studies (2004-2006)

Dissertation and M.A. Committees Elsewhere:

Examiner, Dissertation Committee for Nadine Ehlers (2004) [Macquarie University, Sydney, Australia]
Member, M.A. Thesis Committee for Justin Joyce (2003-2004) [UIC]
Co-Chair, Qualifying Examination Committee for Vershawn Young (1999-2000) [UIC]
Member, Dissertation Committee for Bridget Tsemo (1999-2005) [UIC]
Member, Qualifying Examination Committee for Janice Lively (2000-2002) [UIC]
Member, Qualifying Examination Committee for John Mead (2000-2002) [UIC]
Member, Qualifying Examination Committee for Pearl Ratunil (2000-2002) [UIC]
Member, Ph.D. Project Examination Committee for Michael Mazza (1998-1999) [Pitt]
Member, Dissertation Committee for Kara Keeling (1998-1999) [Pitt]

Graduate Courses Elsewhere:

Abolitionist Discourse in Britain, France and the U.S. (Pitt and LSU)
African American Literary Criticism and Theory (UIC)

Graduate Independent Studies Elsewhere:

“Race Theory and Black Authenticity Politics” with Kara Keeling (Pitt)
“African American Literary Criticism” with Richard Purcell (Pitt)

Undergraduate Courses Elsewhere:

History of American Literature: Beginnings to 1914 (UIC)
Introduction to African American Literature (1760-1910) (UIC)
Introduction to Literary Theory (UIC)
Race and Literature in 19th Century America (UIC-grad and undergrad enrollment)
An Introduction to Literary Study: Some Contemporary Approaches to Reading Texts (SMC)
Critical Writing and Critical Thinking (UCLA)
Slavery, the Law, and American Literature (Cal Arts)
American Literature, Beginnings to 1865 (LSU)
Early African American Literature, 18th and 19th Century (UCLA)
Race and 19th Century American Literature (Occidental)
African American Literature, 18th Century to the Present (Pitt)
20th Century African American Intellectual and Popular Culture [w/ a grad student section] (Pitt)
General Writing (Pitt)

at Northwestern University
The Department of African American Studies

UNDERGRADUATE GRADUATE FACULTY EVENTS CURRENT SEARCHES CAAH STAFF

Home > Core Faculty > Iton

Core Faculty 2008-2009

Core Faculty

Affiliated Faculty

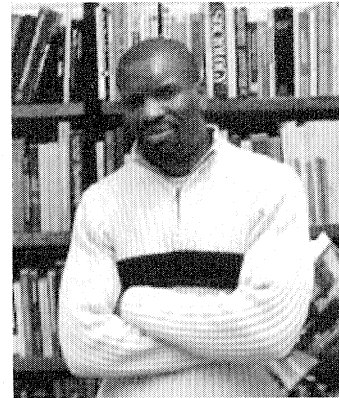
Dr. Richard Iton

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 1860 S. Campus Dr.
 Evanston, IL 60208-2209

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Fax: 847-491-4803

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 r-iton@northwestern.edu



Courses:

245-0 The Black Diaspora and Transnationality
 319-0 Race, Ethnicity and the American Constitution
 327-0 The Politics of African American Popular Culture
 403-0 Diaspora Tropes and Diasporic Theory
 460-0 Race, Politics, Society, and Culture

Degree:

Johns Hopkins University Ph.D.

Current Research:

A project examining the connections among culture, the state, and public policy

Recent Awards:

2001
 Gustavus Myers Outstanding Book Award

2000
 Best Book Award of 2000 on the Social, Cultural, and Ideological
 Construction of Race from the American Political Science Association

Recent Publications:

In Search of the Black Fantastic: Politics and Popular
 Culture in the Post-Civil Rights Era (Oxford University Press,
 March 2008)



Solidarity Blues: Race, Culture and the American Left
 (University of North Carolina Press, 2000)

Top

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Darlene Clark Hine

Black Biography: Darlene Clark Hine

historian; writer; educator

Personal Information

Born Darlene Clark in Morley, MO, on February 7, 1947; daughter of Levester Clark, a truck driver, and Lottie Mae (Thompson) Clark, a homemaker; married William C. Hine, 1970 (divorced 1974), Johnny E. Brown, 1981 (divorced, 1986); children: one daughter, Robbie Davine. *Education*: Roosevelt University, BA, 1968; Kent State University, MA, 1970, PhD, 1975. *Politics*: Democrat. *Religion*: Baptist.

Education: Roosevelt University, BA, 1968; Kent State University, MA, 1970, PhD, 1975.

Politics: Democrat.

Religion: Baptist.

Memberships:

(Selected) American Historical Association; Association for the Study of Afro-American Life and History; Southern Historical Association; Southern Association for Women Historians.

Career

South Carolina State College, Orangeburg, SC, assistant professor of history and coordinator of black studies, 1972-74; Purdue University, West Lafayette, IN, assistant professor, 1974-79; associate professor, 1979-85; professor of history, 1985-87, interim director of Africana Studies and Research Center, 1978-79, vice provost, 1981-86; Michigan State University, East Lansing, MI, John A. Hannah Professor of History, 1987-.

Life's Work

Darlene Clark Hine is a pioneering scholar in the field of African American women's history. She has written three award-winning books on African American women's history, and edited a two-volume encyclopedia, *Black Women in America*, the first major encyclopedia on the subject. Hine is considered to be a leading expert on the subject of race, class, and gender in American society. As the John A. Hannah Professor of History at Michigan State University in East Lansing, Hine helped to establish a new doctoral field in comparative African American history, one of the first of its kind. She has co-edited a 16-volume series on African American history in the United States, *Milestones in African American History*, as well as numerous anthologies.

In her academic work, Hine seeks not only to explore African American history, but also to redefine the discipline of history itself. "To me, the historical profession is still too caught up with the wealthy and the influential in political, social, and cultural arenas, who actually number only a very small minority of the human population," Hine told Roger Adelson of the *Historian*. "...Because so few of the new social historians have included black women, who remained at the very bottom of the ladder in the United States, we continue to lose much understanding and wisdom."

Influenced by Civil Rights Movement

Hine was born in Morley, Missouri, on February 7, 1947, the oldest of four children of Levester Clark, a truck driver, and Lottie Mae (Thompson) Clark, a homemaker. When she was three-years-old, her parents moved north to Chicago in order to obtain better jobs, while Hine remained behind with her grandparents. Her grandmother was an early influence in Hine's life. As she told Roger Adelson of the *Historian*, "my maternal grandmother early observed that I was 'smart,' and she saw to it that the rest of the family neither discouraged my reading nor dampened my curiosity."

When she was nine years old, Hine left Missouri to join her parents on the west side of Chicago. From that point until she graduated from high school, her weekly routine was the same: weekdays she went to school, Sundays to church, and Saturdays to the public library. "Every Saturday I checked out five or six books to take me through the week," she was quoted as

saying in the *Historian*.

After graduating from Crane High School as valedictorian, Hine was offered a full scholarship to Chicago's Roosevelt University, where she began undergraduate work in 1964. During her freshman year, Hine discovered that she was pregnant; her daughter, Robbie Davine, was born that summer. "With my baby daughter to support and educate, I became more determined than ever to be a success," Hine told Adelson.

While she had originally planned to become a microbiologist, Hine began to develop an interest in African American history during her years at Roosevelt. As an undergraduate, she attended meetings of the Black Panthers and Nation of Islam, read books published by independent black presses, and attended lectures by eminent African American scholars. "Hearing black activists refer so often to history, seeing the black culture of the past and present celebrated by Chicago artists, and reading so many new works penned by black authors helped convince me that I should major in history," Hine remarked in the *Historian*.

The civil rights struggles of the 1960s also made her aware of the kind of history that was commonly taught in American schools--and the possibility that she could someday change the definition of "history." "When I was searching for some way to make a contribution to the whole movement for social justice, I came across the Black Panther Party's Ten Point Program," Hine was quoted as saying in the PBS documentary program, *Shattering the Silences: Minority Professors Break into the Ivory Tower*. "It was the fifth point that really struck me. The fifth point said we want a true education for our people. And I said, wow! That's it!"

Wrote Pioneering Books

After graduating from Roosevelt, Hine was awarded a graduate fellowship to attend Kent State University in Ohio. As a student at Kent State, she was present when the National Guard fired on student protesters in 1970. "I almost shut down emotionally, intellectually. It didn't make any sense. I went into exile into the library," she was quoted as saying in *Shattering the Silences*.

In 1972, Hine accepted a position as assistant professor of history and coordinator of African American studies at South Carolina State College in Orangeburg. During this time, she worked on her doctoral dissertation, which was later published as her first book, *Black Victory: The Rise and Fall of the White Primary in Texas*. "It reflects my concerns with the antecedents to the modern civil rights movement," Hine remarked in *Contemporary Authors*.

In 1974, Hine took a job as assistant professor at Purdue University, in West Lafayette, Indiana. She rose steadily through the ranks at Purdue, becoming an associate professor in 1979 and a full professor in 1985. Hine also held two administrative positions: interim director of Africana Studies and Research Center from 1978 to 1979, and vice provost from 1981 to 1986.

During her tenure at Purdue, Hine began to focus on African American women's history--a development that came about in an unorthodox manner. In 1980, she received a phone call from Shirley Herd, president of the Indianapolis section of the National Council of Negro Women. Herd wanted to commission Hine to write a history of African American women in Indiana. At first, Hine was uninterested. As she recalled in *Shattering the Silences*, she initially told Herd, "...you cannot call up a historian and order a book the way you would drive up to a Wendy's and order a hamburger. We historians do not work like that.' And Mrs. Herd was undaunted." Hine eventually agreed to look at the papers that Herd's organization had collected: letters, diaries, church bulletins, newspaper clippings, receipts, and legal documents. The papers revealed an unknown story: how black women had raised money to found and maintain churches, schools, settlement houses, and clinics. Using the information provided by Herd, Hine published a book, *When the Truth Is Told: Black Women's Community and Culture in Indiana, 1875-1950*.

"Historians can write a history of anything or anyone," Hine was quoted as saying in *Shattering the Silences*, "but the key is the historian must decide that thing, event, person or group is worthy of investigation. And apparently no one had ever thought black women were worth studying." After the publication of *When the Truth Is Told*, Hine received a grant from the National Endowment for the Humanities to set up the Black Women in the Middle West Project, an archive of information on African American women. In 1985, Hine co-edited a book about

these sources, *Black Women in the Middle West: A Comprehensive Research Guide, Illinois and Indiana*.

Published Encyclopedia on African American Women

In 1987, Hine accepted the position of John A. Hannah Professor of History at Michigan State University in East Lansing, Michigan. Since then, she has published two more books, *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (1989), and *Speak Truth to Power: The Black Professional Class in United States History* (1996). In addition to her academic writing, Hine edited a 16-volume series called *Milestones in African American History* (1993) designed for middle- and high-school students. Also in 1993, Hine edited a two-volume encyclopedia, *Black Women in America*. "The encyclopedia is intended to place a stone in the shoe of every American historian," Hine remarked in *Contemporary Authors*. "The encyclopedia will make it difficult, if not impossible, to exclude black women and their deeds, contributions, and experiences...."

At Michigan State, Hine worked with other history professors to establish a new doctoral field in comparative African American history, encompassing African, African American, Latin American, Caribbean, and southern U.S. history. "This is one of the most exciting things that I'm doing within the larger field of African American history at present," Hine told the *Historian*. In 1997, Hine published the book *Hine Sight*, a collection of 14 of her most significant articles and essays. The book not only made her work more accessible, Hine told the *Historian*, but also served "to trace the evolution of my thinking about black women as historical subjects." She remarked further, "I hope that I can continue to give voice to people who otherwise would be ignored or forgotten, or rendered invisible and dismissed as unimportant," Hine told Adelson. "If I can...impress upon the historical profession how important it is to talk to those people who do not leave written records, but who have remembrances and have influenced generations and people all over the globe, then I feel that my career is worthwhile."

Awards

Selected Awards: Outstanding Book Award, Gustavus Myers Center of Human Rights, 1990; Letitia Woods Brown Book Award, Association of Black Women Historians, 1990; Outstanding Reference Source Award, American Library Association, 1994; Zora Neale Hurston-Paul Robeson Award, National Council for Black Studies, 1995.

Further Reading

Books

- *Contemporary Authors*, volume 143, Gale Research, 1994.

Periodicals

- *The Historian*, Winter 1995, pp. 259-74.

Other

- Additional information for this profile was obtained from a transcript of the PBS documentary *Shattering the Silences: Minority Professors Break into the Ivory Tower* at www.pbs.org/shattering/hine.html.

— *Carrie Golus*

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Darlene Clark Hine, Stanley Harrold, William C. Hine - *The African-American Odyssey*



CHAPTER 1



A leading historian of the African American experience and a pioneer of African American women's history, was John A. Hannah Distinguished Professor of History at Michigan State University in 1987 to 2004. She was the Director of Comparative Black History Ph.D. program at Michigan State University. She is the Board of Trustees Professor of African American Studies and

Professor of History at Northwestern University in Evanston. She served as the Inaugural Director of the Center of African American History at Northwestern University.

She is past president of two major historical associations: The Organization of American Historians (2001), and The Southern Historical Association (2002). In 2006 she was inducted as a Fellow into the American Academy of Arts and Sciences.

Hine has served as a Visiting Distinguished Professor at the College of Charleston, Northwestern University, Roosevelt University, University of South Carolina, University of Delaware, and Arizona State University. She was a Fellow at the National Humanities Center, the Center for the Advanced Study in the Behavioral Sciences at Stanford and at the Radcliffe Institute for Advanced Study at Harvard University.

01

BIO

From 1974 through 1986, Professor Hine served Purdue University in various administrative capacities including interim director of the Africana Studies and Research Center and in 1981, was named Vice Provost. From 1972 to 1974, Hine was an assistant professor and coordinator of Black studies at South Carolina State University in Orangeburg, South Carolina.

She received her B. A. degree from Roosevelt University in Chicago in 1968 and a Ph.D. degree from Kent State University in Kent, Ohio in 1975.

In 1990, her book *Black Women in White* was named Outstanding Book by the Gustavus Myers Center for the Study of Human Rights, received the Lavinia L. Dock Book Award from the American Association for the History of Nursing.

Hine has received many honors including the Otto Wirth Alumni Award for Outstanding Scholarship from Roosevelt University (1988) and the Special Achievement Award from the Kent State University Alumni Association (1991). She has also been awarded grant support from the American Council of Learned Societies, the National Endowment for the Humanities, the Rockefeller Foundation, and Ford Foundation.

In 1998, she was awarded an honorary doctorate from the University of Massachusetts, Amherst, in 2002 from Purdue University, West Lafayette, Indiana and Buffalo State College, Buffalo, New York. Hine is one of the recipients of the Detroit News Michiganian of the Year Award for 2002.

02



CHAPTER 2

ESSAYS

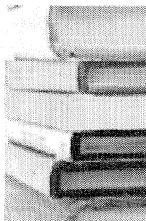
Black Women, Gender, and Families Journal Vol. 1, No. 1, Spring 2007, Inaugural Edition.

"African American Women and Their Communities in the Twentieth Century: The Foundation and Future of Black Women's Studies."



The Journal of African American History, Book Forum, - *My Face is Black is True*, Vol. 91, No. 3, Summer 2006, pp. 306-311.

"From the Margins to the Center: Callie House and Ex-Slave American Pension Movement."



The Journal of Southern History, Vol. 70, No. 1, February 2004, pp. 3-34.

"The Corporeal and Ocular Veil: Dr. Matilda A. Evans (1872-1935) and the Complexity of Southern History."



The Journal of American History, Vol. 89, No. 4, March 2003, pp. 1279-1294.

"Black Professionals and Race Consciousness: Origins of the Civil Rights Movement, 1890 -1950."

03

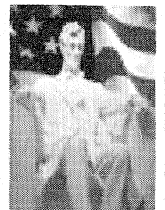
NEWS

Spring Events

04 | 20 | 09

Abraham Lincoln Bicentennial Town Hall Meeting - Detroit

Location : The Henry Ford Museum
Moderated by Dr. Adam Green, panel include Dr. Darlene Clark Hine, Dr. Douglas Brinkley, Dr. John Stauffer, and Ambassador Andrew Young.



05 | 01 | 09

John Hope Franklin Institute

Location : Duke University
Opening Keynote address at the "Histories & Humanities at Historically Black Colleges and Universities: Embracing the Legacy of John Hope Franklin Conference."



06 | 4-6 | 09

Southern Association of Women Historians Conference

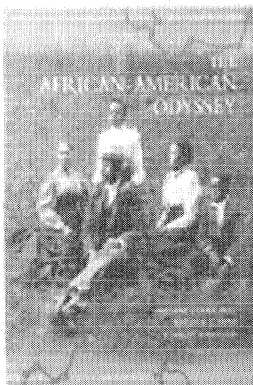


04



CHAPTER 3

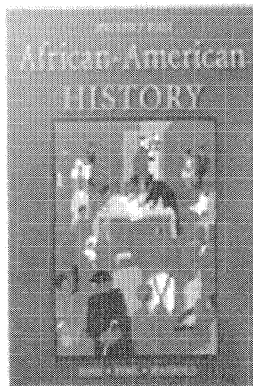
BOOKS



The African-American Odyssey

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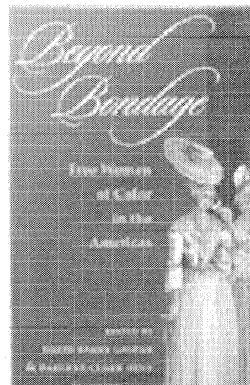
05



Black Women in America

This set is a 2006 RUSA Outstanding Reference Source and a 2005 CHOICE Outstanding Academic Title. This three volume encyclopedia set, Second Edition celebrates the notable achievements of black women throughout history and emphasizes their unending contributions in American society today.

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Beyond Bondage

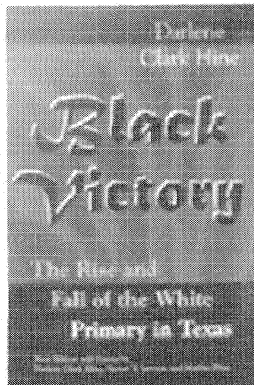
Edited with David Barry Gaspar, this is "a collection of essays on free women of color that brings to the forefront the varying roles and generally marginalized status of persons who played an important role in the slave societies of the Americas."

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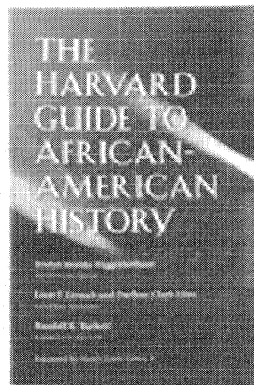
CHAPTER 3



Black Victory

"In *Black Victory*, Darlene Clark Hine examines a pivotal breakthrough in the struggle for black liberation through the voting process. She details the steps and players in the 1944 U.S. Supreme Court decision in *Smith v. Allwright*, a precursor to the 1965 Voting Rights Act."

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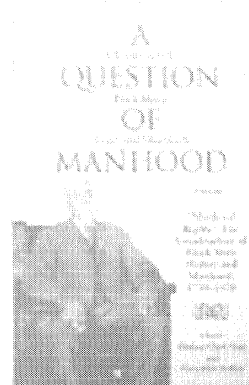
The Harvard Guide To African-American History

Edited with Evelyn Brooks Higginbotham and Leon Litwack, "this landmark guide covers research into every aspect of African-American life and work, offering a compendium of information and interpretation about almost 400 years of African-Americans' experiences as an ethnic group and as Americans."

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BOOKS



A Question of Manhood

Edited with Ernestine Jenkins, this two volume reader "is the first anthology of historical studies focused on themes and issues central to the construction of Black masculinities and Black men's history."

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A Shining Thread of Hope

"Chronicles the lives of black women from indentured servitude in the early American colonies to the cruelty of antebellum plantations, from the reign of lynch law in the Jim Crow South to the triumphs of the Civil Rights era, and it illustrates how the story of black women in America is as much a tale of courage and hope as it is a history of struggle."

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08

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1968 - Timeline

TIMELINE

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1968 was a volatile time on stages local and national. Here's a short timeline of notable events in the first half of 1968, to provide context for the events at Northwestern.

- | | |
|--------------------------|--|
| January 31 | North Vietnamese launch Tet offensive at Nha Trang |
| February 1 | South Vietnamese security official General Nguyen Ngoc Loan is photographed executing a Viet Cong prisoner. The photo will win the Pulitzer prize and serve as an anti-war rallying point. |
| February 2 | Richard Nixon declares his candidacy for the Presidency |
| February 18 | US State Department announces highest US casualty toll of the Vietnam War. The previous week had seen 543 Americans killed in action and 2547 wounded. |
| March 16 | More than 500 Vietnamese civilians killed by US Charlie Company at My Lai |
| March 27 | Czech president Antonin Novotny resigns, triggering a crisis meeting of the Warsaw Pact leaders |
| March 31 | President Johnson announces his decision not to run for re-election |
| April 4 | Dr. Martin Luther King, Jr. is shot and killed in Memphis. Riots break out in Baltimore, Boston, Chicago, Detroit, Kansas City, Newark, and Washington, D.C., resulting in 46 deaths. |
| April 22 | African-American students present their demands to University administrators. |

- April 23 A planned rally and occupation of the Low Building at Columbia University, protesting the university's involvement in the Institute for Defense Analysis, is blocked by conservative students and university security. Eventually, five buildings are occupied. Seven days later police will storm buildings and violently remove students and their supporters.
- April 26 Deadline for administration reply to demands
- May 3 Approximately 100 black students enter the business office at 619 Clark Street at 7:45 a.m. and occupy the building
- May 4 An agreement is reached and the building is emptied by 9:30 p.m. after 38 hours of occupation
- May 6 "Bloody Monday" as 5000 students march in Paris' Latin Quarter. Riots break out as police and students violently clash.
- May 11 Permission granted to Ralph Abernathy, successor to Martin Luther King, Jr., for encampment on the Mall in Washington, D.C. Over 2500 people will fill Resurrection City for six weeks. On June 24th, the site is raided by police, 124 are arrested and the encampment ends.
- June 4 Robert Kennedy shot in San Francisco on the night of the California primary by Sirhan Sirhan, a Jordanian ex-patriot angered at pro-Israel speeches Kennedy had delivered during the campaign.

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See Also:

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- Boyer, Brian D. "New Chapter At Northwestern U." *Chicago Sun-Times*, 6 May 1968: 3.
- "Change at Northwestern." *Chicago Daily News*, 7 May 1968: 18.
- "College Grants Negro Demands." *The Providence Journal*, 5 May 1968: N-69.
- Fisher, Dennis. "Negro Sit-In At Northwestern." *Chicago Sun-Times*, 4 May 1968: 3.
- Gansberg, Martin. "Ferment on Campuses Challenges Rules." *New York Times*, 6 May 1968.
- "How NU handled Negro students' demands." *Chicago Daily News*, 6 May 1968.
- Killian, Michael. "Students' Drives for More Power at N.U. Growing." *Chicago Tribune*, 2 February 1969: 1.
- Marable, Manning. "A Debate on Activism in Black Studies." *New York Times*, 4 April 1998: A13.
- "Minority Separatists." *Chicago Tribune*, 5 May 1968, Saturday Night Edition.
- "No Surrender, N.U. Aid Says; Columbia Unit Cancels Classes." *Chicago Tribune*, 6 May 1968: 1.
- "Northwestern Trustees Will Probe Student Sit-In." *Chicago Sun-Times*, 10 May 1968.
- "Northwestern victory." *Chicago Daily News*, 6 May 1968: 10.
- "NU and Negroes prepare to fulfill pact." *Chicago Daily News*, 7 May 1968: 1.
- "N.U. Board Issues Statement of Policy." *Chicago Tribune*, 15 May 1968: 1.
- "N.U., Negro Students in Policy Talks." *Chicago Tribune*, 5 May 1968: 1.

- Pitts, James P. "The Politicalization of Black Students." *Journal of Black Studies*, 5.3 (March 1975): 277-319.
- "Rep. Rumsfeld Backs NU Settlement Of Race Dispute." *Chicago Sun-Times*, 11 May 1968: 42.
- "Responsibility at NU." *Chicago Sun-Times*, 7 May 1968: 23.
- "A Sad Day for Northwestern." *Chicago Tribune*, 6 May 1968: Section 1, p. 20.
- "Student Demonstrations Continue in U.S., Paris." Associated Press. *Fall River Herald News* [Fall River, MA], 4 May 1968.
- "Student Takeovers Blasted." *Chicago Daily News*, 7 May 1968, Letters to the Editor.
- Ward, Francis. "How Northwestern Faculty Views Negroes' Demands." *Chicago Sun-Times*, 6 May 1968: 16.
- Washington, Sam. "Leaders of Sit-In Charge Tokenism By University." *Chicago Sun-Times*, 4 May 1968: 5.
- Wille, Lois. "Alumni chief backs NU on student pact." *Chicago Daily News*, 7 May 1968: 1.
- Wille, Lois. "Trustees try to kill NU pact." *Chicago Daily News*, 7 May 1968: 1.

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Forty years ago, while demonstrations, sit-ins, and student activism were sweeping the nation's campuses, Northwestern was home to a notable moment of its own.

From May 3-4, 1968, a group of African-American students, organized by For Members Only and the Afro-American Student Union, occupied the school's business office at 619 Clark Street, to protest what they characterized as the school's lack of response to an April 22 set of demands to the administration.

This was the first time the administration was faced with this type of student action and it would go on to have lasting impact, particularly in the push for an African-American studies department and increased African-American enrollment.

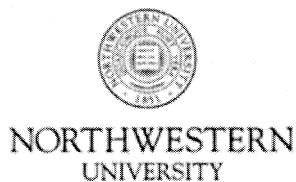
Although the events of 1968 are summarized in the secondary sources ([Williamson & Wild](#), [Pridmore](#), the [timeline](#)) we like to make primary sources available so viewers can construct their

own interpretations.

Take a look at some photos, listen to audio recordings, and sample a few gems from the archives.

If you have further materials related to the 1968 Bursar's Office sit-in that you would like to share, please contact University Archives.

Exhibit constructed by Stephen Rettger | archives@northwestern.edu | Last updated 5/1/2008



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The Archives has several recordings made by Northwestern radio station WNUR, including reports related to the sit-in.

On May 9, 1968, James Turner gave a speech concerning the sit-in and some of the issues it brought to the forefront of campus dialogue.

- [Part One](#)
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1968 - Documents

DOCUMENTS

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The University Archives has a variety of documents related to the student protests, including a complete collection of *The Daily Northwestern* from the period, clippings from other newspapers, memos, press releases, flyers, and records. Here are some highlights, in Adobe PDF format.

Histories

- [The Bursar's Office Sit-in](#), Jay Pridmore
- [Confrontation, May 1968](#), Harold F. Williamson and Payson S. Wild
- A brief [timeline](#) of the first half of 1968

Articles from the Daily Northwestern

- [Daily Articles](#)

Other Documents

- ["Black Student Statement and Petition to Northwestern University Administrators Received Monday, April 22, 1968" and "Northwestern University Responses to the Black Student Petition Received Monday, April 22, 1968"](#), Roland J. Hinz, Kathryn Ogletree, and James Turner
- [Statement on the Assassination of Dr. Martin Luther King, Jr.](#), Unknown Author, May 1, 1968
- [Student Senate Resolution](#), May 2, 1968
- [Press Release](#), Northwestern University Alumni Association, May 7, 1968
- [Letter to the Board of Trustees](#), Chairmen of the College of Arts and Sciences, May 12, 1968
- [A Letter from Northwestern](#), May 14, 1968
- ["Message to the Reader,"](#) Unknown author
- ["Newsletter #3,"](#) Unknown author

Additional Resources

- [A listing of other articles of note held in Archives](#)
- External Links (requires log-in; non-NU users contact local library)
 - ["A Sad Day for Northwestern."](#) *Chicago Tribune*, 6 May 1968: Section 1, p. 20. <Proquest>
 - Beckman, Aldo. "Rep. Michel Hits 'Shameful Surrender' to N.U. Minority." *Chicago Tribune*, 8 May 1968. <Proquest>
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NU black students make demands of university

By **BILL HARSH**
Assistant Managing Editor

Northwestern black students have presented administration officials with a list of grievances that must be answered by 5 p.m. today, the Daily Northwestern learned yesterday.

The list demands that the university:

- Deplore "the viciousness of 'white racism,'" and move to eliminate "all conscious or unconscious racist policies, practices and institutions" on campus. The list demands that the university "go to any extent" to achieve this goal.
- Guarantee the gradual expansion of the black student body to "a more realistic level which we (the black students) shall decide." The grievances also demand that at least one-half of all black students admitted each year come from inner-city school systems.
- Make jobs now required as part of scholarships optional and provide funds for black students who

want or need to attend summer school.

- "Provide a living unit(s) for those black students who want to live together" and end the system that allows white girls to object to black roommates after room assignments have been made.

- Add a program of studies in black literature, history and art to the curriculum and grant black students the "ultimate decision in the choice of professors to be hired to teach these courses."

- Create a black Student Union and offices for black student organizations.

- Desegregate all NU real estate holdings and present evidence, in the form of a monthly report to the president of For Members Only, that "Northwestern is doing more than taking a stand on Open Occupancy."

The Daily obtained the text of the grievances from a source outside the administration and the black student community. A black student spokesman had sought to withhold the text from publication because negotiations, he said, now are at a crucial stage.

THE LIST of grievances was sent to 12 members of the administration Monday afternoon, Kathryn Ogletree, an FMO spokesman, said.

Miss Ogletree said 75 percent of Northwestern's 120 black students attended a two-hour meeting with Vice-President and Dean of Students Roland J. Hinz and Director of Admissions William I. Inlandfelt Wednesday night.

James Turner, a spokesman for the Afro-American Student Union, said "some of the issues were resolved (at the meeting) but some of the very important issues are still awaiting decision."

The list of grievances was drafted by the executive board of FMO. FMO is a campus black student organization that claims 80 of 120 Northwestern black students as paying members. However, FMO speaks for the whole Northwestern black community, Miss Ogletree said.

The list of grievances states that "the university either responds to our demands or we have no other alternative but to respond to its lack of response."

(Continued on Page 3)

Black students confront university

(Continued from Page 1)

Miss Ogletree said black students considered one week sufficient time for the university to respond. That time expires at 5 p.m. today.

HINZ IS EXPECTED to issue an official response sometime today. Miss Ogletree said black students will meet at 5 p.m. to consider the university's response.

"We don't intend to keep cool" if the university's response is unsatisfactory, Miss Ogletree said.

Eva Jefferson, Class of '71 senator, had arranged to present the list of grievances to Student Senate last night. She withdrew the list about 5 p.m. yesterday.

Miss Jefferson and Miss Ogletree declined to say why the list of grievances was not sent to senate.

Hinz discloses reply to blacks' grievances

By **BILL HARSH**
Senior Editor

Vice-President and Dean of Students Roland J. Hinz yesterday released the administration's reply to a list of grievances submitted last week by Northwestern black students.

Hinz also made public a related document: the University Discipline Committee report concerning the Dec. 2 fight between black and white students in the Sargent Hall parking lot.

The reply contains the strongest university statement to date on racism.

THE STATEMENT reads:

"Racism of any character has no place at Northwestern, which as a university is an institution where tolerance and mutual respect are essential to the educational process and for the dissemination of knowledge.

"The university repeats that in the admission of students, the appointment of faculty and staff, and in the operation of all its facilities such as housing, dining halls, libraries, placement offices and the like, no discrimination on the basis of race, religion or color can be countenanced.

"The university deplores incidents which have racial implications and asserts its determination to prevent any such events and to use its authority to employ disciplinary measures against those who violate the rights of others."

The administration's reply answers the black students' list of grievances point-by-point. It takes some form of action in response to each grievance.

THE REPLY revealed that a black counselor, Calvin Smith, has accepted a joint appointment in the Office of Admission and Dean of Students staff.

It also announced that the university will provide room on campus for black students' activities.

The black students had set a 5 p.m. Friday deadline for the administration's reply to their griev-

ances. Hinz said he gave 75 copies of the reply to a black student spokesman Friday afternoon.

"I haven't heard anything about the reply from the black students since then," Hinz said yesterday. "I assume they're thinking it over."

THE UDC REPORT on the Dec. 2 fight at Sargent contained a detailed account of that fight and highlighted the differences in the black and white students' perception of the incident.

It announced that three white and two black students were placed on disciplinary warning for being "clearly involved in the fighting."

The report recommended that the university:

- Employ Negroes on the administrative staff in the student affairs area.
- Press for changes in all social groups and other organizations that will end de facto segregation.
- Provide facilities for black students' activities.
- Include black student representatives on committees concerned with student life and make sure black students' views are represented.
- Arrange for incoming black freshmen to meet black students, faculty and administrators during New Student Week.
- Convene a series of campus-wide meetings to help Northwestern adjust to the "new reality of a multi-racial campus."

The report concluded "it is not integration or separatism which is at the center of current concern — it is rather for the entire university community to modify institutions and attitudes of racism and recognize the black student's existence, his right to be an individual, and the reasonableness of having his own values and goals respected."

WAA-MU Show
top-rate satire

See page three



CONFRONTATION

Black students yesterday took control of a university building and closed it, demanding that NU administrators meet their grievances.

In support of black demands

30 white occupy Hinz' office

Thirty white students joined the black student demonstration yesterday by taking over the office of university Vice-President and Dean of Students Roland J. Hinz.

Led by sociology senior George Vickers and sophomore speech student Roger Friedman, the Scott Hall office shortly before noon and told the secretary, group entered Hinz. Mrs. Jessie Robertson, they wanted to remain there.

"The black students expressed an interest in keeping the business functions of this university shut down until their demands are met," Vickers said. "We want to help them in that goal and keep this office closed to further business until that time."

MRS. ROBERTSON notified Dean of Men Seward Weber, who sent instructions that the students could remain.

They sat in Hinz' waiting room and office, used his desk and telephone. They did not disturb private property.

Friedman said a greater student voice in administration policies might have averted yesterday's incidents.

He referred specifically to the Northwestern Community Council, proposed by Student Senate last quarter, as a channel of opinion that, had it been instituted, might have been utilized by blacks in presenting their demands.

"THERE IS NO guarantee that it would have stopped the conflict before it started but to me it is an essential way of making sure (University President Dr. J. Roscoe) Miller doesn't just listen to his appointed student mouthpieces," Friedman said.

Friedman said the Hinz sit-in "is not out of altruistic love of the blacks. It's because their demands are addressing the same root problems in the university community that we (the Real Press, Students for a Democratic Society and the Sandbox Committee) have been working for."

The white students said they would stay in Hinz' office until black students were satisfied with progress made in continuing talks between the blacks and the administration.

Friedman was in telephone con-



Tom England, left, and Roger Friedman sat in at the dean of students office yesterday.

Sit-in, negotiations continue; no accord reached on demands

Ten black student negotiators met with nine university officials today in Scott Hall to discuss the administration's reply to demands that led to a black sit-in at the university bursar's office.

The meeting was the first between administrators and black students since the sit-in began at 7:30 a.m. Friday.

The general tone of the meeting appeared to be that any black acceptance of university proposals was not going to come immediately.

A university spokesman said it was feared that if today's negotiations ended in disagreement, the sit-in could be a prolonged affair.

The administration spokesman would answer no questions con-

cerning the text of the university's proposals.

WHILE THE TALKS proceeded in Scott 217, about 100 blacks continued to occupy the bursar's office.

Fifteen white students who began a sit-in at the dean of students office late Friday morning continued to occupy the Scott Hall office at 12:30 p.m. today.

Vice-President and Dean of Students Roland J. Hinz was among

the administrators present at the conference.

Other university officials at the meeting included Franklin M. Kreml, vice-president, planning and development; Payson S. Wild, vice president and dean of faculties; Lucius P. Gregg, associate dean of sciences; Walter L. Wallace, associate sociology professor; William I. Ihanfeldt, director of admissions and financial aid, and Joe Park, chairman of the university's Committee on Educational Policies.

Gregg and Wallace are Negroes. University President Dr. J. Roscoe Miller did not attend the talks.

Black students included James Turner, Kathryn Ogletree, Vernon Ford and Victor Good.

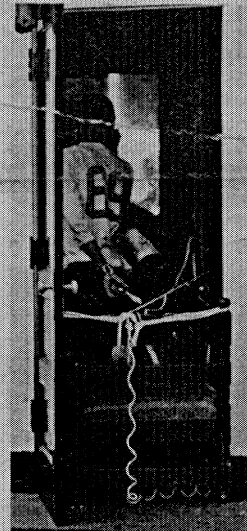
Hinz, the other university vice-presidents and University President Dr. J. Roscoe Miller met for more than 12 hours yesterday in the takeover. Hinz emerged from the closed-door meetings periodically to consult with Turner, the spokesman for the Afro-American Student Union and For Members Only students participating in the demonstration.

In today's talks, the administration apparently offered to establish black advisory committees under which Negroes would have some say about the hiring of a black counselor. Another black advisory committee apparently would be consulted in the institution of curriculum changes demanded by the black students.

A university spokesman said the statement drafted yesterday by the administration probably was as far as the university would go in according to the blacks' demands.

Most university business was conducted as usual on Friday although business department workers em-

(continued on page 3)



619: THE INSIDE

In this picture taken last night from inside the sealed-off bursar's office, black students wait while Dean Hinz speaks outside the barricaded doorway.

Can't give up control: Wild

By KATHY WATERS Campus Editor

Administration representatives said yesterday they "couldn't give control over the university away" in the areas of admissions, faculty hiring and curriculum.

The remarks reportedly were made by Vice-President and Dean of Faculties Payson S. Wild at a faculty meeting yesterday at 4 p.m. in Cahn Auditorium. About 500 faculty members were present.

No students or representatives or the press were admitted to the meeting. Just after 5 p.m. Marvin Shinbrot, associate professor of mathematics, explained to the crowd gathered outside the university bursar's office what had happened at the faculty meeting.

"Dean Wild said you can't give the university away. You can't give control of the university

away. You can't give the curriculum away," Shinbrot said.

"(Vice President and Dean of Students Roland J.) Hinz tried to indicate that the administration was trying very hard to be reasonable," he added.

At another explanatory session after the faculty meeting — this one to about 5 students sitting in the Hinz' office — a faculty spokesman said, "The administration is not going to delegate any power but will make adjustments in the system."

The administration was represented at the faculty meeting by Hinz, Wild, Robert H. Baker, dean of the graduate school, and university President Dr. J. Roscoe Miller. Only Hinz and Wild made statements.

The administration said it welcomed the advice of all students

in the areas of admission, a black cultural program and visiting professors, the faculty spokesman said.

He indicated the administration would welcome "advisory committees of blacks," but would not give up any of its decision-making power.

The university is "dedicated to a non-violent solution," he added.

"The black living unit is the demand most likely to be granted," he added.

Hour-by-hour at 619 Clark

See Page Four

Curiosity draws bystanders to bursar's office

By JOANN LUBLIN
Campus Editor

Many white bystanders stopped to watch just out of curiosity at yesterday's takeover of the university bursar's office by black students.

"I don't know much about the demands," a heavy-set Chicago man said, echoing the sentiments of other bystanders. "I am just sort of standing here to waste time," he added.

Bystanders ranged from NU coeds to helmeted Evanston policemen to middle-aged businessmen. They leaned against car trunks or stood on front porches.

A GRAY-HAIRED MAN who spoke with an accent and identified himself only as "Jerry" said, "I haven't thought about it (the takeover). It's fun to watch. It would be even more fun if they had a good fight."

A NORTHWESTERN FRESHMAN bystander from Wisconsin agreed with Pearson. "I don't agree with the method they're using to accomplish their goals," the freshman said. "I think it was done too quickly. They presented their demands two days ago and the university was given two days to react to it."

Other bystanders contended that the black students were drawing undeserved attention upon themselves. The students advocate a form of reverse racism with their demands for separate housing and social

facilities, some observers said.

"The Negro students should get anything the white students get," Len Pirrong, an Evanston man, said. "They have no right to demand preferential treatment."

There were few bystanders like the suburbanite woman who crossed Clark street and asked a black student seated on the bursar's office steps, "Can I help? Do you need any food?" The student shook his head and said no.

NU STUDENT Robert Carney differed with the demonstrators.

"I don't believe they (black students) gain rights by restricting the rights of others," Carney said. "They're saying, 'I can be a racist and you can't.'" He explained he meant that if he wanted a racially segregated student union, he would be called a racist, but the black students would be called right.

Bystander John Goodman, who has lived in Evanston for 22 years, said he heard about the black students takeover from a friend employed by NU. "They said to him, 'I can't give you your check today,'" Goodman recalled, "because the kids are blocking the door."

Well I'll be darned," Goodman exclaimed, when told of reasons behind NU's black student grievances. "I thought the university was going extra miles to help Negroes," he said.



THE FREEZE OF THE NIGHT

Bundled against each other for warmth and wrapped in heavy blankets, these Northwestern students waited before dawn this morning for new university-black negotiations. (Photo by Barry Frank)

Blacks gave NU list of 15 minimum demands to meet

Here is a list of the 15 "minimum" demands, in eight areas of concern, released Thursday by black leaders.

POLICY STATEMENT:

1. That the Administration will accept and issue a policy statement as outlined in this paper.
2. That the Administration restructure the UDC or create a new judiciary to adequately and justly cope with racial problems and incidents.
3. That the Administration effect a new judiciary standard (as outlined) and apply this standard retroactively to the UDC decision of April 15.
4. That the Administration allow the Black community to (a) approve all appointments to the Human Relations Committee and (b) determine at least 50% of those appointments.

ADMISSION:

5. That each forthcoming Freshman class consist of 10%-12% Black students half of which ~~comes~~ ^{comes} from the inner city school systems.
6. That the Administration will institute a committee selected by the Black community to aid the Admissions Office, especially in recruitment, and which will have shared power with the Office of Admissions and Financial Aid in making decisions relevant to us.
7. That the members constituting this committee be in a salaried position.
8. That F.M.O. will be supplied with (a) a list of all Black students presently enrolled at Northwestern (b) a list including names, addresses, etc. of all accepted and incoming Black freshmen, (c) a similar list of each forthcoming Freshman class.

FINANCIAL AID:

9. That the process of evaluating financial need and administering financial aid be restructured in conjunction with our Admissions and Financial Aid Committee.
10. That our scholarships be increased to cover what is now included in our "required" jobs and that funds be allocated for those who want or need to attend Summer Session.

HOUSING:

11. That the University provide us with a Black living unit or commit themselves to immediately getting rid of the present fraternity and sorority housing arrangements.

COUNSELING:

12. That any hiring of personnel in the position of counseling the Black community of NU be approved by that Black community.

FACILITIES:

13. That a committee of Black students selected by us work with the Administration in meeting our needs for a Black Student Union.

OPEN OCCUPANCY:

14. That we have access to the committee studying open occupancy and discrimination with review rights to the matters which they are discussing.

CURRICULUM:

15. That the university add a Black Studies course to the curriculum including studies in Black history, literature and art. We demand the ultimate decision in the choice of Black professors to teach these courses.

Senate says motives OK, not methods

Student Senate said yesterday that it understands the motives of black student demonstrators who took over the university bursar's office, but cannot agree with their tactics.

Meeting in special session, senate unanimously passed a statement by Senate President Fran Shanahan that reiterated two resolutions passed by senate Thursday night.

Shanahan left the senate office at 2:20 p.m. with Doug Behr, senate treasurer, and Barbara Caulfield, chairman of the Human Relations committee, to present copies of the statement and resolutions to black students inside the bursar's office.

AN AMENDMENT proposed by Class of '71 Senator Tom Given to strike from Shanahan's statement the clause taking exception to black demonstrators' tactics, was withdrawn after Shanahan relinquished the chair to debate the clause.

"To accede to their tactics would be to sanction revolutionary action when there are channels still open to a mutually acceptable working agreement between black students and the administration," Shanahan said.

He called for "restraint and responsible action by senate leadership."

Senate Thursday night unanimously passed a resolution that at least three black student demands—housing, admissions and curriculum—be reached by the administration immediately.

Earlier in the same meeting senate supported demands of black students and called for measures "to end injustice on the campus" and "to protect the educational process from racism and disruption."

TODAY AT NU At Fisk, no-grades

The Medill School of Journalism yesterday approved a pass-no credit system, making it the fifth school within the university to approve a no-grade system.

A pass-no credit option is open to sophomores, juniors and seniors, and may be used for four one-quarter courses over a three-year period, but may not be used for more than one course in any quarter.

The option may not be used by journalism students in any journalism course or in any course in a social science major, optional major or minor in any of the all-school requirements for graduation.

Skylight broken in besieged office

A single brick-throwing incident marred an otherwise quiet night at the black student-held bursar's office.

A brick, tossed from outside the building, shattered a skylight on the southwest side of the roof shortly before 1 a.m. today.

No one was injured. Campus security police were investigating.

Wildcat tennis squad falls, 9-0

Northwestern's tennis squad became Michigan's fifth Big 10 victim yesterday as the Wolverines shut out the Cats, 9-0.

Northwestern's Roger Barnard managed to win the Cats' only set victory.

The Wildcats hoped to reverse the outcome today at 1 against Michigan State, the defending Big 10 champion. Victory is crucial if the Cats plan to remain a title contender this season.

Cat bats purr; Gophers cop 2

The Northwestern baseball bubble burst at Minnesota yesterday as the Cats lost a doubleheader 3 to 0 and 9 to 2.

The twin losses leave NU with a 3-3 record in the Big 10.

NU visits Iowa today for a doubleheader.

Sex education panels set

Associated Women Students and Panhellenic Association will sponsor two panels on sex education—birth control, population growth and venereal disease—Monday, Tuesday and Wednesday nights.

Mrs. Jane C. Browne, executive director of the Planned Parenthood Association of Chicago, will show a film entitled "The Squeeze" at 9 p.m. Monday.

A program of films and a discussion of venereal disease will be presented Tuesday at 7:30 p.m. by Jerry M. Lama of the Office of Venereal Disease of the Chicago Board of Health.

And Wednesday, Dr. Peter Segal, associate medical director of Planned Parenthood will discuss contraception and family planning at 7:30 p.m.

All the programs are in Parkes 122.

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NU athletes act as individuals, not players

When the game starts, most racism stops. That was one thing that Northwestern black athletes agreed on yesterday.

The other principle they will echoed was that they were standing at the bursar's office, not as athletes, but as members of the black race.

Basketball forward Don Adams stood in the middle of a small group talking with reporters.

"ON THE FIELD there is very little discrimination," Adams said. You shake hands before the game and pat each other on the back, but that doesn't matter much, because you're there to do a job."

But off the field, Adams and the other black athletes feel that they are not part of the NU community.

"I'm protesting not because I'm an athlete,"

Adams said, "but because I'm a member of the black race."

Sophomore Dale Kelley, a basketball guard, joined the group along with wrestler Wayne Watson.

"DON AND I are both going to take our turn in there (the bursar's office) with the others," Kelley said.

While basketball players were demonstrating at the south end of campus, football practice was about to start at Dyche Stadium.

NU coach Alex Agase looked at his watch, raised his whistle to his mouth, and suddenly broke into a broad grin.

Three black athletes who took part in yesterday's demonstration, Roland Collins, Harold Daggles and Mike Hudson, came running through the gates to the practice field seconds before the 3:45 session began.

"I TOLD YOU SO," Agase said. "I knew they'd be here."

"An athlete's personal life here is his own business. You can never tell a man how to think or what to believe. When you do that, you are asking for trouble. However, when their personal lives interfere with my football program, then it does become my problem."

Agase said he did not know what he would have done if the three players hadn't shown up.

"I would have had to cross that bridge when I came to it," Agase said. "But I knew they would be here."

"One of the black players said that none of the demonstrations was the result of any specific injustices on the part of the NU athletic program.

Greene

Our incredible Friday: Dr. Miller's long night



There are four elongated windows at the southwest corner of Rebecca Crown Center's second floor. On a typical Friday night at Northwestern, the windows are dark. The building's occupants, the men who run Northwestern University, have gone home.

On this particular Friday night, though, you could walk down Clark street and see light shining through the windows. If you positioned yourself right and looked closely, you could see a man with closely-cropped white hair and wearing a dark suit coat sitting in front of the window on the left.

It is not unusual for University President Dr. J. Roscoe Miller to be sitting inside Crown Center at 11 o'clock on a Friday night. But yesterday was not a usual day for Northwestern, and there were signs of this Friday's difference from dawn to midnight.

IT STARTED EARLY. After the black students had locked themselves in the bursar's office, after the rest of the university had awakened to find they couldn't cash their checks, some white students decided they would sit in front of the building, so no one could remove the blacks.

An old man in a green Volkswagen drove by on his way to work. He spotted Roger Friedman, liberal student leader, standing on the sidewalk.

"What's going on here?" the man yelled.

Friedman smiled and raised his hand. "We've taken over," he said. "The hell you have," the man shot back.

Friedman laughed. "May I see your student I. D.?" he called to the man.

The man was furious. "Why, you fuzzy-haired bastard," he screamed. "Who's your Communist organizer?"

VERNON FORD appeared at a side window of the captured building. He called over a Negro photographer from the Chicago Daily News, and began to talk.

A photographer from another paper yelled to Ford. "Hey, man, let me get a picture."

Ford glared back. "My name's not man," he said. "And I don't want you to take my picture."

Up in Dean Roland J. Hinz' Scott Hall office, some white students had taken over in a sympathy protest for the blacks.

Mrs. Jessie Robertson and Mrs. Virginia Romans tried to work while 15 of the protesters milled around the room, talked about sending telegrams, and locked the door against the downtown press.

"**SHOULD WE LET** the press in and take some films?" one boy asked.

"I've seen film coverage before, and I don't want it," another replied.

"Yes," said a third. "We could try to get out, and let them take pictures of an empty office. But they're too sharp. They'd probably think to shoot pictures as we walked out."

Assistant Dean of Men James Stull who had been sitting on the floor acting quite nonchalant, laughed at that one.

One graduate student, who had several derogatory comments to make about press coverage of the black revolt, was quick to spell out his name for the Daily.

(Sorry, friend.)

A couple of fraternity men walked in front of the bursar's office and glanced at the people sitting on the steps.

"Look at those disgusting human beings," one said. "The most disgusting in the world."

By early this morning, the excitement at the bursar's office had cooled. Leader James Turner had said there would be no decision until later in the day and most of the demonstrators who decided to stay were bundled up for the night.

At midnight Northwestern's incredible Friday ended. Black students were starting to sleep inside the bursar's office. White sympathizers still huddled in blankets on the front steps. And next door, at Crown Center, the lights burned on.

The Daily Northwestern is published four times a week during the regular school year by the Students Publishing Co., Inc., at Northwestern University, Evanston, Illinois 6201. Company and Daily business offices are in the Music Building, Annex on the Evanston campus; phone 335-8729 or 492-7286. Daily editorial offices are in 83 First Hall on the Evanston campus; phone 475-4431 or 492-2200. The opinions expressed in the Daily Northwestern are not necessarily those of the university.

Second class postage paid at Evanston, Illinois. Mail subscriptions \$2.50 quarterly or \$9 for the full year.

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Things are 'as usual' up North

Yesterday's demonstration may have drawn a crowd at the university bursar's office, but it didn't garner much excitement further north.

Patricia A. Thrash, dean of women, conducted business as usual in her office Friday morning. The only thing out of the ordinary was a basket of chocolate kisses, offered to visitors in honor of her birthday.

Miss Thrash was calm, concerned and confused. Although she is adviser to a black women's organization trying to reactivate Alpha Kappa Alpha at Northwestern, she said she had not been in contact with any of the students about recent demands.

HENRY LESNICK, instructor in English, sent home his 10 a.m. class so he could support the demonstrators at 619 Clark st.

And one sociology quiz instructor told her students the best place for them to be was the bursar's office, although she would not consider it "an assignment."

But for the most part students either didn't know anything specific about the events going on down south, or thought the demonstration was a nuisance.

"This is an awful inconvenience," a junior business major said. "You can't cash any checks."

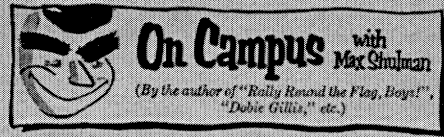
OTHER STUDENTS felt the take over was unjustified because "black demands are unreasonable."

Dave Towne, a junior in arts and sciences, said there is not enough housing on campus to give black students separate living units and that "there isn't even enough money to do some of the things they're asking for—like more scholarships for blacks on a preferential basis and summer school."

ered across the street from the bursar's office about 6:30 p.m. to support the administration's "right to evict" the black students.

The men said the "demands are ridiculous. They knew what they doing when they came here. They can leave anytime they want to."

Duane Mutschallat, a CAS junior, said, "I think they ought to kick everyone who's demonstrating out of school."



FROM THE HALLS OF PROTOZOA

This column, normally a treasure house of twinkly quips and slapdash japey, has now been appearing in your campus newspaper for fourteen years, and if I have learned one thing in these fourteen long years, it is not to try to be funny in the last column of the semester. With final exams looming obscenely close, you don't want jokes; you want help.

So today, foregoing levity, I give you a quick cram course in the subject you are all flunking. I refer, of course, to biology.

Biology is divided into several phyla, or classes. First is the protozoa, or one-celled animal. Protozoa can be taught simple things like bringing in the newspaper, but when shopping for pets it is best to look for animals with at least two cells, or even four if your yard has a fence around it.



Another popular class of animals is the periphera—a shadowy category that borders often on the vegetable. Take, for example, the sponge. The sponge is definitely an animal. The wash-cloth, on the other hand, is definitely not.

Next we come to the arthropoda, or insects. Most people find insects unattractive, but actually there is exquisite beauty in the insect world if you trouble to look. Take, for instance, the lovely insect poems of William Cullen Bryant—*Tumbling Along with the Tumbling Tumblebug* and *Fly Gently, Sweet Aphid and Gnats My Mother Caught Me*. Mr. Sigafos, alas, has been inactive since the invention of DDT.

Our next category is the mollusca—lobsters, shrimp, and the like. Lobsters are generally found under rocky projections on the ocean bottom. Shrimps are generally found in a circle around a small bowl containing cocktail sauce. Personna Super Stainless Steel Blades are generally found at any counter where Personna Super Stainless Steel Blades are sold.

I mention Personna Blades because the makers of Personna Blades pay me to write this column, and they are inclined to get edgy if I neglect to mention their product. Some get double edgy and some single, for Personna Blades come both in double edge style and Injector style.

Mind you, it is no burden for me to mention Personna, for it is a blade that shaves quickly and cleanly, slickly and keenly, scratchlessly and matchlessly. It is a distinct pleasure to shave with Personna Blades and to write about them but sometimes, I confess, I find it difficult to work the commercial into a column. Some years ago, for example, I had the devil's own time working a Personna plug into a column about Alexander the Great. The way I finally managed it was to have Alexander say to the Oracle at Delphi, "Oracle, I have tasted all the world's pleasures, yet I am not content. Somehow I know there is a joy I have missed." To which the Oracle replied, "Yes, Alexander, there is such a joy—namely Personna Blades—but, alas for you, they will not be invented for another 2500 years."

Whereupon Alexander fell into such a fit of weeping that Zeus finally took pity and turned him into a hydrant. . . Well sir, there is no question I sold a lot of Personnas with this ingenious commercial, but the gang down at the American Academy of Arts and Letters gave me a mighty good razzing, you may be sure.

But I digress. Back to biology and the most advanced phylum of all—the chordata, or vertebrates. There are two kinds of vertebrates: those with vertical backbones and those with horizontal. Generally it is easy to tell them apart. A fish, for instance, has a horizontal backbone, and a man has a vertical backbone. But what if you run into a fish that swims upright or a man who never gets out of the sack? How do you tell them apart? Science struggled with this sticky question for years before Sigafos of M.I.T. came up with his brilliant solution: offer the creature a pack of Personna Blades. If it is a fish, it will refuse. If it is homo sapiens, it will accept—and the more sapient, the quicker.

And now you know biology. And now, for the fourteenth time, aloha.

The makers of Personna, The Electro-Coated Blade, have enjoyed bringing you another year of Old Max. From us too, aloha.

Blacks, officials continue debate

(continued from page 1)

The black students first issued their demands on the university two weeks ago and met briefly with Hinz at that time. On Monday Hinz released a university response which was subsequently rejected by the blacks.

That led to Thursday's "final demands"—a list of 15 specific points and the black students began mobilizing plans for takeover of the business office. Their plans had not been announced before they stopped a university employee Friday morning as she entered for work.

Daily Northwestern

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How to get lost discovering America

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619 Clark street: NU's day of decision

Northwestern black students seized control of the university bursar's office at 619 Clark st. in a quickly-executed action at 7:40 a.m. yesterday.

The action was planned late Thursday night.

At about 7:05, a group of black students hid in the alley across the street from the bursar's office and another group congregated in front of Allison Hall.

A single black student approached the building to approach the building to determine how many guards were inside, how they were armed and whether the doors were locked.

THERE WAS a single, unarmed guard on duty inside the unlocked front door.

The student told the guard that he had to pick up a form inside the building and the guard admitted him.

To create a diversion, three black men and three black women ran west on Clark street toward the Rebecca Crown Administration Center yelling siegans.

The guards inside the administration building came out and the single guard on duty in the bursar's office left his post and went to aid the guards at the administration center.

After the guard had left, about 14 black students entered the bursar's office and secured all the doors and windows.

THIRTY MORE black students then entered the building at the Clark street entrance and 50 entered the building at a rear door near Allison Hall.

Ninety-five black students were then in the building. The entire operation took 10 minutes.

About 7:40, Mrs. Barbara Miklos, of 715 Case st., Evanston, who works in the bookkeeping department in the bursar's office arrived for work. When she was told she could not enter the building, she stepped aside and left. She was not harmed.

When the guard returned, he found the front door barricaded and informed the administration.

A group of between seven and ten security police formed a line around the bursar's office, but took no action.

At about 8 a.m., a truck arrived and unloaded supplies from the Evanston Support Committee into a window. Security policemen chased the truck away.

The Evanston Support Committee is a group of non-student Evanston residents whose primary concern is the upcoming Poor People's March, said Mrs. Sara Phelps, the committee's executive secretary. The group is predominantly white.

SHORTLY AFTER 8 A.M. black



The crowd at Clark street bursar's office at midday; and out back, the only way in was head first, with a little bit of help.



students inside the building posted signs on the revolving door in the Clark Street entrance. The signs read, "Closed for business 'til racism at NU is ended." and "This building has been occupied by AASU (Afro-American Student Union) and FMO (For Members Only)."

Vice-President and Dean of Students Roland J. Hinz arrived at the bursar's office at 8 a.m. and William S. Kerr, vice-president and business manager, arrived at 8:10. Both left shortly afterwards.

James Turner, black graduate student and spokesman for the demonstrators, said that black students might destroy a computer and records located in the bursar's office if the university or police moved against them.

But he promised "they (the people inside) won't harm a piece of paper in the building unless they are threatened."

Turner said black students were willing to stay in the building "until the end of the summer" unless their demands are met.

At about 10:15, a group of black students arrived and sat on the front steps, blocking the way to the door. They held signs saying, "Black students occupy this building because the administration has turned a deaf ear," "Black autonomy, black self-determination" and "We ask responsibility and sensitivity to the black students."

At about 10:30, a group of white students arrived. About 25 white students sat in front of the front door and 25 others blocked the rear entrance.

A SPOKESMAN for the group told newsmen that the white students were there to block the way to the door should police attempt to enter the building.

At 11 a.m., Hinz came to the front steps of the bursar's office to confer with Turner. They met briefly in the doorway of the building. Hinz had no comment

after the meeting.

Turner said Hinz had said that he would meet with University President Dr. J. Roscoe Miller at 1 p.m. and would return to talk to Turner shortly after that. He also said Hinz had ordered police to withdraw from the immediate vicinity of the bursar's office.

However, Turner said, the security police were then in underground tunnels surrounding the building.

ABOUT 11:30, a group of 15 white students led by sophomore Roger Friedman occupied Hinz' office.

The group included representatives of the Real Press, Students for a Democratic Society and the Sandbox Steering Committee.

Two secretaries were in the office when the students came in. The students told them they were free to leave, but the secretaries remained until Assistant Dean of Men James F. Stull arrived.

"The purpose of our being here is to show our committed support to a battle the black students are engaged in," Friedman said. "We plan to stay as long as the black students stay in the bursar's office."

Friedman said the group in Hinz' office had sent a telegram to striking students at Columbia University. The telegram read:

"THIS TELEGRAM is being sent from the office of the Dean of Students at Northwestern University. This office is being held by a group of white students in an act of support for the Afro-American Student Union who are currently occupying the financial affairs building. The intention of both student groups is to hold these buildings and offices until the requests of the black students at Northwestern University are satisfactorily accepted. We know that you support us in this action as fully as we support yours."

At 12:55 p.m., Hinz again came to the front steps of the bursar's office to talk to Turner. Hinz had no comment after the meeting.

Turner said he and Hinz had established a series of meetings at two-hour intervals. He said that no substantial progress could be noted at that point and that the black students would probably remain in bursar's office overnight.

At 3 p.m., Hinz and Turner held the first of their bi-hourly meetings. Hinz had no comment after the meeting.

TURNER SAID Hinz also assured him that no police action is being contemplated.

He also said that Hinz "seems to be sincere."

Hinz appeared again at 5 p.m., to hear Turner blast the Chicago-area press for coverage of the day's demonstration.

Turner referred to a United Press International story which included the statement that one of the black demands was a call for serving collard greens, black-eyed peas and chittlings in university cafeterias.

"They are calling it 'a chidlin' revolution,'" Turner said.

HE THEN ASKED HINZ to state definitely that the black demands

were not made in fun — which Hinz did.

Turner added: "We're through with the press." A crowd of 40 bystanders applauded.

At 6:30, 25 white men assembled across the street and began taunting the demonstrators. They dispersed by 6:45 and no trouble occurred.

At 7 p.m., Hinz came to the front door of the bursar's office and asked, "Is James there?"

When told that he wasn't, Hinz said "No hurry."

Hinz was questioned heavily by newsmen as he waited on the steps.

"I came here to meet Mr. Turner. I've nothing more to say," Hinz said.



JACK HINZ

At 1, a worried look

HE SHOOK HIS HEAD to further questions and said, "when I have something to say, I'll say it."

He said progress is being made. Turner arrived and Hinz said to him, "This gets more difficult each time."

"Give us half a minute of privacy," he said to the newsmen.

Turner and Hinz stepped into the doorway, where a sign hanging from above the door shielded them from most newsmen.

"I'll call by phone later," Hinz said. He asked for a phone number.

"I don't want to give you any false expectations," Hinz said. "I think we should be done by nine. I'll call you when I come out."

That was all they said.

Emerging from the doorway, Hinz appeared visibly irritated by the mass of microphones and newsmen. He brushed many microphones aside.

"I'M SORRY, you have to do your job and I have to do mine," he said. "I'd appreciate it if you'd let me go and do it."

The crowd applauded.

"Right now I'm not saying anything," Turner said. "I think there has been a symbolic turn." He said the turn was "one of feeling."

Turner told reporters there was "not much detail to give."

Meanwhile the crowd of students outside 619 Clark st. had been growing and thinning off and on during the day.

At dark, students brought blankets and sweaters to ward off the cold. Many lay down on the steps of the building. Virtually all of these were whites.

At 10:40, Hinz returned to the bursar's office and talked behind the outside door with Turner for

3 to 4 minutes.

WHEN HINZ stepped out, a reporter asked him if he had anything to say. "No," was the response.

After Hinz left, Turner told newsmen Hinz had delivered to him a series of documents that Hinz said had been prepared by Hinz and other administrators.

Turner said Hinz told him the documents contained a point-by-point response to their demands.

Turner said he would take the documents inside and present them to "representative members" for review and study.

Asked when a black student decision would be made, Turner said a response to the documents would be made, "after our people have studied them."

AT MIDNIGHT, Turner came to a window on the east side of the bursar's office.

He said the black students in the building had planned to study the document presented by Hinz at 10:40 p.m. and then attend a negotiating session with administrators at 11:30 p.m.

"However, we have heard from people we consider very credible that there might be an attempt at 3 this morning by the combined (police) forces of Evanston, Wilmette and Skokie to rush the building," he said.

Turner said the black students feared their leaders might be lured into what administrators told them was a negotiating session, and then be locked up. That would leave the people in the bursar's office leaderless during the attack, he said.

Turner said Hinz had categorically denied that any raid by the police was being planned on any level of the university.

Turner demanded a statement to that effect signed by the Miller and all the university vice-presidents.

He said Hinz was preparing such a statement.

TURNER ALSO SAID that, while the document presented by Hinz at 10:40 was supposed to be concurred to by all the top administrators, it was signed only by Hinz.

Turner demanded that that statement also be signed by Dr. Miller, all the vice-presidents and all the top faculty members involved in the decision.

He also announced the next negotiations were scheduled for 9 a.m. today.

Hinz returned once more, at 12:30 this morning, and indicated he was hopeful of getting all the signatures involved. He left for the night to applause from the crowd.

Turner also went inside for the night, to applause, five minutes later. He said everyone inside was comfortable and he was tired.

Within an hour everyone inside — one spokesman said the figure was still near the 100 mark — was asleep, except appointed marshals who kept uneasy patrol.

Story compiled by Bill Harsh; Barry Frank, photos.



It was a day of consultation. Black leader James Turner showed concern in an afternoon talk with wrestler Wayne Watson.



AN END - AND BEGINNING

In blaze of cameramen's floodlights and surrounded by a crowd of long-waiters, black spokesmen Kathryn Ogletree and James Turner announced Saturday night an agreement with the university. (Photo by Mike Sing)

NU blacks—'here to stay' — celebrate successful sit-in

By **KATHY WATERS**
Campus Editor

"Northwestern blacks are here to stay. All hip, hip, all hip. But we won't live in the same old way. All hip, hip, all hip. We made the university to see. All hip, hip, all hip."

In the moment of victory Saturday night, Northwestern's black students spilled out of the university bursar's office, paraded down an aisle formed by white bystanders and chanted their way north on Chicago avenue to University place, where they gathered for a brief moment of happiness and then dispersed.

AS THE MOMENT OF triumph approached, the whites who had been camped out on the front steps of the bursar's office rose and clustered around the revolving doors, squeezing between newsmen and on-lookers.

Two or three times during the hour before the blacks emerged, members of the crowd raised victory signs in Winston Churchill fashion and cheered.

The thrust of the crowd was always forward. They pressed close to the door, partly to keep warm, partly to see what was happening.

No one noticed a group of men approaching the rear of the mass from the west.

"EXCUSE ME, PLEASE," a man said. No one paid very much attention until he realized that the man and those with him represented the university administration, on their way to inspect their bursar's office and to present the final university position.

Moments later, the blacks came out. The door revolved 16 times.

THEY GATHERED on the steps of the bursar's office. James Turner, spokesman for the Afro-American Student Union and FMO, read the statement acknowledging the satisfactory settlement.

The scene and the victory behind it created an atmosphere of fraternity — a new sort for Northwestern — that probably has not been seen here before.



Daily Northwestern

Vol. 88, No. 101

EVANSTON, ILL. 60201

Monday, May 6, 1968

SPECIAL ISSUE

Black students win many demands after 38-hour bursar's office sit-in

Black students who seized the university bursar's office in a sudden early morning action Friday marched out of the building Saturday night at 9:30 to end their 38-hour demonstration.

About 100 black students emerged from the building to cheers from about 300 white persons who were waiting outside the building at 619 Clark st.

James Turner, the 26-year-old sociology graduate student who spoke for the group and led the negotiating team, read a brief statement.

"THE SITUATION at Northwestern University has been positively resolved," he said. "To this extent it is to the benefit of all concerned and to the general community."

Turner expressed "solidarity" with black students at Columbia University who seized a building there earlier this week and who now are conducting a student strike.

"THE DIFFERENCE between this situation and the one at Columbia was due to the enlightened manner in which the administration conducted its response," Turner said. "They displayed themselves as men not only of responsibility but with a willingness to listen and learn."

After Turner finished speaking, the black students sang "Lift Every Voice and Sing," an old song that has become the Afro-American national anthem.

"Sing a song full of the faith that the dark past has taught us, sing a song full of the hope that the present has brought us," they sang.

THEN THEY SANG "Let Your Little Light Shine," a familiar folk song. But some of the verses were new.

"All up and down Sheridan road, I'm going to let my little light shine," they sang.

Following the songs, the black



CONFRONTATION - ADMINISTRATION VS. BLACKS

The confrontation between representatives of Northwestern black students and university officials in Scott 217 yesterday led to agreement

on a statement satisfying many of the students' 15 demands and ending the bursar's office sit-in. (Photo by Barry Frank)

students marched to a rally in University place.

"We wanted this to be a model for change for the whole country," a black student said at the rally. "We're going to make it a perfect model."



WHAT NEXT?

Sunday afternoon and demonstrators were back at the bursar's office. Their request? An Irish-Catholic dormitory. (Photo by Barry Frank)

Senate to help implement black student programs

By **RICHARD BOUDREAUX**
Staff Writer

Student Senate, bypassed last week by black students as a link to the university administration, will help implement university programs granted to black students, senate officials said yesterday.

Fran Shanahan, senate president, said he thinks the body also will "work to increase communication between white and black students to prevent further confrontations." He said senate might meet sometime this week before it's regular Thursday session.

Senate last Thursday adopted a resolution that at least three black student demands—on housing, admissions and curriculum — be accepted immediately by the administration.

BUT AFTER black students early Friday took negotiations into their own hands, senate met and adopted a statement supporting the motives of the demonstrators but asking exception to their tactics.

Barb Caulfield, chairman of the subcommittee on human relations, said senate legislation was

turned over to university administrators and black students who sat inside the bursar's office.

MISS CAULFIELD and Class of '71 Senator Caren Levy, chairman of the committee on community relations, will work with black students and university administrators to implement programs growing out of the agreement between administrators and black leaders, Shanahan said.

Shanahan said he doesn't preclude the possibility of white counter-demands in the form of senate legislation. A statement by Men Off Campus Senator John Heerman that "black students should not request favors and privileges which exceed those of other individuals" was tabled at Friday's special session.

By **BILL HARSH**
Senior Editor

Administration officials and faculty members and black students signed an agreement Saturday night that ended the black students' occupation of the university bursar's office at 619 Clark st.

The agreement was first revealed by Vice-President and Dean of Students Roland J. Hinz at an 8 p.m. press conference in the admissions office.

"As distressing as the events of these past two days have been, the entire Northwestern University community is heartened by the peaceful conclusion of the occupation at 619 Clark st.," Hinz said.

A statement of faculty support for the settlement of the occupation by black students of university bursar's office Friday and Saturday has been drawn up by Richard Ellmann, professor of English. Copies of the statement are available in the English department office today.

AT 9:30, James Turner, a sociology graduate student and spokesman for students occupying the bursar's office, announced that the agreement had been accepted by the black students and that the building's occupation was over.

"The situation at Northwestern University has been positively resolved," Turner said. "To this extent it is to the benefit of all concerned and beneficial to the general community."

Hinz led a group of eight administration officials on an inspection of the bursar's office at 8:45. Hinz later reported that, with the exception of one small stain on a carpet, the building was unharmed.

(Continued on page 2)

Hinz gets the final answer

By BOB GREENE
Associate Editor

The crowd outside the bursar's office shuffled its feet and walked around, trying to fight off the cold Saturday night, and waited for an answer to the two-day-old black student sit-in. Three hundred yards away, inside a warm, bright office, five men sat and waited too.

The gray door, marked simply 1-564, opened every few minutes to let one of them rush out, make a phone call, look outside at the students, or summon a secretary. The office belongs to Sam Saran, Northwestern's director of public relations. Inside, the men waited for a call from Jim Turner.

With Saran were Roland J. Hinz, who had engineered the negotiations with the blacks; Lou Gregg, a Negro professor who had joined in the bargaining; Bob Lefley, Saran's aide, and Jim Biery, public relations man who constantly relayed back and forth between Saran's Crown Center office and the bursar's office.

At 6:45 Hinz had quickly walked to a construction fence between the two buildings and handed a cardboard box to Turner, leader of the blacks. Inside the box were copies of the newly reached agreement.

Now the men waited for a call from Turner, a call that would tell them if the blacks would accept the agreement.

At 7:30 Hinz, wearing a dark gray herringbone jacket with patches on the elbows, emerged from the office. Two Daily Northwestern editors, the only newsmen inside the inner office, sat on chairs.

"Have you been over to 619?" Hinz asked. "Has there been any change in the mood there?"

HE WAS TOLD that the crowd was anxious to hear an answer, but not unruly.

"We're waiting for a call too," Hinz said. He walked back into the office.

Several times a phone rang out. Saran's voice, ordering "somebody pick that up," could be heard outside the door.

One of the Daily representatives left the building and walked over to the bursar's office. He learned that a Negro reporter from the Chicago Tribune, who had been inside the building all day, had filed a story stating that the agreement had been accepted, and that the black students were cleaning up the office in preparation to leaving.

THE DAILY MAN walked back to the public relations office, knocked on Saran's door, and asked for

Hinz. Hinz came out immediately.

"This may be old to you," the Daily newsmen said, "but I've just been informed that the agreement has been accepted, and that they're cleaning the place up now. I'd appreciate it if you didn't call anyone on it, though."

"Thank you," Hinz said. He looked relieved. "That's not old to me; we're still waiting to hear. And I'm not going to call anyone."

Saran immediately walked out and went to the public relations waiting room, where representatives of the downtown press were sitting.

"Do any of you have black reporters out here?" he asked.

HE THEN WALKED to another room, closed the door and made a telephone call.

Biery, who had trotted over to the bursar's office, ran back in. "NBC and CBS are there," he said.

Lefley talked briefly with Hinz about where any statement should be made. Hinz had planned to go to the step of the bursar's office, Lefley wanted a closed press conference inside Crown Center.

"There will be students milling around out there, and you won't be able to make yourself heard," Lefley said. "It might be better to have it inside."

THE MEN RETURNED to Saran's office. Several minutes later, Hinz came out alone.

"They've accepted," he said quietly. "Please stay off the phone with it for 10 minutes."

The others then came out of the office. Saran said the press conference would be held in the admissions office.

"The students are not to be admitted," he said.

HINZ ASKED a secretary to run off copies of the agreement to be distributed to faculty members. He wanted them taken to the Scott Hall activities office.

"I don't want to take a chance of anyone taking all of them before the faculty gets them," he said. "Somebody call Bill Kerr and tell him to get a security man to watch it."

Hinz walked outside. Biery went off to arrange for the press to get into the admissions office, and for television crews to set up.

"What we've done in the last three weeks at this university, I would have thought would have taken 10 years," Hinz told a friend. "And it's probably taken 10 years off my life."

Biery came back and said the press was waiting. Hinz walked across Crown Plaza to announce that the sit-in had ended.

EDITORIAL

The Agreement

We welcome the weekend agreement between the black students of Northwestern and the Northwestern administration. We hope black and white students will realize its implementation will take a lot of hard work on the part of everyone.

As we indicated last week, we cannot condone the black tactics. One of the things those tactics brings on was demonstrated in the white student takeover of Dean Hinz' office. The students involved — though probably sincere in their support of the blacks — have become campus anti-administration leaders: say anything bad about the administration and they will show up. Their very presence tends to turn whatever is being argued into another anti-administration cry.

But the blacks were not simply an anti-administration movement. As we said in Friday's paper, the black grievances were directed at all of Northwestern — "the ways in which this place runs."

The administration, we think, recognized this in the final draft of Saturday's statement: this has been a "white man's establishment." The weekend agreement signifies we will all work to change the tone of that. Many of NU's black students have been drawn suddenly from a ghetto of black people and forced to live in predominantly white dorms, room with a white person as a freshman, get advice from white counselors and go to white-oriented courses with white professors. This makes the transition from ghetto to college more difficult.

Now the university formally is recognizing that fact. When it began admitting more black students two years ago, it took on the responsibility of helping them become a member of the university community. Events over the past few years have indicated we did not quite know how to go about it.

Under the new agreement the blacks get an advisory voice in bringing new students here, a place to meet here and older Negroes to help them assimilate.

In that, the new agreement is excellent. It again places "old, conservative Northwestern" among the leading institutions in attempting to understand Negro needs. We commend everyone involved for that, and for the calm they kept under considerable tension.

But on one point of the agreement we must dissent. It is a point we specifically argued against last week.

We did not believe then and we do not believe now that — even as a temporary measure — black students should be given a black corridor to live in.

A fraternity house is a different matter: if the black fraternities do get houses on campus they will operate in the same, formal, Interfraternity Council-style structure as white houses do presently. Any rivalries will be between houses within that structure.

But to separate on a color-line only is wrong. A black corridor in a university living unit will always be "the black corridor," and any incident of any sort pitting that corridor against another will be "the blacks versus the whites," not just men against men.

It will solidify resentment. It will mean not only in eating and recreation will black students tend to stay together — as currently happens — but also in sleeping, studying and living. It will not promote understanding of any sort. Indeed, we fear it will promote conflict.

And we are not sure it is legal — to deny a white student a room in a university living unit on the basis of color sounds very much like reverse discrimination.

We will be fighting, in the months to come, for a successful implementation for most of the plans drawn up this weekend. We will be fighting to prevent the establishment of a black corridor or university living unit.

Agreement ends black sit-in

(Continued from page 1)

White students, who ended their occupation of Hinz' office at 8:15 p.m. Saturday, also left their "liberated zone" in good condition.

THE AGREEMENT was hammered out by ten administrators and faculty members and ten black students in a seven-hour negotiating session in Scott 217.

University President Dr. J. Roscoe Miller and William S. Kerr, vice-president and business manager, who participated in drafting the administration's proposal, did not attend the Saturday negotiations because they felt Hinz should handle the final negotiations, Kerr said.

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The highlights of the agreement were as follows:

- The administration acknowledged that it has been a "white institution" and that its members have had "in greater or lesser degree, the racist attitudes that have prevailed historically in this society and which continue to constitute the most important social problem of our times."

- The administration agreed that the university "must share responsibility for the continuance over many past years of these racist attitudes."

- The administration stated that civil rights legislation and personal commitment to integration "does not come fully to grips with

the problems of the present turbulent period of transition."

- The agreement sets up a Northwestern University Advisory Council which is to work at all administrative levels to deal with "problems of the black community related to the university."

- The administration committed itself "to increase the number of black students at Northwestern as rapidly as possible, and to seek at least 50 percent of these students from the inner-city school systems."

- The university established salaried positions for black students in the admissions department. These students are to aid in the recruitment of black students.

- The administration set up a committee of black students selected by the black student community to advise the Committee on Financial Aid to Students "on policy matters regarding financial aid to black students."

- The administration agreed to reserve separate sections of existing living units for black students beginning next fall and to report by next spring on progress toward providing black living units.

- The administration agreed to the principle of Afro-American curriculum and referred the matter to the faculty.

- The administration agreed to provide room for activities for black students.

(The complete text of the agreement appears on page 4)

WHAT COLOR POWER, BLACK/WHITE?

These men have some answers

CHARLES HAMILTON -- Co-author of the book *Black Power*

REV. CALVIN MORRIS -- Director of Operation Breadbasket

JACK KORSHAK -- Urban League

JAMES TURNER --

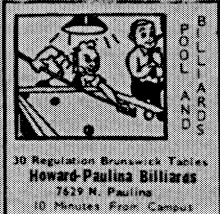
VERNON FORD -- Opinion leaders

PROFESSOR SCHULZE -- Sociology Dept.

PROFESSOR GUDE -- Political Science Dept.

BLACK/WHITE TALK-IN
Wed. May 8
Parkes 122 admission free
8:00 p.m.

Talk-in sponsored by:
Students for a Better Society



BILLIARDS
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10 Minutes From Campus

Bi-racial teach-in

A bi-racial teach-in next Wednesday sponsored by Northwestern Students for a Better Society will examine the causes of white racism and recent black riots in urban ghettos.

The program begins at 8 p.m. in Parkes Hall.

Eight persons will speak and answer questions on how the racial situation on campus and nationally can be alleviated, Diana Mays, SBS steering committee member, said yesterday.

SPEAKERS INCLUDE: James Turner, spokesman for the NU Afro-American Student Union; Vernon Ford, a senior in education; Rolf Schulze, assistant sociology professor, and political science instructor Edward Gude.

Other teach-in participants will be: Thomas Picou, who writes for the Chicago Daily Defender; a representative from the Evanston Urban League, and a Chicago spokesman for the Southern Christian Leadership Conference.

SBS, COMPRISED of 150 NU students, is trying "to re-educate white people to the Negro situation and to the poverty situation in the U.S.," Miss Mays said, "and make them want to do something."

She added that another SBS project will be to pass out leaflets about the Poor People's March on Washington to North Shore churches on May 12. SBS has also been coordinating tutoring projects, Miss Mays said.

NU athletic teams stumble

Northwestern's sports teams suffered through a rough Saturday.

The baseball team fared best of the NU teams in action, splitting a doubleheader with Iowa. Iowa won the first game 6 to 1, with Stan Kmet taking the loss. But the Cats tallied twice in the second inning of the finale, and Greg Croft and Dick Noffke combined to hold the Hawkeyes to one run in a 2 to 1 victory.

Michigan State clobbered the tennis squad 7 to 2. NU's victors were Tom Lutz, 6-4, 7-5, and the doubles team of John Brennan and Tom Rice, 6-3, 4-6, 6-3.

In track the Cats finished a distant third in a meet at Wisconsin. The Badgers won the meet with 109 points, Minnesota had 71 and Northwestern 31.

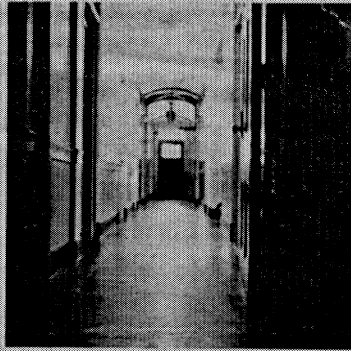
And the golf team placed 12th of 13 teams in the Northern Intercollegiate Invitational in East Lansing, Mich. Michigan won the meet.

Water balloon thrown at blacks

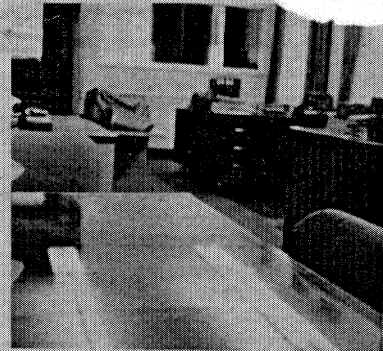
A water balloon was thrown at seven black students as they walked along fraternity row at about 3 a.m. Sunday. The students told Hinman House residents that they thought the water balloon came from there.

Former Hinman President Bill Burdette said the water balloon could have been thrown from archways between buildings or from nearby living units.

Vice-President and Dean of Students Roland J. Hinz spoke to Hinman and Zeta Psi residents yesterday afternoon and cautioned them to refrain from further incidents, Burdette said.



The long hall leading to the bursar's office, 619 Clark st., was quiet Sunday afternoon, as were the offices there. The place was seized by black



students Friday morning and abandoned Saturday after they reached an agreement with university officials. (Photo by Barry Frank)

Student seizure of building — never again?

By JOHN WALTER
Editor

It is not likely that Northwestern will ever again tolerate a group of students taking control of a university building.

NU received resounding criticism for treating its sit-inners with talk instead of immediate action. The take-over incident did not sit well with university administrators but they proceeded carefully because they did not want another Columbia University.

The Chicago Tribune this morning ran an editorial titled: "A Sad Day for Northwestern."

University President Dr. J. Roscoe Miller and Vice-President, Planning and Development, Franklin M. Kreml talked yesterday morning about efforts to combat a Tribune-inspired image that "the administration gave the university away."

BUT NOW that it has happened once, NU is likely to put some firm laws on the books to prevent a takeover from happening again.

University officials would not comment yesterday on any disciplinary action it might take against those involved in the weekend demonstration. Kathryn Ogle-tree, a student spokesman, said students and administration understood there would be no disciplinary action.

Vice President and Business Manager William S. Kerr told the Daily Northwestern, however, that in the future NU will follow a policy statement outlined in the now-in-process Student Bill of Rights—a clause that recognized the rights of university private property.

"Members of the faculty have supported that principle," Kerr said. "They have indicated complete and total support of that principle, and Northwestern will hold to it." The Daily learned that a university policy statement on the subject may be forthcoming — possibly outlining exactly what disciplinary measures the university will take against students who attempt such action in the future.

Kerr said any future occurrence would be under different terms than this weekend's. "This was a one-day occupancy of an unusual nature," Kerr said. "It had national issues involved. Certainly you have to look at that. In that context, it gives you a little different view of the way to react."

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Page 3

400 petitioners 'deplore means'

A petition "deploring the means" used by black students in their sit-in at the bursar's office was signed by more than 400 Northwestern students over the weekend. Two residents of the North Shore Hotel circulated the petition to living units Friday night.

Juniors Herb Smith and Frank Hytken drew up the petition, which in part read, "Disruption and coercion by any group has no place in our university community." It called upon the university to apply "just disciplinary measures" to the protesting black students who "turned their back upon the democratic process."

Smith said they thought the sit-in would not end until today. "So we originally intended to present the signatures to the news media and the university administration Monday," Smith said yesterday.

THE PURPOSE of the petition was to prove that not all NU students believe in using a sit-in to get things changed, Smith said.

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GRADUATE OPPORTUNITIES

JOBS FOR JUNE GRADUATES
SUNDAY, MAY 5 & 12
Chicago Tribune Classified
Mid-America Job Guide

OUR UNIVERSITY SHOP
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Next to Agreement Committee nominees expected by Friday

DRAFT AGREEMENT BETWEEN APO-AMERICAN STUDENT UNION AND FOR MEMBERS ONLY

Representing the NORTHWESTERN UNIVERSITY ADMINISTRATION

Northern University recognizes that throughout its history it has been a university of the white establishment. This is not to gainsay the members of its administration, its faculty, and its student body have engaged themselves in activities directed to the fighting of racial wrongs. It is also true that for many years a few blacks have been members of its administrative, faculty, and student body. But the fact remains that the University in its overwhelming character has been a white institution. This it has had in common with virtually all institutions of higher learning in the United States. Its members have also had in common with the white community in America, in greater or lesser degree, the racial attitudes that have prevailed historically in this society and which continue to constitute the most important social problems of our times. This University with other institutions must share responsibility for the continuance over many past years of these racial attitudes.

A few years ago, the Northwestern administration became increasingly concerned with the problem of doing something to improve race relations and to create equal opportunities in greater measure than ever before for the black people in its community. Within the last few years, the number of black students, though still small, has grown to the point at which it can now be said that there is a definite, significant and important black community within the larger community of the university. Despite the difficulties of understanding that attended this process, we mean to do and shall approach our problems constructively in this area. We wish to face these new challenges and to enhance, both quantitatively and qualitatively, the role of black men and women in the activities of the University at all levels.

The events of this week, which have given us new and broader insights, have led us to reevaluation of the attitudes with which we confront these problems. For many of us, the solution has always seemed to be one of simply tolerating in our mind and our personal relations the distinction between the races; that is, if only man would ignore in his human relations the differences in skin colors, racial problems would immediately disappear. We are now learning that this notion does not come fully to grips with the problems of the present turbulent period of transition. In short, this means that special recognition and special concern must be given, for some unspecified time, to the black community in emergency situations on our institution.

Accordingly, we cannot be complacent with the usual attitudes that ignore the special problems of black students. An important and difficult realization is that an essentially white leadership coming to understand the special needs and feelings of the black student is the difficulty and being because the black student does not regard the white university authorities as capable of appreciating all the nuances of his distinctly separate culture.

The University therefore accepts the basic sentiments expressed in the black students' petitions, and urges the following in addition: that there be established a special Northwestern University Advisory Council as an instrument of University administration to function at all administrative levels in the administration deals with problems of the black community related to the University. We believe that membership on this council should consist only of black leaders who have distinguished themselves within the black community in educational and professional affairs. This council, to consist of ten members, should be chosen by the university administration from a list of twenty (20) nominees to be made by the black members of the University community. We believe that the insight and the advice of this council will be invaluable in assuring that the University will be more responsive in reacting to the particular needs of its black students.

An urgent function for such a council would be to recommend to the university what changes in its procedures are needed to handle better the problems of black students. We believe that such a council could play in future years an important role in recommending the selection of members for the newly appointed University Committee on Human Relations. But until the council is formally constituted, the President will appoint a University Committee on Human Relations and will make appointments in a way that elicits and recognizes the views and recommendations of the black students. The University will inform the black student community of the date by which recommendations for membership on the committee must be submitted.

The university also recognizes in the matter of student discipline that the intent of disciplinary action is to improve the standards of personal conduct rather than to punish per se and it recognizes that in this purpose it is necessary to take account of the racial, cultural, and personal characteristics of all students concerned in keeping with this principle the Administration will instruct the University Discipline Committee to review the case growing out of the December 2 incident at all stages with the complaint that the judicial function must proceed as rapidly as is consistent with the justice of decisions. All ways of expediting the judicial process will be pursued.

ADMISSIONS
We acknowledge and respect the black students' desire for a guarantee of an immediate proportionate representation in Northwestern freshmen classes. We cannot in good faith offer such explicit guarantees and wish to explain why. Higher education is a constrained three major problems in this regard: recruitment, competition from other colleges and universities, and support for a program of financial aid to black students.

The University welcomes assistance in resolving these problems from black students at Northwestern and from any other interested quarters; but especially we welcome assistance on recruitment and related issues, including admissions criteria for black students.

It is hoped that in the future, through the combined efforts of the black students and the Office of Admission, a greater number of applications will be received from black high school students. It is realistic to assume that the black community in the nation at large will soon be proportionately represented in Northwestern student body. It should be noted that the University has received the following number of applications from black students in the past three years: in 1965-66, 17; in 1966-67, 11; and in 1967-68, one hundred twenty. The Office of Admission will provide an annual progress report of the number of black students who have applied and who have been accepted by the University.

number because of ever-increasing competition from other colleges and universities. As a result of this goal of a guaranteed increase in black students the Office of Admission will welcome a committee of black students selected by the black community to advise, assist and counsel the Committee on Admission. The Faculty Committee on Admission, which is presently governing the philosophical concerns of admission, for example, it determines criteria for admission. In the daily operation of the admission office black students will be asked to provide direction as to which high schools, other institutions or persons the Office of Admission should contact. In addition, black students should be given special respect to the admission and financial aid candidates of individual black applicants and on other operational concerns as they arise. Salaried positions in the Office of Admission will be created for such students who assist in student recruitment.

The University, however, cannot permit students to make individual admission decisions. The evaluation of a candidate's folder is confidential and is a privileged communication between the candidate and the Office of Admission. The University is legally and morally bound to honor such privileged communication.

The Student Affairs Office of the University will provide lists of students in campus organizations. A list of all black students as far as they are known to the Student Affairs Office will be sent to the F.A.O. Such a list will include names and addresses of presently enrolled black students and black students who are scheduled freshman class.

We agree that an orientation program will be arranged for entering black students. For students entering in the summer program, the program will be scheduled for scheduled meetings and programs which will be organized and conducted by an orientation group selected by the black student community. Similarly, two days will be arranged at the beginning of the fall quarter for the orientation of entering black students. A minimum amount of \$50 will be made available for these students.

FINANCIAL AID
In principle, the University agrees that the amount of grant aid for black students should be increased. The Development Office of the University is constantly seeking additional funds for financial aid purposes. An example of this effort is the recent gift which has been committed and restricted to black students from inner-city Chicago.

The University agrees to a committee selected by the black student community to advise the University's Committee on Financial Aid to Students on policy matters regarding financial aid to black students. A special sub-committee will be established to coordinate requests of black students and faculty members of the Committee on Financial Aid to Students. The purpose of this committee will be to review and advise on individual black students' complaints regarding financial assistance; if it anticipates that such requests will include the elimination of job requirements, the increase in student assistance, and the granting of special funds to students to attend the summer session.

The University wishes to reply to the statement made by the black student community. The University has already acknowledged the deficiencies in our housing preparation. That acknowledgment by the University only is relevant to individual cases and cannot be regarded as applied to all black students at Northwestern.

While reaffirming our previously stated belief that a mixture of student needs should characterize living arrangements on the University, we have modified that position in response to two compelling influences: one is the distinctiveness of existing racial concerns; the other is the admitted inconsistency between the ideal of non-discrimination in housing and the recognized practice of discrimination that exists in certain living units of the University.

Accordingly, starting with the Fall of 1968, the University will reserve separate sections of existing living units of the University in which black students, upon their individual requests, will be housed.

Moreover, the University will move toward providing separate housing units for black students in campus student areas with utmost black students of progress in this direction during the Spring Quarter of 1969.

The following details:

1. An Adequate library and artistic display space.
2. Flexibility of house to meet the special needs of black students.
3. The provision of maximum privacy of the area.
4. Sufficient financial resources to carry on a reasonable program.

OPEN OCCUPANCY
The University has taken a strong stand on open occupancy in Evanston as reviewed by Mr. Kerr's recent statement to the Evanston City Council. In the housing under its ownership that is — the N.U. Apartments, Dryden Hall, and faculty homes — there is no segregation whatsoever. A list of occupants in this housing is available. Furthermore, when the committee appointed to deal with discrimination in housing makes its report within the next few weeks, the University will be prepared to implement the measures recommended. The University is committed to working for just living space and conditions for all black people.

We share your concern for open occupancy, and concur that meetings should be held with the Committee on Housing Discrimination to review the relevance and effectiveness of their conclusions. We ask you to convene a committee of black students in order to participate in these reviews and discussions.

TRANSITION
THIS DOCUMENT has been drafted by and is concurred in by the President, the several Vice Presidents, certain other officers of administration and several senior faculty members.

Transmitted by
Richard J. Herz
Vice President for Student Affairs and Dean of Students

CURRICULUM
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 "interdisciplinary" 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 procedure for the introduction of new courses is their recommendation by the department or departments concerned, approval by the Divisional Council which is elected by the faculty, and their approval finally by the faculty of the College. The Curriculum Committee of the College recommends the degree requirements and does not officially recommend new course offerings. We encourage you to present curricular suggestions to the individual members of departmental faculties, the department chairmen, or the Dean of the College.

Further, we welcome suggestions from the black community as to qualified potential faculty members. Nevertheless, it should be pointed out that faculty appointments are influenced by the departmental faculties and they are the groups to whom suggestions should be addressed.

We must, in all candor, state that the Administration cannot provide more specific replies to the demands under this heading since the initiative in all these matters is the prerogative of the faculty.

Dean Strutz will also arrange for a meeting of the black students with Prof. John Haganstrom, Chairman of the Faculty Planning Committee, so that their views and ideas regarding curriculum may be processed by him.

COMMITTEE NOMINEES
Nominations for the committees to be formed under the agreement reached between the university and its black students Saturday, hopefully will be made by the end of the week. Kathryn Ogletree, president of For Members Only, said yesterday.

She said the FMO executive board is meeting Wednesday to consider nominations and the areas in which each committee will function.

All committees will be established simultaneously, she said, but an extra effort will be put on housing and financial aid as areas where action is possible this quarter.

MISS OGLETREE stressed the need for black students to continue pushing for their demands. "If we

slacken up now, the university will "lacken up."

The university's response depends on the committees, she continued, because the university will do no more than is necessary.

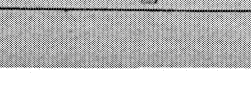
Miss Ogletree said the black students had no complaints with the results of negotiations, but she admitted that both sides made concessions.

For example, she said the students agreed to leave "undefined" the extent of decision-making power the black advisers would have in admissions.

In addition to implementing the agreement, FMO now will become more involved with the black communities in Evanston and Chicago. "We must define the role of the black student in terms of black people," Miss Ogletree said.

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A Sad Day for Northwestern

Alumni and friends of Northwestern university must be profoundly dismayed by the university's response to the demands of black power insurgents who seized and held the old administration building for 36 hours. At the same time a handful of white student sympathizers took possession of the dean's office and were unmolested in their assertion of squatters' rights.

The university administration's capitulation is as complete and humiliating as any event since Henry IV crawled on his knees in sackcloth to Canossa and there made penance and the act of submission to Gregory VII.

This was an invasion, pure and simple, by blacks of the premises of a private institution—in no way different from the occupation of the home of a private citizen.

A courageous university administration, with a fit sense of values, would have ended this insurrection within the first 15 minutes and driven out the interlopers. It would have said:

"This is a private university. You are here on sufferance. You will abide by the regulations which all other students are required to honor. Your color gives you no sanction and no license. If you don't like it here, you are at liberty to go elsewhere. Now, clear out, or the force necessary to throw you out will be mustered at once."

The students would then have received a remission of fees and would have been expelled and sent home.

This would have been within the administration's proper sphere of action. The black power advocates had no more warrant for trespass and seizure than had the Rev. Martin Luther King when he seized a west side apartment building and proclaimed himself conservator for its owner.

But the university officials lacked the courage of any convictions. They temporized and, in so doing, condoned the lawlessness with which they were challenged. They made common cause with the invaders in their stand that laws do not govern society and are made only to be flouted and ignored.

The university has announced that no punishment under law or thru university disciplinary action will be sought for the offenders. If a student were caught stealing an examination paper or cribbing on an examination, he would be expelled or placed on probation, but, in Northwestern's new scale of values, no penalty is to attend students who appropriate the business office, where all university records are kept, or the office of the dean, from which all student affairs are directed.

Forgotten in the disgraceful articles of unconditional surrender signed by university officials was the fact that friends and alumni who had given countless millions of dollars to Northwestern were not contributing to a Tuskegee or a Howard university and had never conceived that their gifts were directed toward creating a racial enclave and calling it Northwestern university.

In other days, the dean of a university was considered a man of stature and learning. At Northwestern we had the spectacle of the dean running back and forth between his own captive office and the captive business office where the black occupation garrison condescended periodically to hear his professions of penitence, while mattresses, blankets, and food were passed in thru the windows.

The atmosphere was more like that of an outbreak in a penitentiary than of a university dedicated to intellectual freedom and the formation of individual character.

All the university's spokesmen had to tell the rebels was that when they got out of the building they could state their supposed grievances to a committee.

Instead, the administration put its witness to an incredible document—an abject confession that Northwestern is, and has always been, the embodiment of the

sins of "white racism," that invidious term coined gratuitously by the Kerner commission and eagerly accepted by every masochistic breast-beater in the white "liberal" community.

Not content with this fact of self-humiliation, the university then extended its own professed guilt to all other institutions of higher learning in America and to the whole of American society. The soft impeachment will have few takers among the white community.

The university's frail apology that it really gave away very little beyond what justice demanded is absurd on its face. It has yielded to an infinitesimal minority—no more than 1/65th of the student body—and has made incredible concessions in order to buy peace. It is only buying more trouble and more insurrection in the time to come, for the course of blackmail and appeasement always proceeds progressively.

Moreover, it has bent the knee to an element that does not ask equal consideration, but special treatment. The Negro militants were not seeking integration or fraternal equality, but their own form of apartheid. They demanded—and got—racial separatism in campus life, and the very nature of their demands showed their hatred of whites.

Especially brazen was the demand of the rebels—granted without quibble by the administration—for special tuition supplements for blacks at the expense of poor white students, equally deserving of scholarship aid. The effect is to create a special class, based on color alone, and this represents discrimination in its ultimate form.

Now that this revolt has succeeded, what may we expect next? Are all the members of the Northwestern football squad going to mount a protest strike until they are assured they will be given straight A grades? Every student, and every man who lives, labors under some degree of insufficiency of talent, or energy, or accomplishment. In the name of absolute justice, are we all to be leveled off so that no man possesses any superiorities by reason of endowment or attainment over any other? These are among the implications of Northwestern's surrender.

The university administration has taken the easy way out. It has abandoned law and principle when it had the chance to demonstrate integrity and character. It has thought more of the value of property than of the verities which it was presumed to serve. The black insurgents had as their hostage the computer, worth hundreds of thousands of dollars, which processes the university's financial records. They said it would be safe unless they were evicted. Their implied threat of sabotage paralyzed the administration.

So, when this precious instrument came thru unscathed, the administration was lavish in its praise of the black power faction for its sense of "order" and "responsibility." Property was not damaged, and clean-up squads policed the occupied premises. The wreck of the university's reputation is complete but the job was done cleanly. What a consolation!

When universities all over the country are collapsing before the campus radicals, Northwestern had the opportunity to show that the values of common sense and probity are eternal in its life. It has grievously damaged its hope of public confidence for the future.

All its alumni and friends must feel sick today. The university has made needless difficulties for itself in commanding continuing loyalty and support. It will learn the validity of the eternal question: "What is a man profited, if he shall gain the whole world, and lose his own soul?"

Rep. Michel Hits 'Shameful Surrender' to N. U. Minority

ALDO BECKMAN

Chicago Tribune (1963-Current file); May 8, 1968;
ProQuest Historical Newspapers Chicago Tribune (1849 - 1986)

pg. 3

Rep. Michel Hits 'Shameful Surrender' to N.U. Minority

BY ALDO BECKMAN

[Chicago Tribune Press Service]

Washington, May 7—"The shameful surrender of authority by Northwestern university" was attacked on the House floor today by Rep. Robert Michel [R., Ill.].

Northwestern officials, by bowing to demands of 100 Negro students, "allowed a group representing one-sixty-fifth of the student body to re-write rules and regulations affecting the other 64-65ths," said Michel. "This is an age when majority rights are trampled. This is an age where violence is honored, where obedience and observance of law are shunted aside."

Purpose Is Education

He told the House that "it is time that the parents who are paying tuition, those donors who are paying for other costs, and those in charge of endowments, insist that the officials of our universities make clear that the schools are being run for purposes of education, not



Rep. Robert Michel

as field laboratories for revolution—domestic or imported.

"It is high time that those who are paying for a decent education for their children to go to school to learn, and not be pawns in someone's socialistic educational reform plan, let school administrators know that they do not intend to support school administrations that allow one-sixty-fifth of the

school population to set the policies for the institution," the Peoria Republican said.

"In all this ferment and fomenting of insurrection at our colleges and universities, one fact stands out—a very tiny minority is responsible. School authorities have been timid and unresponsive to their duties to maintain order and continuity on campus.

Free to Go Elsewhere

"College is not mandatory," Michel added. "Therefore, those who do not like a college or university should be free to go wherever they believe their peculiar views may be more accepted.

"The idea of depriving the majority of students, who attend institutions of higher education for the purpose of preparing themselves for jobs requiring university-level knowledge, of the opportunity to learn by tolerating disruption is an affront to common sense."

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Ferment on Campuses Challenges Rules

By MARTIN GANSBERG

New York Times (1857-Current file); May 6, 1968;

ProQuest Historical Newspapers New York Times (1851-2006) w/ Index (1851-1993)

pg. 50

Ferment on Campuses Challenges Rules

Protest by Students Replaces Dissent, Educators Say

By MARTIN GANSBERG

Protest has replaced dissent for college students across the country, in the view of many educators.

Not so long ago, thousands of undergraduates gave vent to their opposition to the war in Vietnam, the draft and the manufacture of munitions, napalm and other military articles.

In recent months, however, students have turned their attention to problems closer to home and are challenging the rules under which they study and live at universities, according to reports by correspondents for The New York Times.

They are asking for greater leeway in dormitory hours, a voice in determining course structure, a part in establishing administrative procedures and a role in scholarship selections.

One official of a Southern university, who asked that his name not be used, put it this way last week:

"The students, whether they know it or not, are asking more than a few rule changes. They are challenging an attitude and a system."

Approach Varies

Their approach varies. At Columbia University, for example, it included blocking the use of some buildings. At the University of Georgia, a sit-in was held in administration offices and an auditorium. At the University of Oregon, there was a three-day sleep-in.

Why do students take these steps? A sophomore at Kentucky State College gave this answer: "We wanted to show the administration that we're tired of its paternalistic treatment."

Some college administrators concede they are confused by what is happening. Dr. Carl Hill, president of Kentucky State College, said of the demonstration there:

"I don't see how it could have been due to student grievances. The college's executive council and I had just recently talked with student leaders and granted them most of a number of concessions they were seeking."

The differences between the students and the administrators can seem picayune to observers, but they become major issues once resistance develops.

A Visit by Kennedy

At Brigham Young University in Utah, for instance, some students created a mild fuss when the school's president, Ernest L. Wilkinson, declined to cancel classes for a visit by Senator Robert F. Kennedy. Although Mr. Wilkinson pointed out that the New York Democrat would speak during the lunch hour, the students cut classes in protest.

A second issue proved to be a ban by Mr. Wilkinson on



James Turner, a spokesman for Negro students at Northwestern University, emerging from a Saturday night conference with school officials at which the university yielded to most of the demands brought by the Negro students. Northwestern is in Evanston, Ill.

miniskirts. There was some grumbling by students, whose protest included even shorter skirts and other violations of dress standards.

No-smoking rules resulted in student petitions at Utah State University. Demands for improved cafeteria food, longer library hours, lower textbook costs and better on-campus movies led to a two-day demonstration at Fayetteville State Teachers College in North Carolina. Rules on dressing also touched off a protest at the Hudson Valley Community College in Troy, N. Y.

Northwestern Protest

For Negro students, the protests appear to involve racial problems. At Northwestern University, about 70 Negro undergraduates occupied the administration building for a day to press these demands:

¶A policy statement by the university "deploring the viciousness of white racism."

¶More and better scholarships for Negroes, with a gradual increase in the number of Negro students to a more realistic figure "which we shall decide."

¶Separate living units for

Negro students wanting such accommodations by the fall.

¶Courses in Negro literature and Negro art taught by professors approved by Negro students.

¶A Negro counselor provided by the university "to help us cope properly with the psychological, mental and academic tensions resulting from dualism of our existence as black college students."

The differences were resolved late Saturday. Roland J. Hinz, Northwestern's dean of students, said the "negotiations" which resulted in the agreement were carried out in an atmosphere of earnestness and mutual concern. The university agreed to most of the student demands and said the protesters would not be disciplined.

For many students the dismissal of a faculty member who has been popular touches off a protest. At the University of Hawaii, about 100 students held a sit-in outside the office of the president, Thomas H. Hamilton, when a professor, Dr. Oliver Lee, was denied tenure for comments on the war in Vietnam.

At the University of Iowa, students have pressed for con-

trol over nonacademic activities, such as selection of housing and dormitory hours. Similarly, at the University of Georgia, students protested "coed inequality" and challenged drinking rules, curfews and dormitory requirements for women students.

What do the college administrators feel is happening?

Dr. Edwin D. Harrison, president of the Georgia Institute of Technology, said that students want the colleges to participate more in "the urban problems facing our city, the state and the nation."

'Intimidation' Scored

Chancellor Maurice B. Mitchell of the University of Denver, commenting after 39 students were arrested because they blocked activities in the registrar's office, said: "I realize the need for fuller involvement of students in decision making. But this university isn't going to be run by force, threats or intimidation."

At the University of Washington in Seattle, Dr. Charles E. Odegaard, the president, said that a student petition for changes in procedures was "an artfully contrived confrontation and a threat of force."

Students' Drive for More Power at N. U. Growing

It Is Peaceful So Far, but Determined

BY MICHAEL KILIAN

Northwestern university is in the throes of an upheaval in which students are seeking to wrest power from the faculty and the administration.

Thirty, 20, even 10 years ago, such a statement would have been unthinkable, but the tide of unrest that has swept American campuses has not left Northwestern untouched.

Despite a Negro student takeover of an administration building last May, the Northwestern experience has thus far been comparatively peaceful. There have not been the violent clashes, displays of nudity, or the mass destruction common to some other campuses.

Yet the revolt exists and is growing, with student control of university functions among its goals. Moreover, in the opinion of many student, faculty, and alumni leaders, the revolt is having some success.

Backed by Whites

The Negro student takeover, supported by some white students, ended peacefully, with the university administration granting several concessions and promising more.

It was hoped that these concessions and others made earlier regarding co-ed visiting privileges and similar matters would bring things back to normal.

But, new disorders took place. In November, students interrupted an address by Joseph A. Mendenhall, a state department official, by throwing a paper plate filled with shaving cream in his face.

Demand More Housing

At the school's last Founder's day, Northwestern alumni were greeted by several hundred chanting pickets, who demanded more on-campus housing for freshmen.

A student-organized symposium last month featured several radical speakers, including Yippie leader Jerry Rubin, who shouted in unprintable terms to his audience that public copulation was the answer to the world's problems.

There were other incidents, all well publicized, but among the more significant and typical of the Northwestern revolt was a recent meeting of the Northwestern Club of Chicago.

In an effort to make the club "more than a marching and



Peter Van Cleave



John Walter

chowder society," Peter Van Cleave, the president, invited as speakers Fran Shanahan, N. U. student senate president; Richard Klimmer, a representative of graduate students; and Will Ris, organizer of the Rubin symposium.

Urge Allout Effort

The three were blunt and to the point. They called for the removal of "arbitrary" distinctions between students, faculty, and administration. They asked for an all-out alumni effort to end "university racism." And, for a starter, they demanded the abolishment of the university's board of trustees.

Already disturbed by the events of May, the alumni were outraged. One man, who had worked his way thru college in the depression, jumped up and began to shout. For days, angry letters poured into the club.

"This can't go on anymore," one alumnus told THE TRIBUNE over lunch recently. "We have to take some action. We have to return control of the university to adults."

According to Shanahan, it is too late. Because of the great student support of the revolt, the alumni will have to learn to live with such outrages. The days of absolute administration control are at an end, he said.

"It's a question of numbers," he said. "The students are coming to realize that they are like an elephant chained to a

[Continued on page 2, col. 4]

Student Power Drive Continues to Gain Momentum at Northwestern



(TRIBUNE Staff Photo)

Students who are sitting-in at University of Chicago administration building pass time by knitting or reading newspapers.

[Continued from first page]

post. By moving a little, they find that it is very easy to break the chain."

One Step Forward

The temporarily satisfying, the recent administration concessions were but one step forward "of many yet to come," he said.

The student senate has made five proposals for the immediate future, which include:

Restructure of the university's council on undergraduate life to permit more student participation and control.

Replace Student Senate

A new and more powerful student government replacing the "obsolete debating society"—the student senate.

Giving students their own judicial system in which they would have complete jurisdiction over infractions of university regulations and matters of civil law.

Granting students control over all student activities and university funds used for student activities.

And, the creation of an administration-accepted "student bill of rights," which would guarantee for the future all the privileges they had won.

Reality Next Year

One proposal will become a reality next year. The student senate, which is made up of class officers, will be replaced by a much larger student forum. This will consist of representatives elected from each university living unit, including dormitories and fraternities.

Shanahan contended that the student revolution is not a radical one, in fact, that it has undermined the appeal of the Students for a Democratic Society and other militant groups.

"All they are after is anarchy and chaos," he said. "The rest of us are trying to bring about constructive



Roland J. Hinz

change. The students are no longer interested in protest for protest's sake. The radicals are on the way out."

John Walter, editor of the Daily Northwestern, the campus newspaper, agreed. He said that in its heyday, shortly after the Democratic convention, the local S.D.S. was able to draw an average of 100 students to its meetings.

"Lately, they've been lucky to get 25," he said.

Since there are only a few radicals, the bulk of the student body is divided into two groups—the conservatives, and the "mainstream," Walter said.

He described the conservatives as the fraternity members, athletes, society types, and those seeking a college education merely to further careers. Beyond having a good time and completing their university work, they have little interest in the campus. With the exception of a few angry letters written to the school paper, they remain silent on campus issues, Walter said.

Most students fall into the mainstream, he said. Their political philosophy is liberal, and they are increasingly taking to the strong views of Shanahan and Ris. They do not seek to destroy but to change, Walter said. They are influenced by unrest on other campuses, they are trying to bring about something of their own at Northwestern and have been encouraged that they will succeed.

"There is a feeling, a very widespread feeling," Walter said, "that Northwestern is very close to something. That everything they are seeking isn't that far away."

Shanahan and Walter attribute this encouragement and the lack of any violence on the campus to what they term "an enlightened faculty."

Prof. Raymond Mack, who is in the forefront of the movement for more student power, agreed.

"Northwestern is somewhat unique in that it is listening to its students rather than trying to repress them," he said. "While most universities are reacting to situations, Northwestern is trying to act before they occur."

He said, however, that the students must meet this conciliatory attitude with a willingness to assume responsibility as their participation and power increases.

Must Offer Alternative

"They can't just come out and say they're against something," he said. "They must offer a constructive alternative."

Roland J. Hinz, dean of students, is responsible for many of the reforms and for

the administration's continuing attitude of compromise.

"I hope we're doing the right thing," he said. "I think we are. I think we are making a lot of improvements. There were times when we didn't listen carefully enough."

He said progress was essential to dialog. While the Northwestern club confrontation may have been "vital and useful," the students will have to make an effort to see the university's point of view, he said.

"Just speaking out is not dialog," he said. "There must be an effort to effect understanding on both sides. Without this, our growth will be stifled."

Dr. Raymond Kliphardt, a member of the university discipline committee, saw the changing situation as the creation of a family, but one in which the university, as the head of the household, must retain control. He said that the students, with their increased power, are taking a more "legalistic" approach in their dealings with the discipline committee.

Try to Solve Problems

"They look upon us as a body which only metes out punishment," he said. "That isn't true. Our function is to recognize problems which occur in the family and attempt to solve them."

Great hope is being placed in "The Hagstrum Report," a blueprint for future student-faculty relations prepared by a faculty planning committee headed by Prof. Jean Hagstrum, of the school's English department.

Envisioning the university as "a community of scholars," the report contains a number of proposals, including the reorganization of curriculum to allow more student participation, the establishment of new student committees, and increased discussions between students and staff on the administration of several departments.

Hinz called it "a very major report." Walter said it is "excellent in principle," but only a first step. Shanahan said that it was a "presentation of ideas," but was without any specific plan.

That it calls for a greater role for students, the report does not provide students "with a final say," he said.

Released in October

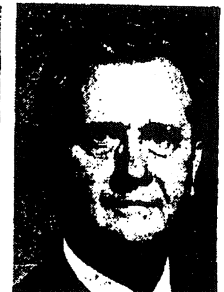
Released last October, the report is to be discussed and implemented in stages this year. Beyond that, the future of faculty-student relationships, and perhaps the university itself, is not certain.

Hins said it would be "imprudent to predict" the future. Mack said the amount of student power will be limited only by the students' own willingness to accept responsibility, but he drew the line at students assuming such functions as fund raising.

Among the most apprehensive are the alumni. Van Cleve called the Northwestern club confrontation "an eye-opener" which should serve to bridge the generation gap.

Reaction Not Good

Van Cleve said the general reaction toward the student revolt has not been good. There



Fred Inbau

are fears that alumni contributions to the university may be cut back. Shanahan argues that this can be compensated for by financial support from "more liberal" alumni, but this is questionable.

The basic fear is that the events of May 3-4, 1968 will be repeated, a fear particularly real at a time when renewed demonstrations are occurring at the University of Chicago.

Should this happen, the university will have to take a hard line and the more conservative students will take action, according to Prof. Fred Inbau of the university's law school.

"I have a feeling that the majority of students will stand up if the university doesn't," he said. "They came here to be educated and have had a belly full this."

Foresees More Incidents

Walter said he foresees further incidents of shaving cream throwing and appearances of radicals, but nothing of the magnitude of another black student take-over.

"There just isn't the lumber for that kind of fire anymore," Shanahan said. "The action last May has accomplished its purpose."

Perhaps it did, but the uncertainty remains. As Mack said, the future of the university is up to the students, and their plans are ambitious.

N.U. in 10 Years

Asked what he expected Northwestern to be like in 10 years, Shanahan replied:

"I would look for an over-all environment," he said. "Men and women living in the same dormitories. I would see a university where students not only decide upon the curriculum, but one where they don't have to worry about meeting any requirements."

The college program would be three instead of four years, with the students taking a year off to experience "the real world" before graduating, he said.

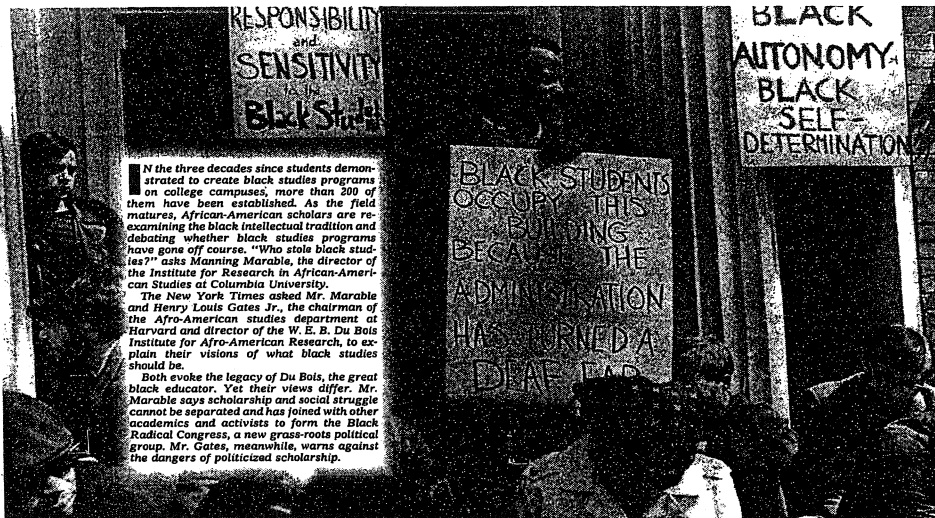
Sees Student Dean

The board of governors would be composed of faculty and students. Students would have power to hire and fire faculty members, and the dean of students would be a student himself.

These are goals far beyond the scope of any current protest or movement. How the students will go about achieving them and whether anyone will let them remains to be seen. But they are not inconceivable.

As for Van Cleve, who was graduated 21 years ago: "Things are going to change."

A Debate on Activism in Black Studies



The beginnings: Students at Northwestern University demonstrating during a campaign in 1968 to include courses on black history in the curriculum.

A Plea That Scholars Act Upon, Not Just Interpret, Events

By MANNING MARABLE

African-American studies, once considered an insurgent outsider in white academic circles, has in recent years become part of the intellectual establishment.

Nearly all major universities have established programs, departments and research centers in African-American studies, as well as other innovative interdisciplinary programs in gender studies and ethnic studies. The core requirements of undergraduate curriculums



Manning Marable, who would use black studies to help black people improve their lives.

usually include one or more of these courses. Foundations are now actively supporting a number of major research projects initiated by black studies scholars. Most programs work cooperatively with other traditional departments, including those programs that have an ideological adherence to "Afrocentrism."

Yet this success has been achieved at a certain price. As black studies are being assimilated into mainstream academia, perhaps it is important to restate the key ideas that informed the historical development of the field itself. At the heart of black studies is the black intellectual tradition, an enormous body of scholarship in the social sciences and humanities by and about people of African descent. That intellectual tradition has generally been "descriptive," "corrective" and "prescriptive."

First, scholars sought to richly describe the contours of black life and history, examining the reality of the black experience from the point of view of black people themselves. The black intellectual tradition has also tried to correct the racist stereotypes and assumptions of black genetic or cultural inferiority that unfortunately still exist within much white scholarship. It challenged Eurocentric notions of beauty, which have often been grounded in a contempt for black culture.

Finally, black studies was also prescriptive: it was an integral part of the struggle to eradicate racism and empower black people. In short, there were both theoretical and practical connections between scholarship and social change.

Yet many black studies departments today no longer link the two. The function of black studies scholarship should be more than the celebration of heritage and self-esteem; it must utilize history and culture as tools by which an oppressed people can

Continued on Page B13



Henry Louis Gates Jr., who defends the ideal of knowledge for its own sake.

A Call to Protect Academic Integrity From Politics

By HENRY LOUIS GATES JR.

The founding fathers of what we now think of as African-American Studies were acutely aware of the distinction between scholarship that is political and politicized scholarship. Writing in 1925, the illustrious black bibliophile Arthur Schomburg worried aloud about propaganda masquerading as scholarship; work that was "on the whole pathetically over-corrective, ridiculously over-laudatory; apologetics turned into biography," work marred at its core by a "puerile controversy and petty braggadocio," work that "has glibly tried to prove half of the world's geniuses to have been Negroes and to trace the pedigree of 19th-century Americans from the Queen of Sheba."

The great black intellectual and activist W. E. B. Du Bois himself, writing in 1933, warned black scholars against "whitewashing or translating wish into fact." Closer to our own time, the sociologist Orlando Patterson memorably warned against the sort of black studies programs that utilize the "three P's approach — black history as the discovery

of princes, pyramids and pageantry." Such an approach, he argued, "does violence to the facts... is ideologically bankrupt and is methodologically and theoretically deficient."

Would that these eloquent warnings had been heeded. Today, scholars in the field of African-American studies struggle to agree on the most basic facts of our history. A vocal minority seeks the deepest truths about black America in cultish, outlandish claims about the racial ancestry of Cleopatra or the genetics of "soul." It's within this turbulent context that questions about the relation between scholarship and activism inevitably arise.

Intellectuals like Schomburg and Du Bois thought that all scholarship about "the Negro" would be "political," either implicitly or explicitly, given the fact that, as Schomburg put it, "The Negro has been a man without a history because he has been considered a man without a worthy culture." That's why even Schomburg, a man who loved the library like life itself, argued for what he called an a priori "racial motive" in black scholarship, while Du Bois stressed that "the American Negro problem is and must be the center" of the scholarly concerns of the "college-bred Negro." Since few, if any, colleges and universities offered courses that in-

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Museum Of the Indian Drops Its Designer

By PATRICIA LEIGH BROWN

From the beginning, the concept of the National Museum of the American Indian, planned for the Mall in Washington, was meant to be a design apart. American Indian elders were called in for "vision sessions" to guide the architects. The chief designer, Douglas Cardinal, is of Blackfoot ancestry.

And soon he began to fashion a dramatic, swooping building of rough-hewn limestone, meant to resemble cliffs carved away, with windows aligned so that at winter and summer solstices, the sun's rays would shoot in like beams to illuminate sacred objects. At the center, he planned a circular gathering spot, or potomac, for storytellers and dancers.

The museum, sitting next to the Capitol, would be a symbol of forgiveness and healing, he said.

But in what it called a "drastic action," the Smithsonian Institution has terminated its contract with Mr. Cardinal, a prominent 64-year-old Canadian, and with his collaborators, GBQC Architects of Philadelphia, adding a serious complication to the life of the \$110 million project.

The termination, first reported this week by The Washington Post, has come after long wrangling between the architect, who considers himself a "warrior," and the museum over delays and contractual disagreements. Last year, saying he had "run out of resources" because of the extra hours he was putting in, Mr. Cardinal decided to "make a stand," as he put it, by withholding his architectural drawings, in effect holding the project hostage.

Failure to deliver the working and technical drawings, as well as procedural delays between the two firms, were major reasons



Douglas Cardinal, the chief designer of the planned National Museum of the American Indian in Washington.

for the dismissal, Smithsonian officials said. "It's a step we've taken with the greatest reluctance," said David J. Urmansky, a spokesman for the Smithsonian Institution, which had planned to break ground on the 250,000-square-foot project this fall. "Mr. Cardinal did not live up to the contract. We came to the difficult decision that we had to move on if this building was going to open in the year 2002. We have an obligation to produce the museum with the money we have." The Smithsonian, he added, relies on Congressional appropriations. "This Congress looks very carefully on how money is being spent."

The museum says it plans to build Mr. Cardinal's design — which has already passed the hurdles of approval by the federal Commission of Fine Arts and the National Capital Planning Commission — with a successor yet to be named.

"It's obviously been very painful," said the museum's director, J. Richard West, a Cheyenne. "But it is our absolute intention to build Douglas's design, and to give him credit for it, with continued active involvement." The dismissal, however, has ar-

Continued on Page B13

BALLET REVIEW

A Sassy New Duet Danced to a Sprightly Old Solo

By JACK ANDERSON

Eliot Feld has choreographically shouted "Yo!" again. Last year he created "Yo Shakespeare," a strenuous and sassy piece in which two men moved sometimes in competition and other times in cooperation to jaunty contemporary music by Michael Gordon. Now he's given us "Yo Johann," an equally strenuous and sassy duet for the same men, Jason Jordan and Jason Virolas. The music is just as jaunty. But this time the composer is Johann Sebastian Bach.

With Karen Rostron playing excerpts from Bach's Partita No. 3 in E Major for Solo Violin, the duet received its premiere at Ballet Tech's

performance on Thursday night at the Joyce Theater. It proved to be a portrait of two gruff yet basically good-natured guys.

The men kept approaching, then easing away. Each tried to outdo the other in leaps. Yet this was horseplay, not deadly rivalry. And passages in which each man supported the other suggested that Mr. Feld's characters could hide tender feelings behind their swagger.

Mr. Feld choreographed for their faces, as well as for their arms and legs, giving them expressions of amusement and amazement. Most of the ballet had little to do with the music's period style. But in one sequence Mr. Jordan and Mr. Virolas struck poses as if about to perform

an elegant Baroque dance, only to let their movements turn either floppy or assertive. They were equally convincing showing the men's bumpiness and their vulnerability.

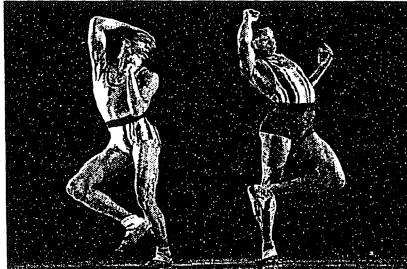
Although Mr. Feld belabored a few choreographic effects, "Yo Johann" remains an agreeably energetic trifle. Two other pieces were brash on a grander scale.

"Paper Tiger," choreographed in 1996 to blues recordings by Leon Redbone, abounds with eccentric shuff and hops. And when Mr. Redbone sings "Aw You Sassy Dog," Mr. Feld has dancers burst into canine howls.

Movements occasionally look too self-consciously odd. But one scene is strikingly bizarre: a solo for Daniel

Levans to "Sweet Sue (Just You)." Mr. Feld turned Mr. Levans into a grotesque figure by placing a mask on the back of the dancer's head and treating the back of his body as if it were his front. Mr. Levans was emotionally always before him on a rod oriented, for he played a lovelorn fellow who kept pursuing a romantic ideal in the form of a doll that dangled always before him on a rod attached to his costume.

"Echo," a solo from 1986 to music by Steve Reich, was an artistic union of head and heart. The way Patricia Tullih kept steadily crossing the stage while letting her arms curve and ripple made the choreography a blending of logic and sensuality.



Jason Virolas, left, and Jason Jordan of Ballet Tech in "Yo Johann."

Negro Students

May 1, 1968

The assassination of Dr. Martin Luther King challenges all whites to confront the institutional racism of their society. As a first step in this direction, all students and faculty are called to attend a mass MEETING in UNIVERSITY PLACE at the South end of Scott Hall at 2:00 P.M. today. The purpose of this meeting will be to lend visible support to the following demands upon the administration of our university:

1. That the University as a corporate body support a comprehensive open housing bill in the Evanston City Council.
2. That the University urge the City of Evanston to close all businesses on Tuesday as a fitting tribute to the funeral of Dr. King.
3. That the University desegregate all of its real estate holdings.
4. That the University donate a substantial amount to the Southern Christian Leadership Council for the Poor People's Commission as a memorial to Dr. King.
5. That the University establish a committee comprised of representatives of the administration, elected faculty, and elected students to implement these actions and to delineate further constructive actions.

WE WILL PROCEED TO REBECCA CROWN CENTER TO AWAIT THE ADMINISTRATION'S REPLY

May 2, 1968

BE IT RESOLVED, That the Student Senate of Northwestern University require of the Northwestern administration that the following ideas and agreements be immediately implemented:

- 1) that the University assure the black students that a minimum of fifty per cent of the incoming class of black students shall be from the ~~Chicago~~ inner city. Furthermore, that the University assure the black students that the admissions office will maintain and increase the total percentage of black students in the student body.
- 2) that the University assure the black students that at least a corridor in both a men's living unit and a women's living unit be reserved for those black students who desire to live there.
- 3) that the University make all efforts to institute a course in black history by next fall.
- 4) that continued dialogue be maintained between black students and the Administration in relation to the remaining points in the demands of April 22, 1968.

When we find that no progress can be made on the implementation of these enumerated points, the Student Senate shall throw its support behind the responsible actions of black students in achieving these goals.

Respectfully submitted,

Douglas J. Behr

FROM: Howard H. Rosenheim, President
Northwestern University Alumni Association

Northwestern is innovating social change based on compassion and concern to help solve one of the most fundamental problems of our time. This is bound to cause shock waves among alumni, friends, and the community at large. The students on campuses today are challenging the values and standards of our society as never before. In some cases they are employing extreme methods to gain their ends. When the dust is settled and we look to the deeper meaning of the actions at Northwestern, I believe we will find a source of pride and hope for the future.

Alumni deplore the tactics of lawlessness and blackmail that were used. They do not agree with all the phraseology of the document issued by the University. They are concerned with the ever increasing permissiveness on many college campuses today. They rightfully will expect that Northwestern will not tolerate further seizures of private property or submission to threats and that the administration will retain control of the institution as well as final authority in matters affecting student life and education. The University must protect the rights of all its students.

The campus ~~must~~^{is} be the training ground for the democratic process. All parties must act responsibly. There must be ample opportunity in the future for good communications among students, faculty, and administration. Petition and redress of grievances are normal in a democracy, but these must be accomplished in an atmosphere of trust and mutual concern rather than in one of demand and threat. Students must recognize their responsibilities to others in the University as well as to the vast body of alumni and friends, who through devoted efforts of time, talents, and resources have made possible the present opportunity that students have for an education at Northwestern.

I urge alumni and friends of Northwestern to search their hearts carefully for the true meaning of the events of the past several days and to rally to the support of a great institution which is demonstrating courage and concern in the struggle for human dignity.

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS 60201

May 12, 1968

Board of Trustees
Northwestern University

Gentlemen:

As chairmen of the departments of the College of Arts and Sciences, we venture to express our concern over the welfare of the University during the present crisis. We respectfully urge the trustees of this great University to support the Administration's resolution of the crisis caused by the student sit-in. The atmosphere is presently such that if the agreement reached is qualified, in spirit or content, or if the trustees fail to back up President Miller and the Administration, we anticipate that many of the faculty will react with disappointment and dismay. Highly valued Professors will probably leave, at a time when they cannot easily be spared or replaced; even more serious, however, will be the general loss of confidence in administrative decisions, from those made by the President down to those made by us. The intricate fabric of the University, which depends upon a hierarchy of responsibility, will be perhaps irreparably torn. And the resultant disruption and uncertainty will be just what the President and his staff have labored so desperately to prevent.

The Board of Trustees has an opportunity, however, which transcends the avoidance of trouble. We hope that the Board will respond to these events by recognizing the remarkable opportunity provided the University for distinction as a private institution, which is pioneering in the achievement of viable solutions to the racial problems which beset this nation.

Lawrence Gilbert

Lawrence Gilbert

Biological Sciences

Donald D. DeFord

Donald D. DeFord

Chemistry

Arthur J. Freeman

Arthur J. Freeman

Physics

J. Allen Hynek

J. Allen Hynek

Astronomy

Ralph P. Boas

Ralph P. Boas

Math

Arthur L. Howland

Arthur L. Howland

Geology

Copies of this letter have been sent to both the business and home addresses of the Trustees.

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EVANSTON, ILLINOIS 60201

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<i>George J. Blankstein</i>	- Political Science
<i>Frank Brubaker</i>	Economics
<i>F. W. H. H. H. H.</i>	- Anthropology
<i>Benton J. Wickens</i>	- Psychology
<i>Manfred R. ...</i>	- Hist & Lit of Religions
<i>Richard W. Caspell</i>	History
<i>Richard ...</i>	Home Ec
<i>Edward B. ...</i>	Geography
<i>Robert P. ...</i>	Sociology

Copies of this letter have been sent to both the business and home addresses of the Trustees.

May 14 - 1968

A Letter from NORTHWESTERN



Alumni and friends of Northwestern University are understandably interested in and concerned about the events which occurred on the Evanston campus May 3-4, when a group of black students occupied the University's business office at 619 Clark Street. In any situation charged with intense feeling, the actual events tend to become obscured. This is especially true for those whose knowledge of the events is limited to reports in the press and on television. Here, then, is a chronological summary of the events and related documents aimed at putting the various incidents involved into as clear and accurate a perspective as possible.

J. ROSCOE MILLER
PRESIDENT

As early as March 25, when President J. Roscoe Miller met with the executive committee of the University's Board of Trustees, he told the committee that there were indications of student unrest on the campus and that overall campus problems

Statement by the Board of Trustees of Northwestern University

WHEREAS, the Board of Trustees of Northwestern University has received full reports from the officers of the University as to the incidents of May 3 and 4 on the University campus, including the occupancy of the University Business Office, the negotiations between the occupying group and the administration, and the resulting agreement; and

WHEREAS, negotiation of contracts including arrangements with student groups is a delegated function of administrative officers under the by-laws of the University, but is subject to the supervisory responsibility of the Board of Trustees in matters of policy; and

WHEREAS, the agreement of May 4 has given rise to great misunderstanding; therefore,

The Board of Trustees RESOLVES:

1. The Board concurs in the administration's sincere effort to understand the problems of the black student group and to seek a satisfactory program for resolving them. The Board therefore authorizes the administration to proceed with the terms of the agreement of May 4 subject to review from time to time by the Board of Trustees. The Board is satisfied that the administration properly rejected all demands that the University surrender administrative authority or faculty prerogative, and that under the terms of the agreement, students will be consulted in an advisory capacity only.

suggested the possibility that this unrest might find expression in some form of student action.

It was not until a month later—April 22—that the administration received formal notice of grievances from the black student community. These grievances were contained in a petition listing eight major demands for changes in what they termed "the deplorably limited academic, cultural, and social conditions" affecting black students on campus. The demands were presented by James Turner, a graduate student member of the Afro-American Student Union, and Kathryn Ogletree, an undergraduate and member of the organization, For Members Only. Mr. Turner and Miss Ogletree were chief spokesmen for the black students.

Briefly stated, the demands in the petition presented the administration April 22 were for: (1) a statement by the administration deploring white racism; (2) assurance that Negroes would compose 10 to 12 percent of each new freshman class, and that half the black students come from urban ghettos; (3) increase in financial aid; (4) provision for a black student housing unit; (5) new courses in Negro history, literature, and art and a voice in approving professors who would teach these courses; (6) approval by the black student community of personnel hired to counsel black students; (7) a place that black students could use for social and recreational activities; and (8) desegregation by Northwestern of all its real estate holdings.

The administration received the demands from the students late in the afternoon of April 22. On April 24, after the demands had been studied, a meeting with black student representatives was requested by Vice-President and Dean of Students Roland J. Hinz and Director of Admission William I. Ihlanfeldt. Demands were discussed, but no final settlement was reached.

President Miller—who had returned to the campus after a trip to New York on University business—met with top administration officials the next day, April 25, to study the demands at length and to consider the University's reply.

On April 26, after a meeting that lasted much of the day, the administration released to black student representatives the University's formal reply to their demands.

On the following Monday, April 29, the administration heard that its reply had been rejected. Two days later the administration received from the black students a revised and clarified version of their demands, which also contained a formal rejection of the reply given by the University April 26.

After receiving the second petition of grievances, the administration asked the black student community to meet with members of the administration at 4:00 p.m. on Friday, May 3, but received no reply to its request.

Instead, on Friday, May 3, at 7:45 a.m. the black students

continued on page 4

continued on page 2

EDITORIAL

Any great social crisis confronts us with circumstances for which there is no exact precedent and with difficult if not impossible choices. Whatever resolution is made by those in positions of responsibility is bound to leave questions and ambiguities. Usually more than one principle or tactical approach can be applied, and when it is all over a case can always be made that the choice not made was the right one and the choice which was made was the wrong one.

At Northwestern last May 3-4, an illegal act was committed, and the rights of others were seriously violated by the students who occupied university buildings and offices. It could be legitimately argued that the forces of law and order should have been invoked, since to condone deliberate violations of the law is to invite chronic disrespect for the law. On the other hand, it was also possible to consider the actions of the students in terms of the moral and human issues involved. The black students felt that their grievances needed to be dramatized to receive adequate attention. In one sense they were not acting as free individuals, since the means they selected to make their point were suggested by the events of our times. For the University, the question was whether to choose a course that might lead to better mutual understanding, or one that would provide an object lesson in the scheme of guilt and punishment. Law enforcement officers and judges often are faced with this choice. The University decided to take the former course, moved by considerations of humanity, and in conformity with an age old academic tradition that a university must first attempt to restore order in its own way and resort to the instruments of law only when its own efforts have failed.

What happened at Northwestern is a small episode in a worldwide phenomenon, a local manifestation of unrest brought on not only by general political and social dislocations but also by unprecedented changes in the American university. The action of the black students and their white sympathizers cannot be

approached simply as a student prank, or an act of calculated disorder, or a lack of understanding of the decencies and restraints of university life, though it had some aspects of all of these. The response to the action must be measured by its context.

One test of whether the crisis was met with wisdom and good judgment is to consider the consequences. The business of the university continues without disruption: classes are being held, examinations are about to be given on schedule, laboratories and libraries are in full use, and all the activities of a distinguished university are proceeding normally, and not in an atmosphere of strife, division and insecurity. A closer understanding has been established between the administration and those students who previously felt that the university had insufficient concern for their well-being and success.

There also exists now a greater degree of mutual understanding and respect between the faculty and administration than at any time in the recent past. This state of affairs does not mean that everyone in the university approves of the actions which precipitated the crisis or of the methods used and the decision made in restoring order. It represents something more significant—an awareness on the part of everyone that the university community has been tested by a serious and even dangerous situation and that the situation has been met with candor and humanity, and, in spite of concessions and compromises, without the sacrifice of any principles or safeguards upon which the independence and integrity of a university rest.

If this state of affairs is understood by those who constitute the university community, by its alumni and friends, and by the interested general public, then Northwestern is in a better position today to face the uncertain future and become worthy of its responsibilities than it was even a short time ago. It is in the hope of providing the basis for such an understanding that this account of the events of May 3 and 4 has been made public.

LETTER *continued*

entered the bursar's office at 619 Clark Street, employing a ruse to divert the security officer at the door, and locked themselves in. At 8:00 a.m. several administrative officers of the University met in an office nearby. Following a predetermined plan for incidents of this kind, they began marshaling Northwestern's security force. They also alerted the Evanston police department, which assured them eviction could be carried out in just a few minutes, but indicated that two hours were needed to marshal a sufficient force.

The administrators discussed the students' action and the consequences of the plan now underway to regain 619 Clark, i.e.: (1) request to leave; (2) order to leave; (3) use of campus security men in effective removal; (4) use of Evanston police if necessary. Two faculty members, Walter L. Wallace and Lucius P. Gregg, Jr., were called into the meeting. They expressed the view that the students had undertaken their protest not in arrogance, but through desperation and fear. They discussed specific examples of extreme hostility by white students toward Negroes over the past several months.

The consequences of such incidents upon the black students,

declared the professors, had been profound. The black students had come to feel alienated from the University. Not only did they resent the hostile actions by certain white students, but they also felt that those white students, faculty, and administrators who professed friendship did not comprehend the severe traumatic experience of moving from a ghetto to a white upper middle-class society in a leading white university. Finally, said the professors, the students were undergoing an intense inner conflict resulting from their avid desire to succeed at the university coupled with the need to adjust to what they felt was a hostile environment. As evidence, the professors pointed to the fact that of 124 black students in the University, 90 were in the occupied building.

The importance of this action by the students should not be minimized, said the professors. Not only did the students fear the University's authority and the power at its command, they realized that they had put their futures and the hopes of their families in jeopardy with their action—futures of a kind that few Negroes have the opportunity to attain. The action, said the professors, was one of desperation in that it was the culmination of a driving desire to achieve opposed by complete frustration.

Against this background, the administrators agreed that they had not understood the true meaning of the black student petition, and that their reply to it had been inadequate. They agreed that they now faced a moral issue that superseded the legal issue, and that the moral issue required action first.

Immediately thereafter, President Miller met with twelve members of his administration and faculty in a 15-hour session. Together, they reviewed the second petition by the students and drafted a new reply to it, granting some of the demands but by no means all of them—and none that would infringe upon the fundamental authority of the university. This reply was given to the black students late Friday evening. The students asked for time to review it and agreed to meet with University representatives on the following morning.

At 10:00 a.m. Saturday the meeting on the reply given the students began. The administration explained why certain of the student demands could not be granted. The students, for example, had asked to share power on determining the admissibility of students to the University and on approving personnel hired as Negro counsellors. These demands, and others like them, were denied because such authority is vested in the University alone by its charter and statutes. The black students listened to such explanations and accepted them.

Here is a summary of the demands and the University's final response to them. Of the eight major demands made, four were granted, one was partially granted, and three were denied.

- On the demand for a policy statement on the matter of "racism," the University said that although members of the administration, faculty, and student body had worked to right racial wrongs, "the fact remains that the University, in its overwhelming character, has been a white institution."—The statement said the University could not be "complacent with institutional arrangements that ignore the special problems of black students." The University accepted the basic "sentiments expressed in the black students' demands" and proposed that a special Northwestern University Advisory Council be set up as "an instrument of University administration to function at all administrative levels as the administration deals with problems of the black community related to the University."

- The administration declined to set up any percentage target or quota for Negro students, pointing out that competition from other institutions for qualified Negro students and the absence of unlimited funds for scholarships makes such a projection impossible. The agreement noted that the University has been committed to increase the number of Negro students at Northwestern as rapidly as possible and to seek at least 50 percent from inner city schools. While welcoming advice and counsel on the admission of black students, the administration said "it cannot permit students to make individual admission selections, this being an administrative responsibility of the Office of Admission."

- On the matter of expanding studies of black history and culture, the University pointed out that determination of curriculum must be initiated through the faculty of each department, and that initial recommendation of faculty members is also a faculty prerogative. Students can recommend but cannot share in the final decisions. The University stated that suggestions by students in both areas would be welcomed by the faculty.

- The agreement specified that a committee is to be selected by the Negro community on campus to advise the University's

Committee on Financial Aid to Students on policy matters regarding financial aid to black students.

- On the demand for special living units, the University said that by the Fall Quarter of 1968 it will reserve sections of existing living units for Negro students who wish to live together. The University also said it continues to believe that a mixture of student types should be housed in living quarters, but that it was modifying that stand for two reasons: (a) the distinctiveness of existing racial concerns, (b) the admitted inconsistency between the ideal of non-discrimination in housing, and the selectivity exercised by some living units of the University.

- The demand that the black community approve the appointment of a counselor for black students was denied. The University reaffirmed its confidence in the Negro counselor who had been hired April 15, 1968, with joint responsibilities in the Admission Office and the Office of the Dean of Students, and indicated that it would as a matter of general practice consult with students on the appointment of counselors.

- The University agreed to provide a room on campus by September, 1968 to meet the needs of Negro students for social activities. This is not unprecedented at Northwestern. Many social and religious groups have separate facilities.

- On the demand that Northwestern desegregate all of its real estate holdings, the University reiterated its concern for open occupancy and noted that in housing under University ownership—the N.U. Apartments, Dryden Hall, and faculty housing—there is no segregation whatsoever. The University said it is committed to working for just living space and conditions for all black people. It said it would be prepared to implement the recommendations of the Committee on Housing Discrimination when that group reports early in June.

Essentially, the agreement adopted was the University reply of the day before. There was no "complete capitulation" to the black students. The final agreement gave formal recognition to the serious problems of one group of Northwestern students and made a commitment to solve those problems, through structured continuing communication and consultation. The administration did not, it is repeated, yield any administrative authority or faculty prerogatives, nor did the black students press for them once they understood the University's position.

At 6:30 p.m. Saturday the agreement was signed and the negotiations ended. At 9:30 the black students evacuated the bursar's office, leaving the building as they found it.

In summarizing his position on the action taken, President Miller said, "The easiest and most popular action would have been to remove the students by force, since we clearly had the authority and the manpower to do so. By use of understanding, restraint and compassion we feel that we prevented what might have been a disaster at Northwestern."

But he added: "This was a single confrontation of a special type. We will not again negotiate with any groups under such circumstances."

The agreement reached between the administration and the black student community was presented to Northwestern's Board of Trustees on May 9. The Board appointed a committee to review the agreement. On May 14 the Board met to receive the committee's report. It concurred with the committee's recommendation that the Trustees approve the administration's action in working out an agreement with the black student community and expressed full confidence in the administration. The approval

continued on page 4

LETTER *continued*

covered all elements of the agreement, but in view of the misunderstanding that had arisen with reference to the statement on "racism," the Board said: "The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic 'racism,' is wholly unacceptable to the Board. In fact, the Board decries racism in any form." (See full text of the Trustees' resolution on page 1.)

In a statement after the Trustees' meeting May 14, President Miller said:

"I am deeply grateful to the members of the Board of Trustees of this University for upholding the decisions made by the administration in the events of May 3-4. Their approval enables Northwestern to go forward with programs of the utmost concern to the future of this country. Our work will succeed because we have been through these difficult days together—trustees, administrators, faculty, and students—and have proved that the fruits of forbearance are understanding and strength."

STATEMENT BY BOARD *continued*

The provisions of the agreement with respect to separate housing of black students have been the subject of considerable adverse comment. While as a matter of policy the Board favors integration of University housing units and is opposed to "separatism" or "segregation," we feel that the black students, whether right or wrong in their judgment, were nevertheless sincere in their belief that separate housing, on the basis of individual choice, was desirable in view of the special problems confronting them. On this basis, we approve of the administration's response to their request.

2. The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic "racism," is wholly unacceptable to the Board. In fact, the Board decries racism in any form. It is proud that Northwestern

University is in the forefront of those educational institutions which offer educational opportunity for all qualified applicants, without discrimination on the basis of race, creed or color.

3. The Board deplors the unlawful action of the students in occupying the Business Office. The Board does not subscribe to the philosophy that adherence to a cause justifies unlawful action and the consequent infringement of rights and curtailment of freedom of others. In order that there be no misunderstanding, negotiations will not again be conducted by the University while unlawful or disruptive activity is in progress. The University will take whatever action is necessary to terminate unlawful activities.

4. The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University. To this end the Board formally adopts the following statement as the policy of the University:

"Northwestern University stands for freedom of speech, freedom of inquiry, freedom of dissent and freedom to demonstrate in peaceful fashion. The University recognizes that freedom requires order, discipline, and responsibility, and stands for the right of all faculty and students to pursue their legitimate goals without interference. This University, therefore, will not tolerate any attempt by any individual, group or organization to disrupt the regularly scheduled activities of the University. Any such effort to impede the holding of classes, the carrying forward of the University's business or the arrangements for properly authorized and scheduled events, would constitute an invasion of the rights of faculty and students and cannot be permitted. If any such attempt is made to interfere with any University activity, the leaders and participants engaged in disruptive tactics will be held responsible and will be subject to appropriate legal and disciplinary action, including expulsion.

It is further resolved, that copies of this Resolution be made known to the University community and to the public.

DATED, this 14th of May, 1968

a Letter from Northwestern (enclosure) May 16, 1968

N. U. ARCHIVE

TO ALL ALUMNI

From Howard H. Rosenheim, *President*
Northwestern Alumni Association

These are troubled days for Northwestern and her alumni. Never before in the history of this great University have so large a group of our alumni been drawn apart from their Alma Mater as they have by the events of May 3-4.

I know from your letters that some of you are distressed, angry, frustrated, unhappy, disturbed, bitter. Your hearts are heavy. You speak of criticism, disapproval, and in some cases, outrage and complete rejection.

Believe me, I deeply understand how you feel—the hurt, the anguish, the pain.

The confrontation was judged special and unique by those in the administration responsible for the decision and, hence, they felt justified in their actions. Many alumni supported them and many did not.

In any case, it is now clear that the University will not again permit the occupation of one of its buildings nor deal under such circumstances. It did not, nor will it release final authority in matters of academics or student life. Proper machinery will be established to insure good communications among students, faculty, and administration.

The statement of the Board of Trustees is shown in the accompanying Letter from Northwestern. Hopefully, the clear-cut stands taken will mitigate some of the unhappiness that was felt by those who disagreed.

The time has now come to turn our faces to the future. I urge each of you—those who agreed and those who

disagreed—to exercise patience and forbearance, to remain calm and dispassionate. I ask a personal commitment to open-mindedness—the suspension of further judgment and criticism of our University, so that all facts may become weighed by you as a person of thoughtful and reasoned consideration.

There is generally more than one side to a situation of this kind. Educated men and women, who have trained themselves in disciplined thought, search objectively for all aspects and hear carefully and honestly opposing points of view. They seek out the facts that have become obscured, as well as the underlying considerations. They try to place themselves in the shoes of the other person and see the world as he sees it and feel it as he feels it. This is not easy, but terribly necessary.

Think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. Concerned men and women of good will are still competent to adjust in the best way our present difficulties.

Our paramount object must be to help this great University. If we are divided, we can only hurt her. If those who disagreed with the actions that were taken can find a new depth of understanding in their hearts and unite in her support, then we can surely advance her to greater heights of excellence and achievement.

In your hands, my fellow alumni, lies the momentous issue of the future of Northwestern.

TO OUR FELLOW ALUMNI

At a special meeting of your Board of Directors, Thursday evening, May 16, the following resolution was passed:

“The Board of Directors of the Alumni Association recommends to the Board of Trustees of Northwestern University that a Trustee Committee on Student Affairs be established. This Committee would have among its members a group of Trustees who are alumni of the University. The objectives and activities of the Committee would have as their central thrust an ongoing policy review and study of all student affairs.”

Your Alumni Board recognizes with you that Northwestern is innovating social change in many areas. The recently realized Afro-American minority policy is but one aspect of this. Because of the interest we know you have in such change, we urge you to freely express your views to us in writing, in order that your Board will have a cross section of viewpoints from all alumni across the nation. In writing us, it will be helpful if you identify your graduating class and your current interest in Northwestern beyond that of a loyal alumnus (e.g. if you have a son or daughter at or about to enter college, if you are an active participant in university activities, etc.).

Please send your letters to us within the next two weeks, so that they may reach us prior to our June Board meeting. Address them to Howard H. Rosenheim, President, Northwestern University Alumni Association, 1800 Sheridan Road, Evanston, Illinois 60201.

For the Board of Directors:

(Mrs.) Claudine VanCleave Mason (LA '21)
Secretary

AP 15 '69

MESSAGE TO THE READER

Flash! Northwestern reeks of revolution. What is happening here? Please explain. Have outside agitators come in from the cold? Has the Conspiracy struck? Or is everybody merely Stoned out of their minds? Survey the situation, George.

Following the lead of the blacks (2 clubs), radicals jumped head first into the UDC fight. Great move for solidarity, not to mention a fantastic ego-trip.

TEST: Circle the one word which does not belong in this series.

- a) White
- b) Middle-class
- c) Student
- d) Revolutionary

Perhaps the whites should make sure their heads are all together? We seem possessed of an abundance of revolutionary rednecks. "We're real proud of our niggers. They real radicals." So what are you doing, honky? Black leaders are no better than white leaders. Don't follow leaders. Watch them parking meters.

Some of you may not be up for revolution, just tired of all the garbage being dumped on you by the University. Like dorm un-autonomy, mandatory deferred rush, parking tickets, and curricula. At best it's a bore. So do something. Don't talk, rhetoric is cheap. Go, ye, and take action. Be creative, have fun. If you don't enjoy what you're doing, forget it. Some suggestions follow.

- 1) Walk through Rebecca Crown with your freaky friends. Test doorknobs, inquire about the water supply, etc. --
- 2) Set up appointments with administrators. Demand an explanation.
- 3) Hold a two-day festival/rally/strike. Who wants to sit in class when it's so beautiful out.
- 4) Take ads and notices in the Daily. Claim to represent somebody you admire and who could foot the bill. Possibilities: Yippiel (A myth)
National Movement of Rightist
Students (Not a myth)
IFC
LHHA
Rocky
- 5) Get a tent and band and hold an over-night camp-in in the Meadow. Protest the lack of co-ed housing.
- 6) Send a reefer to Rocky
- 7) Get a guitar and some friends. Go into a class, sing a song, and disappear. Somebody has to provide entertainment.
- 8) Call up the registrar. Ask how things are, pass the time of day. Working in Crown can be boring.
- 9) _____ . (write down your own ideas.)

YIPPIEL

The Revolution is dead.
Long live the Revolution.

YIPPIEL

NEWSLETTER #3

The recent actions and demands of black students and their white supporters at 619 Clark and at the office of Dean Hinz have been reported and rumored, filmed and falsified, praised and criticized. By now, those of you who were not there must have had your fill of this media-massage: and so, this is just the time to get back into contact with your university and listen to the people who were there tell you their reasons for being there:

All existing forms and channels of meaningful dialogue had been exhausted over the last twelve months' time. This sit-in was the only logical step to re-establish dialogue between administrators and students. The black students acted first, for their needs are the most pressing, and when they asked for assistance, we were the ones who came there to back them up. Not all of us agreed precisely with the substance and phrasing of every single demand made by the black students, but each one of us believed their cause to be just, and as such, a benefit to all. It was such a personal decision that what developed at 619 Clark and at Scott Hall was not a faceless, slimy clique of radicals with a syrupy commitment to self-stroking sympathy; but rather a group of individuals, some old and some new, each committed to doing whatever was necessary to help the blacks to achieve their ultimate victory.

Results were forthcoming. The University listened to the black students and discussed their demands in good faith. What came of this was an agreement and a statement by the University which is nothing less than a commitment to justice. We ask that you read it and see what we mean. Respond to it.

The Whites Who Were There

BLACK STUDENT STATEMENT AND PETITION TO NORTHWESTERN UNIVERSITY ADMINISTRATORS, RECEIVED MONDAY, APRIL 22, 1968.

We, the Black students at Northwestern University have found the academic, cultural, and social conditions for us on the campus deplorably limited. In order to counteract the physical, emotional, and spiritual strains we have been subjected to, in order to find some meaning and purpose in our being here, we demand that the following conditions be immediately met:

I POLICY STATEMENT:

We demand, firstly, that a policy statement be issued from the administration deploring the viciousness of "white racism" and insuring that all conscious or unconscious racist policies, practices, and institutions existing now on campus will no longer be tolerated. This statement should make it clear that Northwestern is willing to go to any extent to enforce such a policy and also to protect the interests of the Black students on campus who have been negatively affected by such racist attitudes and practices. Furthermore, this statement should express Northwestern's readiness to exert its influences (both political and financial, in uprooting racism in the city of Evanston).

II ADMISSION:

Considering that Black people account for 12% of the total American population, we demand that Northwestern initiate a project which guarantees the gradual increase of the number of Black students to a more "realistic" figure which we shall decide. We demand also that we have some say in the development and initiation of such a project with Black students of our own choosing on the steering committee. We further demand that at least half (1/2) of each year's incoming Black students be from the inner school systems.

As for now, we demand a complete list containing the names of all Black students enrolled at Northwestern as of Fall Quarter 1967.

III SCHOLARSHIPS:

We demand that our scholarships be increased to cover what is now included in our "required jobs" and to include funds for those who want or need to attend summer school. We have found that students who work because they want to, and not because they have to, perform much better academically and with less mental tension and frustration. Furthermore, we have found it a contradiction that in view of the fact that we inadequately prepared for the type of competition we encountered here at Northwestern, we were still expected to keep up and hold down a job simultaneously. We strongly feel, as well, that those Black students who want to continue their intellectual pursuits through the summer should have the same opportunity to do so as any other Northwestern student. The University should not deny them that opportunity by requiring that they work instead, in order to substantiate their scholarships for the other three quarters.

IV HOUSING:

We demand that the University provide a living unit(s) for those Black students who want to live together. We demand that immediate action be taken to provide such a unit(s) by Fall Quarter 1968.

Inasmuch as that Black freshman women do not usually room with each other, we demand that they receive the same treatment as their white roommates. In the past, upon receiving room assignments, a white girl or her parents have been allowed to object to having a Negro for a roommate and upon either of their requests a shift in room assignments took place. We contend that if the girl or her parents wanted to be assured that she would not be rooming with a Negro, she should have stated on her housing form her preference of a Caucasian roommate to a Negro one. Black students did not even have the option to request another Black student for a roommate. We were told from the start that it was the University's intention to split us up and that we would not be allowed to room with each other.

Due to contradictory (racist) housing policies and practices, to the definite differences in social and cultural differences between us and our white roommates, and to the general tenseness of the racial situation, we demand that this Black living unit be made available to us by Fall quarter to help alleviate some of the tension of being "a Black student at a white university."

V. CURRICULUM:

We demand that a Black Studies Course be added to the curriculum including studies in Black history, literature, and art. In view of the fact that Black accomplishments have been underplayed and Black history misconstrued, we demand to have the ultimate decision in the choice of professors to be hired to teach these courses. There is no doubt, that since they inevitably must be "Black" professors, no one on the administration is capable of adequately judging their qualifications.

VI. COUNSELLING:

We demand that a Black Counselor be provided by the University in order to help us properly cope with the psychological, mental, and academic tensions resulting from the dualism of our existence as "black college students." There is a definite need for Black students seeking to overcome the contradictions of the demands placed on us by this white community, which offers little for us to identify with, and the demands of our own people and our native communities which look to us for some kind of inspiration, guidance, and instruction in the struggle to overcome white oppression, to have someone who can relate to us and understand us out of a common experience. The "Great White Father" image the university has been projecting must be destroyed if any real communication is to develop.

VII. FACILITIES:

We demand a Black Student Union, a place to be used for social and recreational activities, as well as, a place to office F.M.O. and all other Black organizations on campus. Black students have nothing at Northwestern to call our own. We need a place where we will feel free to come and to go as we please, a place which will substitute for the lack of fraternity and sorority houses and provide us with the necessary facilities to function as independently as the Student Senate office.

VIII. OPEN OCCUPANCY:

We are aware that Northwestern University has taken a stand in favor of Open Occupancy. However, what good, we ask, is such a stand when Northwestern is in effect the main promoter of segregation in the City of Evanston? We demand that the University immediately cease with this hypocrisy and take the necessary steps

to desegregate all of its real estate holdings. We further demand that evidence be presented to us, verifying that Northwestern is doing more than taking "a stand on Open Occupancy," and that monthly reports be turned over to the president of F.M.O. indicating N.U.'s subsequent progressive measures.

There has been too much idle talk about how to solve some of the problems facing Black students here at Northwestern. Indeed, there has been too much talk and too little action in regard to the general racial situation. We are not about to solve America's race problems, if there is in fact a solution; however, we are concerned about the problem as it affects us on campus and in the city of Evanston.

Northwestern was wrong to assume that in bringing us here, we would be able to disassociate ourselves from the injustices, sufferings, and mounting frustration of our people. Like them, we, too, are tired of being talked about and we are weary of talking to people who cannot or refuse to do anything else but talk.

It would be useless to engage in further discussion--there are some things which will never be understood, and even if they were understood, it would make little difference anyway. These are our demands of the University. We are willing to confer with the administration, but we have no intention of debating or conceding our stand. We have been to the administration before but with very little consequence. We want tangible results, not excuses or even promises. The University either responds to our demands or we have no other alternative but to respond to its lack of response. The University has until 5:00 p.m., Friday, April 26, 1968, to notify us of its decision.

CONTACT: Kathryn Ogletree (F.M.O.), James Turner (A.A.S.U.).

NORTHWESTERN UNIVERSITY RESPONSES TO THE BLACK STUDENT PETITION RECEIVED MONDAY, APRIL 22, 1968

Racism of any character has no place at Northwestern which as a University is an institution where tolerance and mutual respect are essential to the educational processes and for the dissemination of knowledge. The University repeats that in the admission of students, the appointment of faculty and staff, and in the operation of all its facilities such as housing, dining halls, libraries, placement offices and the like, no discrimination on the basis of race, religion or color can be countenanced. The University deplores incidents which have racial implications, and asserts its determination to prevent any such events and to use its authority to employ disciplinary measures against those who violate the rights of others.

Increasing efforts will be made to improve the social and cultural welfare of all students in ways which will better prepare them for the roles of professional leadership which are in keeping with the educational objectives of a university.

To this end and pending receipt of reports from existing University Committees now considering these problems, a special University Committee on Human Relations will be established to consider the grievances wherein the human rights and dignity of students have been violated, to continually review all facets of the university life, and recommend new policies and procedures which will bring our student environment in line with Northwestern's national and international responsibility. While the membership of this Committee has not yet been determined, appointments will be made after consultation with all elements of the university community.

The University Discipline Committee (UDC) has recently completed an intensive study of the racial problem of black students on campus, and their aspirations and search for identity within the university and the community. This report has just been released for publication. The Committee on Human Relations will be asked to develop programs and recommendations which will implement the objectives of the UDC report.

While the crises which confront the nation and the university warrant the depth of this concern, it is essential that all members of the university act responsibly and with accountability in helping achieve the objectives of equal rights and dignity for all.

II. ADMISSION

Since the summer of 1965, the University has made a substantial effort to change the composition of the undergraduate student body. The change has been from a homogeneous student body to a student body which is representative of the many different subcultures of our society. The forces necessary to bring about this change were (1) increased recruitment efforts in a variety of high schools serving populations which traditionally had not been interested in the University in the past and, (2) a substantial increase in the University's financial aid program. One result of this effort was the matriculation of 54 black students in the entering class of 1966, in contrast to 5 black students in the entering class of 1965. At least 35 of these students were from innercity high schools. In the fall of 1966, recruitment efforts were intensified in predominantly black areas. The results were more applications from these areas, more admitted students from these areas, but a nominal matriculation increase over the previous

year. For example, 50 students from innercity Chicago schools were accepted for the fall of 1967, but only 31 matriculated. In 1966, 36 students were accepted from these same high schools and 35 entered. Greater competition from other colleges and universities has affected the percentage of students who have entered the University. In the fall of 1967, the admission recruitment efforts were further intensified to include the innercity high schools of Chicago, St. Louis, Milwaukee and Gary, Indiana. In addition, the University has coordinated its efforts with the Cooperative Program for Educational Opportunity, the National Scholarship Service Fund for Negro Students and the National Achievement Scholarship Program.

These efforts resulted in more applications than in the year 1967 and the acceptance of approximately 100 black students to the entering class of 1968. The matriculated number will not be available until the end of summer. (According to a recent article in NEWSWEEK, Northwestern has accepted more black students to the entering class of 1968 than any other major private university.) The University will continue to increase its efforts in the innercity school systems and will continue to admit to the University those students who have a high probability of success at Northwestern. In terms of actual percentages, at least 50 percent of those admitted black candidates for admission have attended high schools serving the innercity. There is no reason to believe that this percentage should change with the University's intense interest and efforts in this area. The University will welcome the support of its black students in University admission activities.

In the spring of 1967, the University held a series of meetings with interested black students to discuss campus, summer program and admission problems. The Admission Office now seeks to formalize such meetings in order to acquire better counsel from the University's black community regarding the recruitment of black students. (It is requested that a committee be appointed by the black student community to assist in University admission activities. One of the most immediate needs is to develop procedures to assure that a greater percentage of those black students accepted enter the University. Students selected to serve on such a committee should be undergraduate students. This is consistent with the University position in asking undergraduate students to participate more fully in the decisions governing those elements affecting student life.

The University further will provide the black community of Northwestern with the names of all black students who are known to the administration. In addition, the University will provide a list of names of all entering black students to the black community when all names of all entering students become available to campus organizations.)

III. SCHOLARSHIPS

The financial aid budget of the University has been expanded for the last three years. This expansion has permitted Northwestern to offer more financial aid to a substantially greater number of its admitted candidates. However, the increased offers of financial aid would not have been possible without the packaging--jobs, loans and grants--of all financial aid resources. Acceptance of job and loan offers are optional. The packaging of financial aid is an agreed procedure by more than 600 universities which are members of the College Scholarship Service. The purpose is to assist as many students as possible who have demonstrated a financial need. (If a maximum utilization of resources had not taken place, the number of financial aid students assisted in the past two entering classes at Northwestern would have been reduced by one-third.)

Each application for financial aid is carefully evaluated relevant to the family background of the applicant. Special consideration is given to students from unusually limited economic circumstances. The University's Committee on Financial Aid to Students realizes that some students will not concur with the decision governing their applications. In such instances, the University's Office of Financial Aid requests the opportunity to fully explain the relevant decisions. Students receiving financial aid are made fully aware of their financial responsibilities before entering the University. This information is available in the University literature sent to the admitted candidate. The offer and acceptance of financial aid is a binding contract between the University and the student.

In the past, the University has established a temporary loan program in the Office of Financial Aid to assist black students. In addition, payment deadlines have frequently been waived and a mutually agreeable payment date has been determined. In several situations, awards have been increased after individual conferences with students. Realizing the pressures encountered by financial aid students, the University in 1966 eliminated the grade requirement for the retention of financial aid. Prior to that time students were required to maintain a minimum grade average of 2.5 if financial aid were to be continued.

To help alleviate any remaining financial burden of the student, a summer job placement program was established in 1967. The Office of Financial Aid assists students in securing summer employment. Earnings are as much as \$800 to \$1,000 for the summer through the Work-Study Program of the federal government. Summer jobs of this nature are available working with youth in Innerscity Chicago. (Because of the increasing needs for educated young men and women to work with Innerscity youth, the University encourages members of the student black community to seek such summer employment.)

The Office of Financial Aid also is willing to assist any student in acquiring additional University or federally guaranteed loans. A private university is unable to completely finance the education of any of its students without some financial demands put upon the students. However, better than eighty percent of the black student community is receiving outright grant assistance in excess of two thousand dollars a year.

To continue this kind of a financial commitment the University is constantly seeking additional funds for the financial aid program. Recently, the University received a grant of twenty-five thousand dollars a year for the next four years for scholarships for black students from the Chicago Innerscity.

The Office of Financial Aid will attempt to assist those students who need to attend one summer school session in order to graduate with their class. This opportunity will be made available to such students between their junior and senior year. Students who are unable to graduate even with one summer school session will not be provided this opportunity. However, they will be considered for a fifth year of financial aid in order that they may graduate. This statement, of course, is predicated on the assumption that the student is progressing normally toward a degree. A student whose grade average consistently falls below a "C" is not progressing normally toward a degree. In addition, students will receive consideration for financial aid for summer school if a special course or program necessitates such consideration.

In summary, the University will not be able to categorically increase the scholarships of all black students. However, the Office of Financial Aid is willing to evaluate each student's request independently and discuss the decision with that student. This position is consistent with the guidelines established by the Committee on Financial Aid to Students which governs financial aid applicable to all of its undergraduate students.

IV. HOUSING

"The housing policy of Northwestern University is not predicated upon any consideration of race, color, or creed of the applicant. All roommate assignments will be considered binding for all parties throughout the first academic quarter." The foregoing is a direct quotation from the Housing Information statement which is sent to all new students. The University Housing Committee added the second sentence at its meeting in January of this year. Freshmen roommate assignments will not be changed during fall quarter. Thereafter, changes will be made by the Housing Office when possible and only upon the consent of all parties.

In addition, all landlords wishing to list a rental property with the University have been asked to sign a statement which specifies that they "agree to offer without regard for race, color, or creed the facility listed." In addition, they are sent a copy of the Housing Policy Statement.

While we can understand and appreciate the frustrations that lead to the demand for black living units, the University cannot accede to this request. For one thing, the University is living with a severe shortage of on-campus housing which in itself limits the policy options which are open to us. Given the need to house freshmen on campus, there are not enough spaces left over to permit the University to give any one group of students special exemption from the normal room assignment procedures.

The most important reason, however, for denying this request lies in the function the residence hall serves in the educational program of the University. The residence hall is far more than just shelter and a place to escape from the daily academic routine. Rather, it is a place where students learn from each other and thereby further the educational process in which this institution is engaged. This function of University housing depends on a mixture of student types which cannot be achieved if certain groups are segregated from the rest of the living environment.

While the University believes there is much that must be done to accord the black student the rights and respect on this campus that he deserves, it strongly believes that organizing separate living for black students is self-defeating and cannot contribute constructively to the academic purposes for which the University exists.

The University will take every step it can to provide housing for black students wishing to live on campus. Black students wanting to live off-campus are urged to use University off-campus housing directory services and to report to those services all cases of suspected discriminatory renting practices so investigation and follow-up action can be taken by the committee on housing discrimination.

V. CURRICULUM

Perhaps the most appropriate way in which a University can contribute to the increase in understanding which is needed between the black and white segments of our society is through its academic program. The faculty has the sole authority and responsibility for matters of curriculum with regard to course content as well as new courses. Any request for new credit bearing courses should be directed to the Curriculum Committees and Department Chairmen. Consideration should also be given to the development of special non-credit programs within such activities as the Evening Divisions, the Experimental College and Symposium.

While the recommendations for the appointment of new faculty emanate from the faculty, your assistance in identifying prospective faculty members would be useful. The University welcomes the addition of more qualified black faculty members to its ranks.

VI. COUNSELING

To improve relations between students and between students and the administration, the University is committed to increasing the counseling facilities available to all students. The University is pleased to announce that Mr. Calvin Smith accepted a joint appointment in the Office of Admission and in the Office of the Dean of Students on April 15, 1968, to be effective September 1, 1968. Mr. Smith is a graduate of Carver High School in Chicago, received his Bachelor of Science degree from Winston-Salem College in North Carolina, his Master's degree from DePaul University, and presently is a doctoral candidate at Northwestern. Mr. Smith also has been a high school teacher and administrator. The University encourages those students who are interested in meeting Mr. Smith to contact Mr. Ihlanfeldt so that a convenient time might be arranged.

VII. FACILITIES

The University realizes the special needs for activity space for black students. By September 1968 we will provide a room on campus in an attempt to meet some of these needs. The space should provide for general lounge activity and also be usable for meeting activity as well. It is clear that all of the space needs of black students cannot be met through the provision of such a room and every effort will be made to schedule other multiple-use-space to assist in meeting these special needs.

We ask that a committee of black students be selected by you to work with us in our efforts to meet these needs.

Some cultural activities and many social activities presently available on campus are irrelevant for the black students; new activities must be developed to meet these needs. In addition to space, financial support is also needed and while it is not possible at this time to specify what support will be available, every effort will be made to provide reasonable assistance.

VIII OPEN OCCUPANCY

The University has taken a strong stand on open occupancy in Evanston, as evidenced by Mr. Kerr's recent statement to the Evanston City Council. In the housing under its ownership--that is--the N.U. Apartments, Dryden Hall, and faculty homes--there is no segregation whatsoever. A list of occupants in this housing is available. Furthermore, when the Committee appointed to deal with discrimination in housing makes its report within the next two weeks, the University will be prepared to implement the measures recommended. The University is committed to working for just living space and conditions for all black people.

Roland J. Hinz

For Members Only's Statement to the Press on African-American Studies
at Northwestern University. Nov. 29, 1972

The purpose of this press conference is to clarify the issues surrounding recent and historic student involvement in the creation of a black studies department here at Northwestern University.

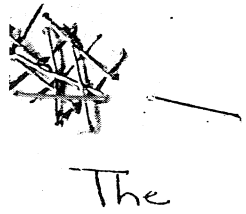
The African-American community, since 1968, has unequivocally avowed its desire to have the best and most creative African-American Studies Department in the nation. African-American students laid their academic careers on the line to force the university to establish a department of African-American Studies and to recruit the best scholars in the nation and the world to achieve this goal. We have at no point, in this long and tedious process of establishing a department, lost sight of the goal of establishing the best and most viable department in the nation. At no point have we worked in a manner which was not consistent with this goal. Many of us, past and present, have spent many emotional hours trying to help create the kind of department which would make a significant contribution to African-American scholarship and an understanding and analysis of the African experience throughout the diaspora. We are adamant in your consensus that there will be no African-American Studies Department unless it is the best. History, progress, and the future of African-American Studies in this nation demands nothing less from us.

The current crisis in the African-American Studies Department at Northwestern has created an urgency in us to begin to move in a direction which would eliminate what we see as prevailing conditions operating to hinder the growth and development of the department.

Briefly, black student commitment to African-American Studies emerged as one of the principle demands of our struggle here at Northwestern University in 1968. The university responded in 1970 by proposing and attempting to get started a program of studies that was not accountable to the black student community. This we rejected. In summer of 1971 however, we succeeded in getting the university to agree to the establishment of a fully autonomous department of African-American Studies based on full-time faculty appointments and that would in time be degree granting.

It is important to emphasize that the department of African-American Studies was historically the result of black students' struggling at this campus, and was implemented by the university, it was not the university's creation. As a result of unanimous agreement by the Committee on African-American Studies the university was asked to invite Mr. Lerone Bennett to accept the position of chairman of the department. Mr. Bennett was approached in December of 1971 and agreed to chair the department in January, 1972. Mr. Bennett's agreement to chair the department of African-American Studies was based upon the following agreements with the university:

1. The chairman had the responsibility for defining the goals and program of the department and for recruiting its faculty.
2. The question of the disciplinary specialty and training of the various members of the department would depend on the chairman's judgement concerning the needs of the department's curriculum.
3. That adequate funds would be available for the orderly growth of the department, the orderly growth of the best department in African-American Studies in the country.



SUPPORT YOUR OWN!

Feb. 27, 1973

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AFRO-AMERICAN STUDIES

A possibility that has been discussed in the past Mass meetings has now become a REALITY. Because of unwillingness to co-operate and resolve the problems in Afro-American Studies on the part of the Administrators and the Chairman of that Department, FMO has decided that ALL Blacks should boycott that Department. In addition we strongly urge you to boycott the courses offered by Professors Leslie and Stuckey. For information can be received in Dorm meetings set up for this weekend and the mass meeting Monday, 7:30 at Harris 107. REMEMBER:

"Don't support those who place the Interests of others before the interest of the Black Community!"

Communications Conference

The first national black students communications conference will be held May 3, 4, and 5th in Chicago, Illinois at the Shoreland Hotel, 5454 South Shore Drive. The focus will be on communications utilizing survival techniques with a 1973 Black perspective. The conference is planned and programmed to expose and analyze all aspects of communication and communications systems and to synthesize strategies for establishment and control of effective media for black people. Workshops, program planning sessions, compilation of alternative processes and continuation. For more information contact: Columbia College, c/o Raymond Hughes, 540 North Lake Shore Drive, Chicago, Illinois 60611.

Vernice Spencer: She Believed in the Community
She helped to make.

People who are dedicated, loved, and respected are not easily found in any community. These people have

The following article is the complete statement as released to the Daily Northwestern concerning the African-American Studies Department at Northwestern.

Contrary to the comments released to the Daily by Dean Hanna Gray concerning the African-American Studies Department at Northwestern, the conflict is not over.

Since its inception, F.M.O. has been firm in its position that no major appointments of black faculty or administrators who would deal with black students should be made without the approval of the black community at Northwestern. The university has complied with these stipulations only when they prove beneficial to the university as regards the African-American Studies Department.

The latest breach in these relations occurred recently with the announcement of the appointment of Jan Carew as permanent chairman of that department. This was an appointment made by the administration without the input black students were customarily afforded. This was a decision made without even consulting the faculty (black), in the very department! The students were called to a meeting, at which time they were informed that a new chairman had been appointed. Insult was added to injury as administrators considered student input to be only telling students about what had already been done, not offering suggestions as to what might be done. The audacity of a white administration to select a chairman of African-American Studies without consulting black students for meaningful input until after selecting such a person is unacceptable and intolerable. Black students are tired of always being told what is good or bad for them. This university's paternalistic attitude is reminiscent of earlier slavery days.

The administration's reasons for not reconsidering the appointment of Lerone Bennett were equally as questionable. They stated that they and a supporting group of "significant black faculty," felt that Bennett's presence would have negative effects on the development of the department. When questioned as to who this "significant black faculty" was, President Strotz refused to give names stating that their identity had to be held in the strictest "confidence." Whoever this elite body of scholars might have been they definitely were not members of the African-American Studies Department. This type of clandestine gamesmanship shows the unethical and unprofessional manner in which the administration has handled this matter. F.M.O. feels that the time for games must come to an end. Now! !

The inquietude that we feel is unexpressable. We, the Black community, fought for an African-American Studies Department. It was Black students who put their educational careers on the line for this department; and for us to be expected to support a department when our feelings have been directly overlooked, is directly undermining the intelligence of Black students. If the university administration thinks that Black students are going to apathetically sit by and let this kind of action occur, then the administration is in for a surprise. If the administration thinks that the appointment of Jan Carew is going to water down the feelings of Black students, then it appears that we have overrated the intelligence of the administration.

For Members Only - A Black Student Alliance

Transcendental Meditation: The Part It Can Play in Our Community

Meditation often has connotations of religious mood making, contemplation, concentration, or withdrawal from responsibility and society. Transcendental meditation (TM) however involves none of these. Instead

NOTHING BUT A MAN

Those who saw last night's movie, "Nothing But A Man," starring Ivan Dixon and Abbey Lincoln, had an opportunity to see the reverse of the kinds of movies that some black students picketed against two weeks ago when "Sweet SweetBack Badass Song" was shown at Tech.

Unlike that bizarre, exploitative celluloid version of the black experience, last night's movie portrayed the virtues that many black people think are necessary for liberation from the political and social structures of a racist society.

The movie eloquently showed how a man and a woman survived in the face of vicious racism, and how they found the strength to build a stable family.

"Nothing But A Man" was positive. It didn't glorify the abuse of drugs or sexual perversion, but emphasized the importance of a stable family amidst the race hatred that existed in the late 1950's, and that still exist today.

PROPOSED AGREEMENT BETWEEN THE EXECUTIVE COUNCIL AND THE CULTURAL AFFAIRS COMMITTEE OF FMO

I. PURPOSE

- A. Establish working relationship between the Executive Council and the Cultural Affairs Committee.
 - 1. Define relationship between the Cultural Affairs Committee and FMO
 - 2. Financial
 - 3. Scheduling and calendars (72-73) and for the future.
- B. Finalized Commitment

II. Background Information

Shortly after the organization of the Northwestern Community Ensemble, there arose a misunderstanding between NCE and the Executive Council concerning the allocation of funds to NCE. This incident snowballed into a polarization between the Executive Council and the entire Cultural Affairs Committee. This was during Fall quarter of the 71-72 school year.

Several meetings were held between representatives of the Executive Council and the Cultural Affairs Committee during this school year and continuing into the Fall quarter of the 72-73 school year.

III. First Meeting

- a. On September 26, 1972, representatives from the Executive Council and the Cultural Affairs Committee met to try to resolve the existing differences between the two. There existed an air of distrust between some of the Executive Council and some of the Cultural Affairs Committee. Questions were raised as to the responsibilities of each to the other with regards to finances, scheduling, procedures, and their joint relationship. Vague and general agreements were reached, but concrete decisions and definite policies were postponed to a subsequent meeting.

IV. Second Meeting

On October 24th, representatives from the Executive Council and the Cultural Affairs Committee met once again to obtain definite answers. Several points were agreed on at this meeting. The core of which follows:

- A. Accepting the fact that the Cultural Affairs Committee is an integral part of FMO and the Executive Council realizing the capabilities of the Cultural Affairs Committee as a tool in obtaining Black unity, it was decided that:

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- A. Accepting the fact that the Cultural Affairs Committee is an integral part of FMO and the Executive Council realizing the capabilities of the Cultural Affairs Committee as a tool in obtaining Black unity, it was decided that:
- 1) The Cultural Affairs Committee should function as an integral part and arm of the FMO.
 - 2) The Cultural Affairs Committee is held accountable to the total Black community at Northwestern.
 - 3) As the parent organization, FMO must be responsive to the needs of the Cultural Affairs Committee.
 - 4) With the above, the Cultural Affairs Committee and FMO should work along the same lines toward the common goal of liberation for all Black people.
- B. Being it that FMO and the Cultural Affairs Committee are one in the same body and realizing that the Cultural Affairs Committee is a potential financial asset, the following agreements were reached:
- 1) There would be established one central fund for the entire organization (FMO).
 - 2) In accordance with (1) of this section, the Cultural Affairs Committee agrees to pool its' funds in the central fund of FMO.

BLACK BOARD

May 3, 1973

The Official Information Organ of F.M.O. - The Northwestern University Black Student Alliance

Minority Affairs Staff and F.M.O. Members Meet With Administrators to Discuss the Future of Blacks at Northwestern

Black students and Department of Minority Affairs staffers discussed the definition and future of the department with Raymond Mack, vice-president and dean of faculty, Jim Carlton, vice-president of student affairs, and James Stull, dean of students.

The three administrators were asked direct questions about the target population for minority students and the implications of such a target population. In other words how many minority students does the university expect to enroll in the next decade and at the same time decrease the number of black students on campus.

Carlton answered the question with what he termed a "philosophical point of view." "I don't foresee that much of a change in the proportions of minority students. If we do develop a significant population for other minorities, I hope you and your staff will continue enlarging your interests to include other minorities."

At this point facilitator of communications, Sidmel Estes pointed out to Carlton that in 1968 when the department was conceptualized the number of black students was only about 60 to 80 people and the staff could handle other groups. Now there are 600 black undergraduates and 200 black graduate students and the staff could not conceivably meet the needs of other minorities as well.

Sidmel also added that if she were Chinese for example, she would rather have someone from her own representation to advise her.

Another sister continued addressing the administrators by suggesting that they were trying to contribute to the downfall of Minority Student Affairs by overburdening the staff with responsibilities that they have not already been handling.

When Mack brought up a number of hypothetical situations where the question of whether other Third World people would be admitted to cultural events at the House or assisted by the Minority Student Affairs staff, Dean Paul Black answered him by saying that although the staff and students wouldn't turn away other Third World groups, he couldn't deny that there would be some friction because of political ideologies and the history of black students on this campus.

Because Mack and Carlton said they had other appointments, the meeting lasted only 45 minutes. Many issues were raised such as whether the House will be exclusively black or not, the role, authority and budget for the department, the department's position should other minorities establish departments, and the status of the department's deans.

Seemingly the administrators wanted a clear understanding of both sides, because they took much of the time asking for definitions. At one point, it seemed like a semantics game because while the idea of changing the name of the department to the department of African American Student Affairs was brought up, clarification of what the term meant was requested. The answer, given with a smile was ended with the phrase, "You see, we consider ourselves an African people."

After the three left, some brothers and sisters talked about what had really been said. It was the general consensus that Mack and Carlton had no objections to the renaming of the department to the Department for African-American Student Affairs. The three seemed unable to make commitments to the department's

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After the three left, some brothers and sisters talked about what had really been said. It was the general consensus that Mack and Carlton had no objections to the renaming of the department to the Department for African-American Student Affairs. The three seemed unable to make commitments to the department because most final decisions are made by either President Strotz or the Board of Trustees. Suggestions for what should be emphasized at the next meeting were discussed.

For information about future meetings with the administration come to council meetings or talk to your dorm representative.

For further developments and analysis read the Black Board.

Sharron Kornegay

Don't Forget: House Dedication and Warming Saturday, May 5, 1973
Seminar on "The Black Struggle and the College Student" 4 p.m.
Sunday, May 6, 1973 at the complex
Dinner Sponsored by F.M.O., at the complex 6 p.m.

AFRICAN AMERICAN STUDIES

Northwestern University has approximately sixty Black professors. They are for the most part in the College of Arts and Sciences, but their actual expertise vary drastically. The largest concentration of Black talent and knowledge is, as it should be, found in the University-run African American Studies Department.

Effective for the school year 1973-74, seven new professors were hired by the University, all in CAS. Five are in the AAS Department. We have met with some of these professors (eventually all of them), and have expressed to them student sentiments in this regard. It should be quite clear that we are not opposed to them on a personal level, but more specifically to the method of appointment employed by the Administration.

With the exception of Robert Hill, all of these professors were appointed without student input. This causes us to wonder about the accountability of our seemingly autonomous Black professionals. By no means shall we end our questioning of those members of the African American Studies Department who went against student requests to accept their professorships. We must move on and examine the other faculty members who are here in answer to Black student demands hurled at the white hierarchy in 1968.

September 1973

Again this year, we are offering an Alternative Program in opposition to the African American Studies Department. It promises to be more successful than last years', that is, with the cooperation and participation of students. We hope to establish a series of Sunday seminars (i.e. lectures, writing workshops, discussions, etc.), through which some meaningful exchange can be effected between student and "teacher". Although some progress has been made in this respect, additional help in the planning/formulation of a smoother structure is needed very much. This is a plea to you.

Finally, we as Black students on a predominantly white University campus simply cannot afford to be 'trapped' by such dangerous precedents as the University has presented to us through the African American Studies Department. We have to find some mechanism to effect change. At this point in time, that mechanism has been agreed upon BOYCOTT AFRICAN AMERICAN STUDIES. Remember, the struggle is still not over.....

EDITORIAL:

In past years at Northwestern, many internal problems have beset the Black community. At times, these conflicts grew to such proportions that some Black students could not even deal/function/interact with each other neither on a personal nor a group level. This may be a manifestation of 'group factionalism' or any number of things, but a severe problem has always existed.

This fact is deplorable. We as (1) Black people and (2) Black students have the most to lose in such a setting as N.U. We don't have time to pit individual against individual, groups against groups, etc. - we all lose in the end.

By now we should all realize that we are not of a monolithic lot; we must learn to accept and respect this. At the same time, it is imperative that we function at this University as a collective body; otherwise, we will have to face the grim consequences.

All of us here are on the same level; we need not to make a big thing out of impressing each other for impression's sake. We don't have the time nor the need. Citing past grievances usually leads only to further animosity and only serves as a deterrent towards a future understanding among ourselves.

In retrospect, let us challenge each other, but in light of the fact that we do so to achieve this thing called mutual respect and understanding. Granted, this is an easy thing to say, but very hard to do. Remember, we're all in this struggle together. We should plainly see that such divisiveness will only diminish our own strength, and strength is just what we need. This fact is brilliantly illustrated when we relate it to present problems occurring in the Black community: Minority Student Affairs, African American Studies, Financial Aid, Housing, etc. Cliche or not, the lines are clearly drawn; we know what we have to do; let's DO IT!

Eugene Smith

A Again this quarter, the School of Music is offering the course D37-1,
N "Selected Topics in Music History; The Gospel Tradition: A History of
N Gospel Music in Black America". The course will be taught by L. Stanley
N Davis, director of the Northwestern Community Ensemble. See Stanley for
N permission cards for the course; freshmen are not allowed by the Music
N School to register for the course. The purpose of the course is to provide

November 7-8 1973

AFRICAN-AMERICAN STUDIES:

Last year the African-American Studies Department was in constant upheaval. Even though two new members have been added to its staff and a third (Barbara Fields) will be coming this winter, the future of the Department is quite uncertain. Two weeks ago the Department requested a meeting with F.M.O. representatives to discuss the points of conflict. The following is a summary of the student's position, which was sent to Jan Carew after the meeting:

- 1) No "Joint" or "Intermittent" professors who are committed to African-American Studies only. We feel that it is detrimental to the department's stability and growth to have professors whose time and energies are split between two departments. We also feel that it is quite disfunctional to have professors fly in for two hours a week. Black students place a high value on faculty-student interaction, which is certainly not possible if the professor isn't here.
- 2) The department needs a new chairman - in addition to protesting the manner in which the present chairman was appointed (without student input). Students are also aghast at the manner in which Jan Carew has operated thus far (i.e. blanket incompletes during winter quarter, intentionally harassing Bobby Hill, and reluctant to meet with F.M.O. spokesmen).
- 3) Students selected through For Members Only would participate in every major decision of the department - students should be integrally involved in the process of selecting and hiring any new faculty member. There should be (4) students, who along with the present faculty should chart the direction of the department. The number should be expanded to (5) by the fall of 1974.
- 4) The chairman must publically apologize for making certain inflammatory remarks against F.M.O. presented the community with alternatives to dealing with African-American Studies, it has ultimately been the entire Black student population who accepts or rejects a given line of action. And thus when Jan Carew attacks F.M.O. leadership, he is in fact, attacking the entire Black student community. And thus in his letter to the students we expect Carew to apologize to the students and also condemn the manner he was appointed and his treatment of Bobby Hill and Mari Evans.
- 5) The department in conjunction with F.M.O. would sponsor lectures, seminars and cultural events.

We would like to see a speedy resolution to the conflict that has stifled the African-American Studies Department. But pre-registration is less than a month away and if no resolution seems forthcoming, we have no choice but to put the issue of boycotting the department before Black students again. It is our desire to forgo such a painful process, but if there is no logical alternative, the choice will not be ours. Instead of discussing points on which we agree at our next meeting we should address the things which still separate as they are:

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- a) Carew's chairmanship
- b) whether student should have voting rights
- c) Carew letter to the students

In that meeting, Carew said that he had been misled by two Black faculty members. But when students told Carew about these two men last January, Carew shunned the students and told them that these men were his "good friends". Students further queried Carew as to why he accepted the chairmanship, why he treated Bobby Hill and Mari Evans as if they did not belong in the Department, and why he attacked various student leaders in the Daily Northwestern last year and in a WNUR broadcast. We also questioned Carew about his class. Last winter Carew left the country at the end of the quarter and gave the entire class incompletes!

Carew's response to these and other questions were quite feeble, in fact, they were downright tired. For instance, he said he tried to cancel Bobby Hill's course and exclude Bobby in a departmental brochure, because he and Bobby were not getting along and that is the way he handles political opposition.

(continued)

AFRICAN-AMERICAN STUDIES: (cont'd)

Considering his past actions, the students felt that Jan Carew owed the North-western Black community a full explanation and an apology. Carew agreed to draw up a statement. We felt that his statement would not lend itself to a solution; our assumption were confirmed when we received his letter:

I had promised to put in writing some of my views on questions raised at our last meeting.

I deeply regret the animosities which surfaced during the past nine months between students and the Department of African-American Studies and I agree with you that a speedy resolution of the issues between students and the Department would be to the advantage of all concerned.

It does seem to be a great pity that the first-class course offerings made by the Department should be boycotted by the students who need to avail themselves of the unique opportunity to take these courses. The courses are specifically geared to give students fresh insights into the conditions of Black and other Third World peoples in one of the most turbulent periods in mankind's history.

I would suggest as an agenda for our next meeting:

- a) The appointment of student representatives who would join with members of the Department in shaping future policies for the Department.
- b) Joint sponsorship of lectures.
- c) Questions of curriculum development and student-initiated seminars.

Yours fraternally,

Jan Carew

Today Carew left the country. He will be gone for about 2½ weeks and winter pre-registration is quickly approaching. The African-American Studies upheaval has not cooled out, on the contrary, it looks like it might even get a lot hotter.

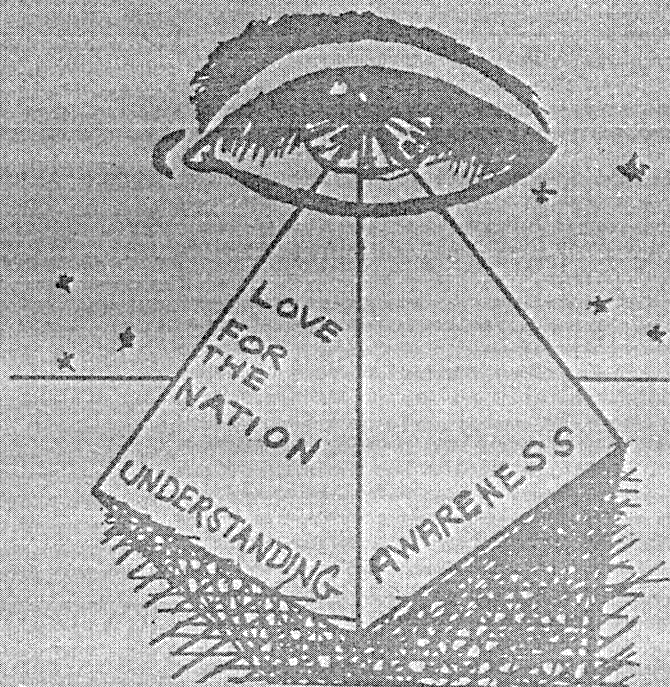
The African-American Studies Strategy
Committee

MOVIE REVIEW:

I guess I over-anticipated the opening of the filmed version of "The Spook Who Sat By the Door". I could still remember my sentiments from the sixties. Like everyone else, I was an eager, bright-eyed revolutionary. Then all sentiments were in the streets. People were disgusted. We seemed ready to fight. We were tired of integration. "Spook" helped reaffirm us. Sure, Freeman integrated. He even integrated into the CIA, but he brought his skills back to the community. And that skill was guerilla warfare.

It's been a while since my hands were last on the book. But I remember reading about threats of genocide. I remember reading about programs of nation-building. But that must have been my imagination. I'm sure Sam Greenlee would forget or change this in his script. But somehow, I must have imagined a whole lot of the

For Members Only
**NORTHWESTERN
UNIVERSITY**
N. U. ARCHIVES
**BLACK
STUDENT
HANDBOOK**



FROM A BLACK PERSPECTIVE

Northwestern University

1978 — 1979

Brothers and Sisters. **THIS IS YOUR HANDBOOK.** It is our way of helping you make your stay at Northwestern as meaningful as possible.

We hope that the information in this handbook will provide you with some means of creative outlet—the kind of outlet that will help you succeed at this university, both intellectually and socially.

Take everything you read very seriously, for the information is based on our previous experiences at Northwestern.

There is some important information in this handbook. A lot of information is in it.

CHECK IT OUT !

PAULA EDWARDS
Coordinator of For Members Only
(1978—1979)

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PLEDGE TO THE BLACK FLAG

All Power to the People:
 Black Power to Black People
 Ebony Power to the Vanguard
 One Nation, One Flag
 To Unite Black Brothers and Sisters
 Or Perish.

Salaam!

THE BLACK NATIONAL ANTHEM

Lift every voice and sing, Till earth and heaven ring
 Sing with the harmonies of Liberty
 Let our rejoicing rise, High as the list'ning skies
 Let it resound loud as the rolling sea.

Sing a song full of the faith that the dark past has taught us
 Sing a song full of the hopes that the present has brought us
 Facing the rising sun of our new day begun
 Let us march on till victory is won.

Stony the road we trod, Bitter the chast'ning rod
 Felt in the days when hope unborn had died
 Yet with a steady beat, Have not our weary feet
 Come to the place for which our father sighed?

We have come over way that with tears has been watered
 We have come treading our path through the blood of the slaughtered
 Out of the gloomy past, Till now we stand at last
 Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears
 Thou who has brought us thus far on the way
 Thou who has by thy might, Let us into the light
 Keep us forever in the path, we pray
 Lest our feet stray from the place, our God, where we met thee
 Lest our hearts, drunk with the wine of the world we forget thee
 Shadowed beneath thy hand, may we forever stand
 True to our God, True to our Native Land.

There are two words to describe academic life at Northwestern---very competitive. Everyone is out to make a 4.0. Most of the students want to go to graduate school and will do ANYTHING to get the grades. When you're in classroom don't expect too much help from fellow students. To them you are their enemy. They can not afford to help you. Don't be surprised if you feel very alone while in a classroom. In some instances you will be the only black in the class. It's a lonely feeling. By all means if there are other brothers and sister in the class, get to know them as soon as possible. You could be a great asset to one another. Don't expect open arms, you may not get them. Try anyway, for we are all we have.

Your grades will probably not be as good as they were in high school. You may get C's and D's. Don't worry about it. Just study harder. Many of us have gotten C's by now and have lived through it, so will you. If you find you are having problems early in a class, seek help IMMEDIATELY. Don't wait until the last minute, PLEASE. Talk to your PROFESSOR as often as necessary. He may not be responsive at first, but keep trying. You're paying enough money to get the most of everything up here---make sure you get it. Make the professor earn his salary. If you have a TEACHER'S ASSISTANT (TA), talk to him/her also.

The Black House has TUTORS for certain classes. Each department in the university also has tutors. Seek them out. Ask questions when you do not know something. This is no time to be shy. There are no stupid questions, if they will help you gain a better understanding of what is going on.

Study in the LIBRARY. Northwestern has many libraries. Find the one that you feel comfortable in and study there. The Black House also has a library and study areas. If you don't like the library or the Black House, use the study area in your dorm. Most people find it difficult to study in their rooms. The lighting is very poor and people fall asleep from studying in bed.

Good study habits is something we all need to be successful at any college. Unfortunately most of us do not have them. We tend to wait until the last minute to do things. If you are a last minute person, schedule your activities so that when it is time to really get down that is exactly what you do. Don't fool yourself and let everything slip up on you at once. Once you fall behind it is very difficult and sometimes impossible to catch up with your work. Try not to fall too far behind. If possible, stay a little ahead so that when you have something pressing to do, your classes will not suffer so much.

You should spend AT LEAST 25 hours a week studying-serious studying. Those of you in science, math and engineering should try to study about 30-35 hours each week. You can't do all of your studying on the weekends, although some of us try very hard to. If you don't put in the time with the books, don't expect to get the grades you want.

It is essential that you learn to budget your time. Make a DAILY SCHEDULE and stick to it. Make plans from the time you get up until bedtime, including leisure and recreational time. This gives you an opportunity to discipline yourself early so by the time you're juniors and seniors you'll have two steps on everyone else.

For those of you who can not type, Please, Please, learn to do so immediately, if not sooner. You will have many things to type in your four years here. You will not always be able to depend upon friends to do it for you.



A moment in our own history: HUNGER STRIKE --- 1969

THE PLEDGE TO THE BLACK FLAG

All Power to the People:
Black Power to Black People
Ebony Power to the Vanguard
One Nation, One Flag
To Unite Black Brothers and Sisters
Or Perish. Salaam!

THE BLACK NATIONAL ANTHEM

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Felt in the days when hope unborn had died
Yet with a steady beat, Have not our weary feet
Come to the place for which our father sighed?

We have come over way that with tears has been watered
We have come treading our path through the blood of the slaughtered
Out of the gloomy past, Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears
Thou who has brought us thus far on the way
Thou who has by thy might, Led us into the light
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HUNGER STRIKE — 1969, The Aftermath: "Our struggle has just begun"

F.M.O. IDEOLOGY

F.M.O. (For Members Only) 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. F.M.O. then seeks immediately to provide a social, cultural, and intellectual outlet for the Black students of this community, and ultimately, to instill in Black students a sense of Black consciousness or awareness. Through this, F.M.O. hopes that each individual will develop an identity which defines for them their respective roles in the Black community and all over the world.

F.M.O. STRUCTURE

Executive Structure:

The organization shall be governed by a council consisting of dorm representatives, five (5) department facilitators, and two (2) facilitators at large, all having one vote. At council meetings 2/3 of the dorm representatives shall compose a quorum, and a simple majority shall pass issues.

Duties of Executive Council:

- (a) Review Facilitators
- (b) Vote on policies
- (c) Fill vacated positions
- (d) Sanction own members
- (e) Authority to impeach all participating members
- (f) Approve budget committee report
- (g) Appoint secretary to Council

Department Facilitators Duties:

- (a) Make everyday decisions of department
- (b) Coordinate committees in department
- (c) Recommend rotating spokesmen to Council
- (d) Meet with other facilitators and decide policy of organization (immediate) can be approved by Council
- (e) Appoint secretary for themselves

Facilitators-at-Large Duties:

- (a) Coordinate organizations / Keep it functioning
- (b) Chair mass / Council meetings
- (c) Review Facilitators

Duties of Representatives:

- (a) Chair Dormitory meetings
- (b) Disseminate information from the Council
- (c) Sit on Council and vote on issues before it
- (d) Constitute, grievance committee
- (e) Expected to serve on committee

Department facilitators will be elected by the people in their department. The facilitators at large will be elected by the entire community. Elections of dorm representatives will take place the second week of quarter. Elections of facilitators will take place the second week of winter quarter. If this structure is initiated, the department facilitators will be appointed because of the lack of functioning departments. All black students are members of FMO, unless they resign. No person shall hold more than one voting office.

Meetings:

The entire organization must bear the responsibility of actions decided upon at mass community meetings. Meetings on the dormitory level to take place a minimum of once per month. Community meetings are to take place a minimum of twice per quarter or as deemed necessary by the Executive Council. Meetings of the Council are to take place every two weeks and as needed. At Community meetings a simple majority shall pass issues.

Department

The various committees are to be divided into subject groupings and each group is to be known as a department.

I. Communication Department

The head of the communications department shall also be the press secretary of the organization, and is charged with the responsibility of speaking with representatives of the various media and preparing statements when needed.

Its committees are:

- (a) Blackboard
- (b) Newspaper
- (c) Uhuru
- (d) Inter-collegiate correspondence
- (e) Operations (secretarial help to all committees, minutes of all council and Community meetings).

II. Education

Committees:

- (a) Summer program
- (b) Seminar-political education
- (c) Black Studies-programs, (courses offered by school)
- (d) Tutoring
- (e) Community projects
- (f) Cultural
- (g) Orientation
- (h) History (history of the organization is to be compiled and kept current).

III. Finance

The Chairman of the Budget Committee shall be the organization treasurer.

Committees:

- (a) Financial Aid
- (b) Budget-Treasurer
- (c) Fund Raising

IV. Campus Affairs

Committees:

- (a) Admissions
- (b) Housing
- (c) Social

V. Bureau of Freshman Affairs

(to be structured by Freshmen)

Activity Groups Under F.M.O.

1. Northwestern Community Ensemble (choir)
2. Watu Wazuri Wa Ngoma (Dance Troupe)
3. The Life and Death Situation (Band)
4. Black/Folks Theatre
5. WEAW Radio Team
6. Mystic Souls (Social Group)

Fraternities & Sororities

1. Alpha Kappa Alpha Sorority, Inc.
2. Alpha Phi Alpha Fraternity, Inc.
3. Delta Sigma Theta Sorority, Inc.
4. Kappa Alpha Psi Fraternity, Inc.

FINANCIAL ASSISTANCE

Financial Aid Appeals

At the beginning of the school year those students who feel that they have not received adequate financial aid may petition for more funds. These appeals are filed through F.M.O.'s Financial Aid Committee and are taken before the University's Financial Aid Committee where each case is dealt with on its individual merits. Applications for an appeal can be picked up at the Black House, 619 Emerson, starting the second week of the Fall Quarter.

Emergency Loans

Emergency loans of up to \$25.00 are available through the University's Financial Aid Office to all students who have valid reasons. Any person seeking such a loan should contact a member of F.M.O.'s Financial Aid Committee.

Eyeglass and Dental Fund

Funds have been made available due to negotiations with the University by our financial aid committee. This fund is used to cover expenses for broken eyeglasses and necessary dental work for students on financial aid. Requests for money from this fund must be made directly to the Financial Aid Office.

Loans through F.M.O.

There is a possibility that loans on a small scale can be made through F.M.O. during this coming year. Arrangements for this will not become definite until Winter Quarter.

WINTER QUARTER 1971-72

January

- 1 Saturday Last day for Freshmen candidates under early notification to file for Admission and Financial Aid for 1972-73
- 3 Monday Registration for Winter Quarter 8:30 – 12:00 noon
- 4 Tuesday Classes for Winter Quarter begin 8:00 A.M.
- 7 Friday Applications due for make-up examinations and undergraduate language reading examinations
- 11 Tuesday Last day for changing registration, i.e., drop and add, add only, or change of section. (No refunds or bill reductions made on any changes of registration after this date.)
- 11 Tuesday Last day for late registration
- 17 Monday Last day for receipt of application for admission to candidacy after qualifying examination for Doctor's degree in June 1972
- 19 Wednesday First day to initiate transfer from one School of N.U. to another for Spring Quarter
- 24 Monday Tuition bills due
- 29 Saturday Undergraduate language reading examinations

February

- 8 Tuesday Last day for dropping any course. (No tuition adjustment after Tuesday, January 11)
- 11 Friday No refunds on tuition for students withdrawing from the University after this date
- 14 Monday Last day to file application as an undergraduate student for Spring Quarter
- 16 Wednesday Last day to return to Registrar's Office completed applications for transfer from one School of N.U. to another for Spring Quarter
- 29 Tuesday Advance Registration for Spring Quarter begins. (See Spring Quarter Time Schedule)

March

- 1 Wednesday Last day to file undergraduate scholarship applications for Spring Quarter
- 1 Wednesday Last day for Freshmen candidates under regular notification to file for Admission and Financial Aid for 1972-73
- 8 Wednesday CAS Reading Period begins
- 10 Friday Last day to file application as a special student for Spring Quarter
- 11 Saturday Last day of classes for Winter Quarter
- 13 Monday Winter Quarter examinations begin 8:00 A.M.
- 18 Saturday Examinations end. Vacations 6:00 P.M.

SPRING QUARTER 1971-72

March

- 27 Monday Registration for Spring Quarter 8:30 A.M. – 12:00 noon
- 28 Tuesday Classes for Spring Quarter begin 8:00 A.M.
- 31 Friday Applications due for make-up examinations and undergraduate language reading examinations

April		
2	Sunday	Easter
4	Tuesday	Last day for changing registration, i.e., drop and add, add only, or change of section. (No refund or bill reductions made on any changes of registration after this date)
4	Tuesday	Last day for late registration
10-14	Monday through Friday	Students planning to graduate in June or August 1972 must file applications for degrees in Arts and Sciences, Education, Journalism, Music and Speech at the Registrar's Office; other must file at appropriate School Office ¹
12	Wednesday	First day to initiate transfer from one school of N.U. to another for Summer Session or Fall Quarter
17	Monday	Tuition bills due
22	Saturday	Undergraduate language reading examinations
May		
1	Monday	Last day for turning in completed dissertation to department for Doctor's degree in June 1972
1	Monday	Last day for students now in residence to file undergraduate scholarship applications for 1972-73
2	Tuesday	Last day for dropping any course. (No tuition adjustment after Tuesday, April 4)
5	Friday	No refunds on tuition for students withdrawing from the University after this date
10	Wednesday	Last day to return to Registrar's Office <u>completed</u> applications for transfer from one School of N.U. to another Summer Session or Fall Quarter
15	Monday	Last day to file application as an undergraduate student for Summer Session
29	Monday	Legal Holiday. Classes will not be held
June		
3	Saturday	CAS Reading Period begins
6	Tuesday	Last day of classes for Spring Quarter
8	Thursday	Spring Quarter examinations begin 8:00 A.M.
14	Wednesday	Examinations end 6:00 P.M.
16	Friday	Baccalaureate
17	Saturday	One Hundred Fourteenth Annual Commencement

¹Students completing requirements in December or March should file applications for degrees one year in advance.



Rappin' and more rappin' at the Black House

BLACK, ADMINISTRATORS, FACULTY, & STAFF

FACULTY & ADMINISTRATORS

Richard Adams	Equal Opportunity Employer Office of the President	Rebecca Crown Center 492-5680
Marcus Alexis	Economics Department	Centennial Hall 492-5692
Edsell Ammons	Garrett Theological Seminary 2121 Sheridan Rd.	Assoc. Professor 869-2511
Jacqueline Berry	School of Education 1849 Sheridan Rd.	Old College 492-3218
Emetra Black	University Relations 2530 Ridge Ave.	Planning & Development 492-5000
Juliann S. Bluitt	Asst. Dean Aux. Comm. Prog. and Patient Relationships	Assoc. Prof. Dental School (130) 8348
Steven Broussard	(part-time) Counselor 619 Emerson	Black House 492-3122/3613
Dennis Brutus	English Department University Hall	Visiting Professor 492-7294
Walter Clark	Assistant Director Admissions	Rebecca Crown Center 492-7271
Delores Cross	School of Education 1849 Sheridan Rd.	Old College 492-3218
Carl Crozier	Personnel Department 1812 Chicago	Job Analyst 492-7608
Annie Ruth Dorsey	Asst. Dean of Students 619 Emerson	Black House 492-3613/3122
Samuel Edwards	Director Health Service 840 N. Lake Shore Dr.	Mgmt. Dept. Am. Hos. Assn. 645-9729
Godwin Ellis	School of Education 2140 Sheridan Rd.	Project Upward Bound 492-7160
William Ellis	Political Science Department Harris Hall	Associate Professor 492-3508
Jean Ruth Emmons	Assistant Director/TTT Project Old College #22B	School of Education 492-3619
Emylie Fields	School of Education 1849 Sheridan Rd.	Old College 492-3218
Christine Fox	School of Education 2140 Sheridan Rd.	Project Upward Bound 492-7160
William Gilmore	School of Education 2140 Sheridan Rd.	Project Upward Bound 492-7160
Bonnie Gillespie	Financial Aide Office	Rebecca Crown Center 492-7400
Vernon O. Jarrett	History Department Harris Hall	Visiting Professor 492-3154
Joshua Leslie	Mathematics Department	Lunt Building 492-3298
Laura Leslie	School of Education 1849 Sheridan Rd.	Old College 492-3218
James R. Neal	Assistant Professor of Ed. 1809 Chicago	Undergrad/ MAT Program 492-7029
Dennis Perry	Medical School Searle Building	Associate Professor (130) 8229
Bessie Rhodes	School of Education 1849 Sheridan Rd.	Old College 492-3218

Rubadari	English Department University Hall	Visiting Professor 492-7294
Michael Smith	(part-time) Counselor	Rebecca Crown Center 492-7559
Nathan Essex	Asst. Supervisor-Research Searle Building	Medical School (130) 8257
Jane Goggins	Secretary	Garrett Theological Seminary 862-5291
Brenda Harmon	Secretary 1809 Chicago	MAT Program 492-5662
Arnold Harper	Buildings & Grounds Asst. Superintendent	Chicago Campus
Daniel Hendrix	Medical School	Electrical Engineer Office of the President
Yvette Jackson	Secretary Asst. Rebecca Crown Center	492-5117
Roy Jones	University Library	Library Clerk 2
Patricia Kelley	Clerk 619 Clark	Payroll Department 492-7362
Mattie Kennedy	University Housing	Receptionist 492-5322
George L. Lee	University Library Library Room 1388	Library Assistant 492-7613
Jennen Leroy	Clerk 619 Clark Street	Accounting Department 492-5338
Loester Lewis	c/o Dean James Neal 1809 Chicago Ave.	MAT Program 492-7029
Robert Lowe	University Library	Library Assistant 1
John Marsh	Security Department 629 Colfax	Investigator 492-3254
Jerri Martin	Programmer Rebecca Crown Center	Systems and Programming 492-3261
Ora McMoore	University Library	Library Clerk 1
Joyce Newman	Secretary Rebecca Crown Center	Office of the President 492-5680
Duan Ollie	Bio-Science	Storekeeper
Mary Parks	Medical School	Library Clerk 2
Onnie Parks	Dorms & Commons	Manager Food Service
Lomanetta Pugh	Medical School	Social Worker
Nettie Pyant	University Library Periodicals Department	Library Assistant 1 492-7680
Jerry Raysen	Security Department 629 Colfax	Investigator 492-3254
Helen Reed	Medical School	Co-ordinator Clinic
Jacquelyn Reyz	Secretary Rebecca Crown Center	Legal Department 492-5608
Mary-jo Ritchie	University Library Periodicals	Reference Department 492-7657
Ida Rorer	Medical School	Library Clerk 1
Carol Settles	Receptionist 2530 Ridge	University Relations 492-5000
Marion Shepard	Secretary Rebecca Crown Center	Legal Department 492-3661
Carney Thomas	Student Health	Secretary
Maynard Timmons	Buildings & Grounds Assistant Superintendent	Chicago Campus (130) 8496

Fedde Wilson	Dorms & Commons	Manager-Food Service
Dorothy Wynn	Secretary	Dean of Students
	Scott Hall	492-7430
Radiance York	Secretary-Real Estate	State National Bank
	1603 Orrington Ave.	492-7050
Robert Stone	School of Education	Old College
	1849 Sheridan	492-3218
Sterling Stuckey	History	Harris Hall
		492-3406
Gloria S. Taylor	Medical School	Inst. Social Work Department
	Ward Building	(130) 8140
Hyeell Taylor	Garrett Theological Seminary	Professor
	2121 Sheridan Rd.	869-2511
Thomas Todd	Asst. Dir. Center for Urban Affairs	Prof. of Law
	Levy Meyer Hall	492-8231
Mary Vismale	Inst. Social Service	Morton Building
		(130) 7952
Milton J. Wiggins	Asst. Dean of Students	Black House
	619 Emerson	492-3122/3613



Black Admissions Advisory Board meets with Brother Walter Clark, NU administrator

STAFF

James Bardney	Security Department	Security Officer
	629 Colfax	492-3254
Edward Bryant	Security Department	Security Officer
	629 Colfax	492-3254
Albert Burroughs	Security Department	Security Officer
	629 Colfax	492-3254
Elizabeth Butler	University Library	Reference Librarian
		492-7658
James Campbell	Buildings & Grounds	Evanston Campus
	Supervisor Dorms & Commons	
William Clifton	Buildings & Grounds	Evanston Campus
	Supervisor-Mailroom	
Leola Colley	Graduate Management	Library Clerk 1
Maria Crider	Secretary	Black House
	619 Emerson	492-3122/3613
Jean Davis	Health Service	Nurses' Aide
	Searle Hall	869-8100
Louise Doss	Director Social Work	Neighbor Health Center
	1441 N. Cleveland	337-1073

OFFICE OF MINORITY AFFAIRS

There are still many outstanding problems confronting the Black student on campus today. History has shown that Black existence at a large white university can sometime be a very frustrating experience for the individual student. Black students at Northwestern University have made some important gains within the past few years. They acquired the Black House in 1968; the Office of Assistant Dean of Students for Minority Affairs was instituted in 1968 and additional Black faculty staff have been hired.

At the present time, our undergraduate Black student enrollment is approximately five hundred (500) students. As the number of Black students increase, Black existence becomes even more complex. To combat some of the problems of Black students, it is felt that with the creation of a Department of Minority Affairs it will be able to render educational cultural and personal services in hopes of providing a more meaningful experience for Black students.

The Office of Minority Affairs will sponsor such activities as Spontaneous Forum, "Operation New Start", Career Week, along with many other activities.

It is anticipated that this department will be staffed with an Associate Dean and two Assistant Deans. It is the responsibility of this department to represent the needs of the Black community and to assist in the increasing visibility of Black to the University and to the nation.

BLACK ORGANIZATIONS IN CHICAGO & EVANSTON (PARTIAL LIST)

Chicago

Black Panther Party, 2350 W. Madison, 243-8276, (60612)
 Black People's Topographical Research Center, 633 E. 75th St., 783-9056, (60619)
 Chicago Urban League, 4500 S. Michigan, AT 5-5800, (60653)
 Citizen Information Service, 67 E. Madison, CE 6-0315, (60603)
 Community Legal Council, 116 S. Michigan, 726-0517, (60603)
 Kenwood-Oakland Community Organization, 1328 E. 47th, 548-4577, (60653)
 NAACP, 53 W. Jackson, 922-6781, (60604)
 SCLC's Operation Breadbasket, 7941 S. Halsted, 548-6540, (60653)
 Martin Luther King Workshop, 7941 S. Halsted
 Communiversity, 436 E. 39th St.
 Black Muslims Mosque #2, 5335 S. Greenwood, (60605)
 OBAC, 77 E. 35th St.
 DuSable Museum, 3806 South Michigan
 Kuumba (Southside Community Arts Center) 3831 Michigan
 Ellis' Bookstore, 4234 W. Dadison, 638-3000

Evanston

Coalition of Independent Voters c/o Mrs. C. Johnson, 909 Gray, 869-8889
 Concerned Citizens Commitment, P.O. Box 955, 869-8992
 NAACP, 1904 Green Bay, 864-0038
 Neighbors at Work, 1231 Emerson, 328-5166

LOCAL COLLEGES BLACK STUDENT ORGANIZATIONS

Barat College

Black Student Union
 700 E. Westleigh Road
 Lake Forest, Illinois
 Miss Mary Thomas (Officer)
 1527 E. 65th Pl.
 Chicago, Illinois 60607
 667-4271

Kendall College

Black Student Association BSA
 Wellington Wilson (Advisor)
 869-5240 X222

Loyola University

Loyola University Afro-American Assoc. (LUASA)
 Chicago, Illinois 738-0193

Lake Forest College

Black Students for Black Action (BSBA)
 234-3100

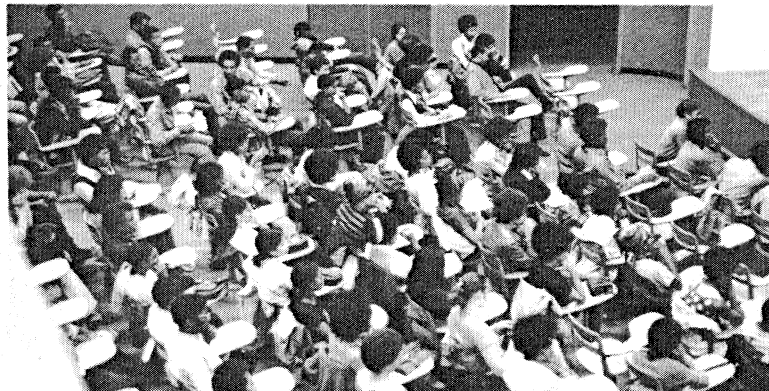
Dean Paul Thomsa

Mundelein College

McCuba
 6363 N. Sheridan Rd.
 338-3674

National College of Education

United Black Student Association of NCE (UBSANCE)
 Mrs. Phyllis Neulist (Faculty Advisor)
 256-5157 X56



F.M.O. Meeting — September 1970

**BLACK BUSINESSES IN EVANSTON
ALPHABETICALLY**

- Afro Combs – Order by phone, 864-0094
- Art Instructors – R. W. Smith, 2018 Sherman, 491-9754
- Auto Repairing – Walter Strickland, 1524 Maple, 328-2343
Marvin Daniels, 1821 Simpson, 328-3205
- Barber Shops – Woodrow Cannon, 1321 Emerson, 475-9101
Sami Johnson, 1821 Church, 328-9749
Harry C. Brown, 1225–27 Emerson, 475-9403, 328-8200
Garland Cheeks, 1869 Church, 475-9249
Marshall Giles, 1708 Dodge, 475-9701
Ronald Hutchinson, 1615 Emerson, 475-9382
Charles Payne, 1727 Simpson, 475-9435
- Beauty Shops – Alyee Barber, 1235 Emerson, 475-0205
Ann Burtin, 1229 Emerson, 475-9273
Beverly Mason, 1829 Emerson, 475-9291
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Hazel Chiles, 1740 Brown, 475-2369
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Daisey Hayes, 1740 Leland, 475-2863
Barbara Lee, 1404 Pitner, 864-8914
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Leanne Wade, 1914 Darrow, 864-0847
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Loyal Moss, 1319 Emerson, 475-3911
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Record Shops – Lakeside TV Service, Inc., 1465 Ashland, 869-1834
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Time out to "graze in the grass" at a picnic, Summertime -- 1970

JAY PRIDMORE

NORTHWESTERN

UNIVERSITY

CELEBRATING 150 YEARS



**NORTHWESTERN
UNIVERSITY PRESS 2000**

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Library of Congress
Cataloging-in-
Publication Data

Pridmore, Jay.
Northwestern University:
celebrating 150 years/Jay
Pridmore. — 1st ed.

p. cm.

Includes index.

ISBN 0-8101-1829-7

1. Northwestern University
(Evanston, Ill.) — History. I.
Title.

LD4048 .P75 2000

378.773'1 — dc21

00-008901

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in writing from Northwestern
University. Inquiries should
be addressed to: Northwestern
University, Department of
University Relations, 555
Clark Street, Evanston, IL
60208-1230.

First printing
First edition

Produced by Kim Coventry,
Chicago

Designed by studio blue.
Typeset in Bell Gothic, HTF
Acropolis, HTF Leviathan,
and HTF Ziggurat.

Digital captures and color
separations by Professional
Graphics, Rockford, Illinois

Printed on Furioso and case-
bound by Snoeck-Ducaju &
Zoon, Belgium

Jacket front: (Background)
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students on the steps of Old
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the School of Oratory.

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The Bursar's Office sit-in

Racial progress at Northwestern, never particularly smooth or steady, had reached a sharp turning point by the 1967–68 school year, when the African American enrollment on the Evanston campus had risen to 160. Until 1966 it had been almost always less than 50. The University's accomplishments in recruiting and admitting more African Americans were positive, but the immediate result was that difficult racial issues were bubbling up with more force than ever.

Among these issues was the strict segregation of housing in Evanston and the resulting lack of decent apartments for African American undergraduates and graduate students near campus. This situation had been difficult for several years, although the University had long refused to impose sanctions against local landlords who discriminated. Eventually the University came around and wrote letters to all landlords expressing their intolerance of such practices. This was too little, too late for many African American students, who were already forming organizations on campus.

In the spring of 1968 Martin Luther King Jr. was assassinated, and race riots tore open many American cities, including Chicago. Very quickly, several African American organizations at Northwestern grew militant and expressed starkly separatist views.

The black undergraduate group For Members Only called for the organization of black-only fraternities, an idea that was widely resisted by white students. "I can't see that we're doing anything but encouraging campus segregation," said one student in the *Daily*. But, despite the controversy, the idea was soon endorsed by the administration.

Racial strains did not abate. Later that spring, African American students made additional demands related to recruiting, admissions, and curriculum matters. When the administration balked, the students took their most radical step to date. On May 3, more than 100 members of For Members Only and the graduate student organization called the Afro-American Student Union marched to the administration complex and occupied the Bursar's Office in the first major sit-in experienced at Northwestern. The students delivered an expanded list of demands and threatened to keep the financial nerve center of the University closed until they were satisfied. For 36 hours, the occupation of the Bursar's Office was a peaceful though tense confrontation. "Closed for Business 'til Racism at NU Is Ended," read a sign on the door. The press gathering outside was told by the protesters' spokespeople that nothing would be damaged as long as police didn't move against them.

Police did not. Instead, Roland Hinz, who was then vice president of student affairs, opened negotiations with James Turner '68, the leader of the Afro-American Student Union. Mindful of angrier student protests at Columbia and Berkeley that spring, the administration carefully considered the student ultimatum. And so they came to terms. On a number of matters, the administration promised student involvement, though they drew the line when it came to admissions and financial aid decisions. Importantly, the administration drafted a concise and largely acquiescent



By the early 1970s, counterculture styles were ubiquitous: bell bottoms, India prints, Kurt Vonnegut novels, and abundant hair were standard issue. Psychedelic decor took many forms, and footwear was optional.

response to the student demands. One of the most enduring concessions was the development of a Department of Afro-American Studies.

When the crisis was over and the Bursar's Office vacated, the press gave mixed reviews. The *Chicago Tribune*, still a strongly conservative newspaper, wrote a harsh editorial criticizing the University for giving in to "Black Power." But other papers, including the *Daily Northwestern*, endorsed the agreement between the African American students and the Miller administration. "It again places 'old, conservative Northwestern' among the leading institutions in attempting to understand Negro needs," the *Daily* editorialized.

The rise of Eva Jefferson

Another important effect of the 1968 protest was the rise of one of the most celebrated Northwestern students of the era, Eva Jefferson '71. A middle-class African American, Jefferson was a freshman when she participated in the occupation of the Bursar's Office. In the years that followed she was involved in campus politics on many levels until she was elected in April 1970 as the Associated Student Government's president, the highest student office at the University.

While Jefferson was not a separatist, her platform had a radical edge. "The quality of education is poor," she said. "The quality of social life is poor, and the quality of student services is poor." She blamed these problems on a lack of student participation and vowed to encourage change.

Initially, student apathy looked like it would be hard to crack. In Jefferson's election campaign, most student forums had more candidates in attendance than other students. While Jefferson defeated the fraternity-endorsed candidate (who was also black) by a comfortable margin, little was expected of her or her office at

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first. Political activism on campus was rising, but it was mostly focused on national issues – the environment and Vietnam – not Jefferson's campaign issues, which had more to do with the conduct of fraternity and sorority rush.

But Eva Jefferson quickly showed herself to be bigger than the relatively toothless student government. Her moment came in early May 1970 after the Ohio National Guard shot and killed four student protesters at Kent State University, igniting one of the largest national student protests in history. The next day, a nationwide "student strike" was called, and 5,000 Northwestern students responded by attending a rally in Deering Meadow. Eva Jefferson rose to lead it.

Northwestern's strike was eventful. It was supported by the faculty and won the endorsement of the administration. Classes were called off for the remainder of the week. In a spontaneous act of rebellion, students barricaded Sheridan Road and passed out leaflets to drivers. Accompanying these peaceful events were the more violent arson burnings of the Department of Linguistics, suspected (wrongly) of engaging in military research, and the Traffic Institute, regarded as a police bastion in a time when police were broadly regarded as political enemies of anti-war students. But compared to many other campuses, Northwestern's strike was orderly, and the person most credited for that was Jefferson. When a contingent of radical students started a night-time raid on the NROTC building, Jefferson got on the loudspeakers: "I can see torches out there," she said. "I don't know what they are, but they remind me of other torches on other nights." Her allusion was to the Ku Klux Klan, and these words from a black woman had the moral authority to end what might have been an ugly conflagration.

There was a moderate tone to Jefferson's leadership of the strike, but she was never accused of weakness. And over the summer and school year that followed, she became a celebrity and nationally recognized student spokesperson. A high point came when she appeared with three other students to debate Vice President Spiro Agnew on *The David Frost Show*. Jefferson was the lightning rod of this 90-minute exchange, especially when the vice president accused her repeatedly of advocating violence.

"I wish you would listen to what I am saying, because I have said two or three times that I am not in favor of violence," she snapped at Agnew. "I have never participated in a violent act except at the Chicago 'police convention,' called the Democratic Convention, in which I was tear gassed."

Jefferson did not persuade Agnew to change his views, but she got fan mail for weeks after her appearance with him. And she succeeded in influencing some other notable conservative Republicans, namely those on the Northwestern Board of Trustees. During the strike, she even cajoled board chairman John G. Searle to wear a red antiwar armband at a meeting she had with board members and senior administrators. In the strike's aftermath, Eva Jefferson convinced many other conservatives at Northwestern that the student protest movement was an intelligent force to be reckoned with.



NORTHWESTERN
UNIVERSITY

A HISTORY
1850-1975

HAROLD F. WILLIAMSON

AND

PAYSON S. WILD

Research Associates: Gail F. Casterline,
Helen C. Lee, Timothy G. Walch

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS

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Library of Congress Catalog Number: 76-19476

Editor: Fannia Weingartner
Designer: Mirjana Hervoic

Printed in the United States of America

NORTHWESTERN: A HISTORY

Each college had its own master as well as a roster of faculty associates. While the colleges did not offer a separate academic program for credit, they were expected to provide an intellectually stimulating environment for their residents by arranging seminars, discussions, and related activities. Two of the colleges organized their programs around specific themes—one around Community Studies, and the other around Philosophy and Religion—from which they took their names. The remaining three—Willard, Shepard, and Lindgren—chose not to commit themselves to any specific area in arranging their programs.

Student Activism

In 1962 an activist student group called Students for a Democratic Society (SDS) had been formed at Port Huron, Michigan. Over the next few years chapters spread to campuses across the country. In October 1965, following a wave of anti-war demonstrations throughout the United States, a chapter of the SDS was organized at Northwestern and accorded recognition by the Student Senate in December of that year. According to Jack Nusan Porter, who wrote an account of student protest at Northwestern:

S.D.S. at Northwestern University merged with a local civil rights group called F.R.E.E., For Real Estate Equality, and a student group called Students for Liberal Action. Its first meeting . . . drew a polyglot group of 80 people, graduate and undergraduate students, Greek and non-Greek.

Porter goes on to note that even during the following year Northwestern was still "at an early level of student activism; the issue of men's visitation and curfew hours were in the foreground."¹⁶³ It is generally agreed that this situation changed radically in the spring of 1967.

The first massive anti-war rally on campus was a Viet Nam teach-in, organized in April 1967. During the same month Ellis Pines, the newly elected head of student government who had run on a student power platform, arranged a rally on the steps of the administration building at 619 Clark Street. In an exchange with Vice President Kreml and Dean Wild, the students pressed for a say on a variety of academic issues as well as on the allocation of financial aid. As part of their protest against the American involvement in Viet Nam they asked that the NROTC program be discontinued.*

The leaders of one of the anti-war groups announced their intention to hold another demonstration—which they dubbed "Gentle Thursday"—on April 27, in front of Harris Hall. The rally would coincide with the weekly NROTC drill on adjacent Deering Meadow and the administration immediately let it be known that it would not tolerate disruption of "any authorized university event."¹⁶⁴ "Gentle Thursday" did not belie its name. A few balloons floated over the hedge toward midshipmen drilling on the Meadow, but the gathering resembled a student carnival more than a protest by militants.

The tone of student agitation became more strident in the course of the following year. The spring of 1968 brought demonstrations, sit-ins, and discord to academic

*Since the establishment of the program at Northwestern in 1926, over 1,300 students had had their education subsidized by it, receiving their commissions through the NROTC graduation. Much praised in the 1940's and 50's, the program had become one of the prime targets of anti-war protest on campuses throughout the country by the mid-1960's.

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communities from the University of California at Berkeley to Columbia University in New York City. The immediate cause might differ from school to school, but almost invariably the crises assumed certain common characteristics as members of the university community became polarized by the reactions of the administration and, in some cases, the citizenry outside the campus.

At Northwestern the first major confrontation occurred on May 3rd and 4th, when a group of black students occupied the university's business office at 619 Clark Street. The immediate cause was the administration's refusal to accede to a set of demands submitted by For Members Only (the black undergraduate organization) and the Afro-American Student Union (the black graduate student organization) on April 22nd. The conditions that had led to the formulation of the demands, however, were considerably more complex.

*Confrontation
May 1968*

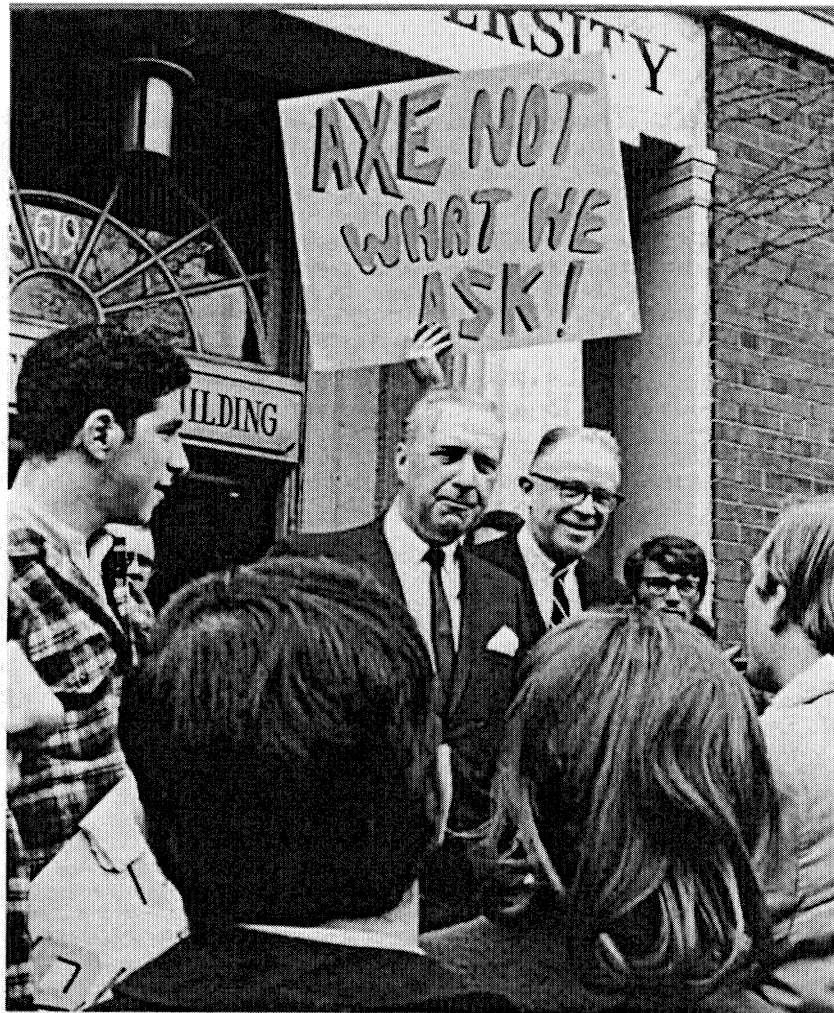
Between 1965 and 1967 the number of black freshmen registered at Northwestern had risen from 5 to 70. In all, by the spring of 1968 there were about 160 black students on the Evanston campus, out of a total undergraduate population of 6,500 and a total graduate registrations of 2,500 part-time and full-time students.¹⁶⁵

During the exchange between the black students and the administration in April it became clear that the black students had felt isolated in the midst of so many white students. This isolation had been exacerbated by hostile encounters between some black and white students. While the administration had assumed that once they were admitted black students would become integrated into the mainstream of campus life, this did not, in fact, happen. As a subsequent investigation revealed, black students at Northwestern felt "alienated from the mainstream of campus life . . . and by a foreign white mainstream that offered (in their eyes) little or no freedom of expression and movement for the black student."¹⁶⁶

Feeling themselves apart from the white community, the black students turned to one another for support. A report by the University Discipline Committee which investigated one of the clashes between white and black students noted that "as the number of blacks on campus increased, . . . black students began to 'discover' each other. This gravitational movement tended . . . to provide black students with the reinforcement and support they individually needed to maintain their identity in the overwhelmingly white culture of the university and . . . contributed greatly to the sense of frustration and dissatisfaction these students felt. This getting together and discussing their plight heightened their sense of powerlessness and increased their bitterness towards the university."

This report recommended several measures to improve the racial climate, including the hiring of a black counsellor to deal with student affairs; the provision of facilities for meetings and social gatherings organized by and for black students; representation of black students on appropriate university committees; and the convening of campus-wide meetings addressed to the problems facing a predominantly white academic community attempting to adjust to the reality of a multi-racial campus.¹⁶⁷

But it was already too late. When the administration announced the appointment of a black counsellor to work jointly with the Admission Office and the dean of students, effective the following September, the black students objected because

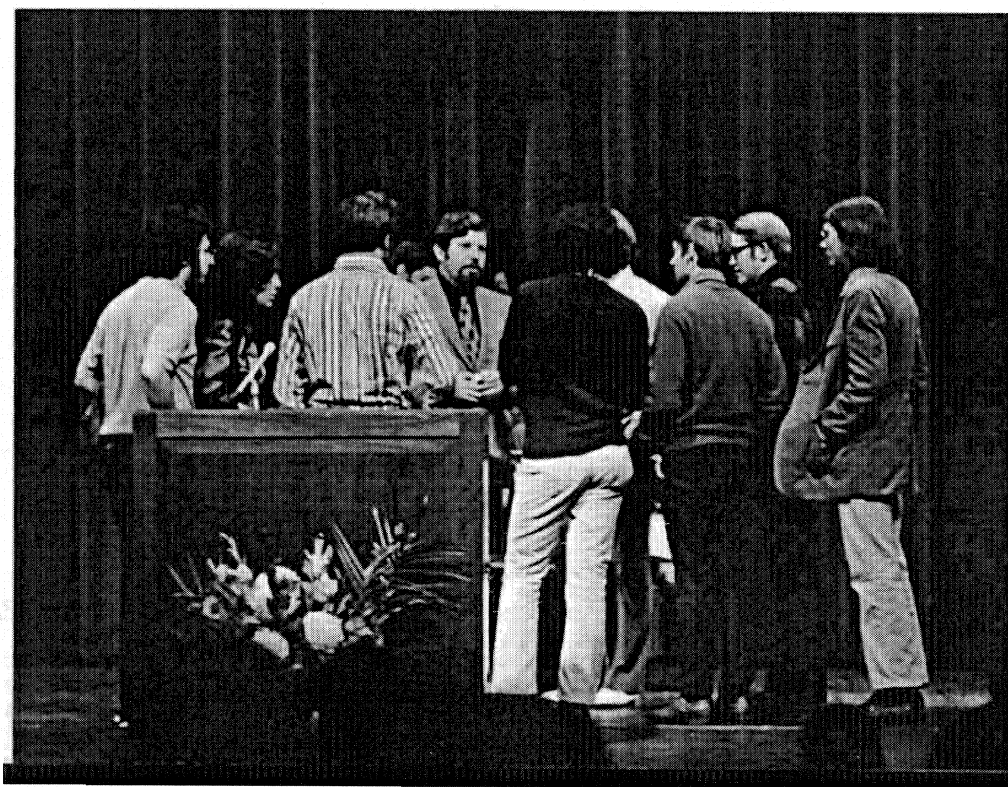


Student demonstrations: (top) spring 1967, Vice President for Development Franklin M. Kreml (left) and Dean of Faculties Payson S. Wild; (bottom) spring 1970, Mr. Kreml and Vice President for Student Affairs Roland J. Hinz (top photo courtesy alumna Lynn Davis)





Confrontations (top) give way to more peaceful encounters (below) as Vice President and Dean of Faculties Raymond W. Mack welcomes freshmen during New Student Week



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they had not been included in the selection process. By this time they were already set on the course which would lead them to present their demands to the administration on April 22. These made clear the black students' conviction that only if they were accorded a share in the making of decisions on matters concerning them would their position at Northwestern be viable.

The Students' Demands

The students demanded first that the university acknowledge its racial character and commit itself to changing its "racist structure" by providing for the following: that each forthcoming freshman class be 10-12 percent black, with at least half coming from the inner city; that the blacks alone appoint a committee to assist the Admission Office and that this committee have "shared power" in the making of decisions "relevant to black students"; that black students receive special consideration for increased financial aid and that black financial aid recipients not be required to augment aid by loans and jobs; that a black living unit be established; that more black faculty be appointed and that the black students decide who should occupy a proposed visiting chair in Black Studies; that black students must approve the appointment of any counsellor for the "black community"; that black students approve of all appointments to the proposed Human Relations Committee; and that blacks have access to the committee studying open occupancy and discrimination.

In response the administration indicated its willingness to seek the black students' advice on the recruitment of black faculty and students, but made quite clear its refusal to yield any of its power to make decisions on admission and financial aid, on curriculum, on the hiring of faculty and staff, and on housing. Reaffirming its commitment to integration, the administration stated that "while the university believes there is much to be done to assure the black student the rights and respect on this campus that he deserves, it strongly believes that organizing separate living for blacks is self-defeating and cannot contribute constructively to the academic purposes for which the university exists."

The black students immediately reaffirmed their demands and concluded by declaring, "The University either responds to our demands or we have no other alternative but to respond to its lack of response. The University has until 5 p.m. Friday, April 26, 1968, to notify us of its decision."¹⁶⁸

On May 2, President Miller asked the black students to a meeting scheduled for the following day. The same day, Dean I. W. Cole and Professor Daniel Zelinsky, who served on the Committee on Financial Aid to Students and the Committee on Admission respectively, invited the students "to discuss in detail any matter relating to the admission and financial aid policies of the university." But neither of these invitations was accepted. Though the administration and representatives of the two concerned committees genuinely hoped to reconcile the differences between the university and the black students, the latter regarded these invitations as high-handed summonses from the "Establishment" expressing typical racist condescension towards blacks.

Instead of meeting, approximately 100 black students entered the business office at 619 Clark Street at 7:45 a.m. on May 3, after having diverted the security officers at the door by means of a ruse. Once inside, they chained the door. They had

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brought with them bedding, food and other supplies, and through their leader, a graduate student named James Turner, announced that they would occupy the building until their demands were met. Throughout the occupation, the black students inside talked to sympathizers outside through the open windows on the first floor. Indeed, several of the occupiers who were members of athletic teams kept their engagements by coming and going through those windows. *Occupation of the Business Office*

As soon as word of the occupation of 619 Clark was conveyed to members of the administration, they gathered at a building across the parking lot from the occupied building. Among those present were Vice Presidents Kerr, Kreml, Schmebling, Hinz and Wild, and Maurice Ekberg, superintendent of buildings and grounds. They were joined very shortly by a black faculty member, sociologist Walter Wallace.

Some time before, as student sit-ins and disturbances made their appearance on other campuses, the administration had prepared a plan for dealing with this kind of situation. This called for a request to demonstrators to quit the premises, to be followed—in the event that the request was not met—by an order to leave, accompanied by the warning that disciplinary action would follow if the order were not complied with. The third step called for removal of the trespassers by the university's security force, and the fourth for intervention by the Evanston police if the former proved unable to complete evacuation of the building unaided.

As the administration representatives conferred it became clear that they did not consider this prearranged plan appropriate to the occasion. In the preceding days, Columbia University had been wracked by fierce battles between students and police called to force evacuation of buildings occupied by protestors. Television screens had flashed across the nation pictures of the bloody combat. In the storm of recriminations that swept the campus in the aftermath, faculty, administrators, and students were so deeply divided that the viability of Columbia as a center of learning hung in the balance. At the University of California at Berkeley, at San Francisco State College, and at the University of Wisconsin in Madison, the summoning of police had similarly served to polarize the campus and escalate disaffection.

With these instances only too vividly in mind, the administration at Northwestern debated what course of action to follow. In a subsequent report to the board of trustees, President Miller explained what the alternatives and their potential consequences appeared to be:

The university authorities had to choose among three courses of action: One, which has had great appeal to many who were not close to the situation was to order the students summarily to leave (which they would not have done) and then to call the police; second, which was the decision followed, was to bring them out of the building through a process of negotiation, probably entailing some concessions to their demands, but none divesting the University of any of its authority. This course of action left open the possibility of a later decision to remove the students by force if the negotiation process failed. A third possibility was simply to ignore their demands and let them occupy the premises as long as they would, be that weeks or months.

The third possibility can be quickly disposed of. This would have resulted in such

The Choices

NORTHWESTERN: A HISTORY

an interruption of the function of the University that it could not be tolerated. The cost of any of these alternatives was great.

Had the first—forcible evacuation—been pursued, the possibilities are estimated as follows: Since Northwestern's own security forces were inadequate in number to do the job, evacuation would, therefore, have had to be turned over to the Evanston police, who may well have needed the support of police from neighboring communities. The students within the building, accounting for a majority of the Negro students at Northwestern, would have had to be placed under arrest and removed physically. Instances of conflict would doubtless have occurred, followed by charges of "police brutality." There would have been involved not only the Negro students, but a goodly number of white student sympathizers and possibly some members of the faculty as well. In short order, protests would have become widespread not only among the white student body, activists, semi-activists, and others, but among the faculty as well. The possibility that further buildings would have been occupied by growing numbers of Negro sympathizers would have been great, and the continuation of this course of action would then have required having the police move against further groups of students and many of our own faculty members. It is quite possible that a majority of the faculty would have taken a stand in opposition to the administration as this process continued. The arrival of support groups from the Evanston and Chicago communities would almost certainly have followed. The resultant situation would probably have paralleled that which occurred at Columbia University. . . . This takes us to the second course of action, which we actually followed. It went well. The concessions that the University made were not unreasonable; and the demands that it felt it ought not to accede to were stubbornly resisted. . . .169

The University's Response

Such was the reasoning that called for negotiation instead of force. The group of university officers and faculty who set about drafting a response to the black students included Vice Presidents Kreml, Kerr, Schmebling, Wild and Hinz, Dean Robert H. Strotz of the College, Dean Robert H. Baker of the Graduate School, Director of Admission William Ihlanfeldt, Professor Wallace, Professor Gail Inlow, chairman of the General Faculty Committee, Professor Joe Park, chairman of the Faculty Committee on Educational Policies, and Lucius P. Gregg, Jr., associate dean of science. The deans of the schools were informed and consulted as the negotiators proceeded with their task. Vice President Hinz went back and forth between the conference room and the chained doors at 619 Clark Street, conveying messages, while two secretaries typed the tentatively agreed-upon statements. President Miller moved about the room urging speed and giving counsel. Attempts to reach the chairman of the board of trustees, John G. Searle, proved unsuccessful as he was out of town and unavailable.

A special meeting of the faculty was called for 4 p.m. in Cahn Auditorium. It was an unparalleled gathering which had no precedent in the history of the university, for it was not a session of faculty representatives but an assembly of all faculty members who wished to come. When President Miller opened the meeting, the main floor of Cahn was filled and the hall literally hummed with excitement. The president briefly explained the reason for the meeting and Dean Hinz outlined the events of the preceding hours. He was followed by Dean Wild who described

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the nature of the black students' demands, reported that attempts to negotiate were going forward and pledged that written accounts of the results would be made available to the faculty. There were a few statements and questions from the floor, and then the meeting adjourned. No vote was taken and none seemed appropriate at that stage. But it seemed to those present that sentiment ran roughly as follows. About a third of the faculty was extremely sympathetic to the black students' cause; about an equal proportion was opposed to the students' tactics; and the remainder appeared somewhat ambivalent. In any case, the majority seemed to favor further negotiations rather than the use of coercion.

Negotiations went on throughout the following day, Saturday, May 4th. The tone of the proceedings was cool and moderate. The university delegates learned that the black students sought recognition of their identity as blacks with a culture different from that of white society; that integration, as the whites understood it, was not an immediate goal; that the blacks did not wish to be swallowed up in white society, did not wish to lose their separate status. For their part, the black students learned a great deal about the way a university functions; that administrators do not have the power or authority to effect changes or draft edicts which ignore the statutes of the institution, the role of the trustees, and the prerogatives of the faculty in determining curriculum and making appointments. Accordingly, concessions were made on both sides.

In the late afternoon, the student negotiators returned to 619 Clark Street and secured the endorsement of their colleagues for the agreement with the administration. By 9:30 p.m. the black students had cleared the building, leaving everything in the best of order. Both sides had kept good faith; coercion and violence had been averted.

In essence, the university agreed to seek the advice of black students on matters that closely touched their interests, while the students agreed to give up their demands to participate in the final decision-making on admissions, personnel, and curriculum.

Once again, President Miller's report best covers the results of the two days of negotiations:

We indicate in the following paragraphs what the University did agree to do and, of that which has been demanded, what it did not agree to do.

1. Issue a policy statement deploring white racism in this country, and acknowledging its existence and extent. Granted.
2. Allow the black students to name half the members to a new University-wide Human Relations Committee, and approve the other members. Not granted. Instead, the administration called for a special advisory council to recommend to the University what changes in its procedures are needed to handle better the problems of black students. This council, composed of ten members selected by the president, J. Roscoe Miller, from a list of 20 supplied by the black students, "could in future years play an important role in recommending selection of members" for the Human Relations Committee, the agreement said. But for the moment, the President would make appointments in a way that elicits and recognizes the views and recommendations of the black students.

*Negotiations
Concluded*

*President's
Report*

NORTHWESTERN: A HISTORY

3. Assure that each new freshman class is 10 to 12 per cent Negro and, that half the black students come from the urban ghettos. Not granted. The University declared a commitment to seek at least half its new Negro students from urban ghettos. But it said it "cannot in good faith offer such explicit guarantees on class-wide quotas."
4. Institute a committee selected by black students that would assist the Admission Office in recruiting Negro students and share in decision-making authority, and pay the members. Partially granted. The University welcomed a committee to help in recruitment and said it should be paid on an hourly basis. (The committee work constitutes the work portion of students on work-study programs.)
But it added that it "cannot permit University students to make individual admission decisions. The evaluation of a candidate's folder is confidential and a privileged communication between the candidate and the office of admission."
5. Supply For Members Only with a list of all Negro students on campus as well as names and addresses of incoming freshman. Granted.
6. Re-evaluate the process of determining and administering financial aid for Negroes and increase scholarships so requirements for part-time and summer work can be ended. Not granted. The University agreed "in principle" that the amount of aid should be increased and agreed to create a committee to advise the administration on financial aid policy and to help review individual requests for special assistance.
7. Provide separate housing facilities for black students. Granted. (Campus activity facilities were agreed to earlier.)
8. Allow black students to approve any personnel hired as counsellors for Negro students. Not granted. (The University on April 15 hired a counsellor to start in the fall quarter.)
9. Work with a committee of students selected by the Negroes on creation of a black student union. Not granted. (See 7.)
10. Give Negroes access to administration panels studying open occupancy matters and working on a new housing policy for the University. Granted.
11. Add studies in Negro history, literature and art, and give black students authority to approve Negro professors appointed to teach these courses. Not granted. The University said it agrees on the "importance of expanding studies of black history and black culture," which the dean of the College of Arts and Sciences would "urge upon his departmental chairmen for consideration."
12. Select black faculty members. Not granted.

The University added that "we welcome suggestions from the black community as to qualified potential faculty members" but noted that appointments are made by the various faculties.

In conclusion Dr. Miller added that the impression of those who had dealt with the students had been that they had a remarkable "depth of understanding for both their problems and ours. They did not appear to want to use their leader-

THE MILLER YEARS

ship position for personal notoriety or to want to make trouble for the sake of making trouble. . . . The Negro students staged an illegal and forceful demonstration, but they were not the brigands some sectors of the press depicted them to be.”¹⁷⁰

“Depth of Understanding”

The relief which followed the peaceful settlement of the dispute was rudely shattered by the banner headline on the front page of the Sunday morning edition of the *Chicago Tribune* of May 5, 1968: “Black Power Wins at N.U.” The article characterized the agreement as a capitulation by the university. A scathing editorial the following day, entitled “A Sad Day for Northwestern,” accused the university of having disregarded its statutory obligations and of having yielded its decision-making power to “trespassing rascals.” The fact that these newspaper accounts were inaccurate and misleading in no way saved the administration from an avalanche of letters and calls, many of them vituperative. The president and his colleagues were castigated for abdicating their responsibility as administrators and for spinelessly allowing a small group of black students to dictate to the university. That the university had not, in fact, surrendered its fundamental authority was often overlooked in the barrage of criticism.

But there were also vigorous expressions of support. The president of the Alumni Association urged his fellow alumni to recognize that the university did not “release final authority in matters of academics or student life.” Editorials in the *Chicago Daily News* of May 6, and the *Chicago Sun Times* of May 7, gave a more accurate account of what had taken place and so helped restore the balance. The faculty and staff gave high praise to the administration. Indeed, 425 of the 734 full time faculty on the Evanston campus had signed an endorsement of the agreement with the black students. At a meeting of the University Senate later in May, the unusually large gathering of faculty rose to give President Miller a standing ovation.

The trustees, however, were more tempered in their reactions. After several meetings at which the implications of the agreement with the black students were fully discussed, the board adopted a resolution which declared, in part, “The Board concurs in the administration’s sincere effort to understand the problems of the black students’ group . . . and authorizes the administration to proceed with the terms of the agreement of May 4, subject to review from time to time by the Board. The Board is satisfied that the administration properly rejected all demands that the University surrender administrative authority or faculty prerogative, and that under the terms . . . students will be consulted in an advisory capacity only.” However, the trustees rejected any suggestion that Northwestern University was racist, adding that “the Board decries racism in any form.” The resolution served notice that the trustees opposed negotiations of any kind “while unlawful or disruptive activity is in progress.” In conclusion it noted that: “The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University.”¹⁷¹

*“The Board
Decries
Racism
in Any
Form.”*

Thus the crisis ended peacefully with no injury to life, limb, or property and with considerable support within the university for the action taken. The peaceful resolution of the crisis set a precedent which was to stand the university in good stead during the next few years.

NORTHWESTERN: A HISTORY

However, the creation of better understanding between the university administration and faculty on the one hand and the black student community on the other, could not prevent occasional incidents of a potentially explosive nature. In March 1969, a group of black students invaded the Triangle fraternity house in search of a fraternity member who had allegedly insulted a black woman student. Personal injuries and property damage resulted and the University Discipline Committee imposed penalties on the twenty-one students who admitted their responsibility for the incident. A group of black and white student sympathizers protested the penalties—which called for restitution for damages, in some cases suspension for the current academic year, in others, probation for two years—by staging a hunger strike on Rebecca Crown Plaza. The strike came to an end when President Miller personally reaffirmed “the decision and penalties authenticated by the University Discipline Committee.”¹⁷²

During 1969 and 1970 the black community on and off campus continued to press for the admission of large numbers of black students whose “total financial needs” would be met by financial aid. For its part, the university honored the commitment it had made in 1968 and recruited black students in increasing numbers. By the fall of 1973 approximately 650 of the undergraduates enrolled—constituting ten percent of the undergraduate body—were black students.¹⁷³ A black staff member had joined the Admission Office in the fall of 1971. The following year the College of Arts and Sciences formally established a department of African-American studies.¹⁷⁴

Opposition to the War

At the same time that the university was attempting to deal with pressures from the black community, the opposition of many students and faculty to the Viet Nam War was becoming increasingly vocal and militant. Between 1969 and 1973 the administration was confronted by a series of demonstrations in which both students and faculty participated. Led chiefly by the SDS,* the militants on campus resorted to force to draw attention to their views. Others, strongly opposed to the war, nevertheless rejected the tactics to which the militants resorted. Still others, both students and faculty, continued to support American intervention in Viet Nam. The administration saw itself as having the responsibility to make possible the expression of all the diverse viewpoints and to prevent the identification of the university with any particular position in the increasingly passionate controversy.

The militants at Northwestern, as elsewhere, directed much of their activity against the NROTC, insisting that this symbol of militarism had no place in an academic institution. In May 1969, an angry mob of demonstrators tried to block the entrance of guests to the annual NROTC review which had been moved from Deering Meadow to McGaw Hall. Evanston police had to be summoned to keep back the crowd and make way for those attending the review.¹⁷⁵

Early in the fall of 1969, Chancellor Miller, anticipating further disturbances, issued a statement to all deans and faculty affirming that the university would not countenance any disruptions.¹⁷⁶ In mid-November, the SDS issued an “hourglass

*In March 1969, the Student Senate recognized the Northwestern University G.I. Student Activity Committee, which later changed its name to the Student Mobilization Committee to End the War in Vietnam.

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

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

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)
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.

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, 1994Background 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

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

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 9, 1995

Fall 1995 Course Descriptions

0404 - African-American Studies

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

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

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

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.

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

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.
-

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.

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

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

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 3, 1995

Spring 1996 Course Descriptions

0404 - African-American Studies

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

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

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.

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

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*.

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

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

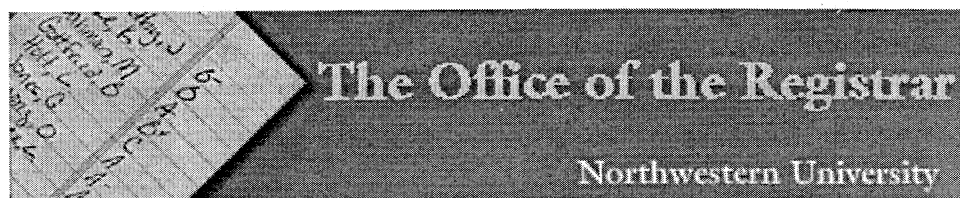
COURSE DESCRIPTION: The course will focus on the problematic of education in urban America. Special attention will be paid to the internal organization of schools, to the impact of cultural factors on schooling and to the prospects for change.

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

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

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.

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

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

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.

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 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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Last Revision June 18, 2008

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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

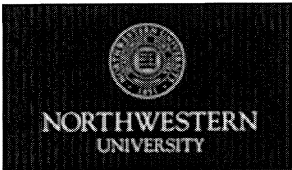
II. Thursday, 8 January

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 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), 3rd 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
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)	Paper #1 due by 4:00pm in either of my campus mailboxes.
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)	Paper #2 due by 4:00pm in either of my campus mailboxes.
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, 3rd 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*. (2nd 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*. (2nd 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*. (2nd 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.

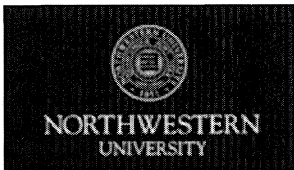
READING: (tentative) \nPrimary Source Readings. \n

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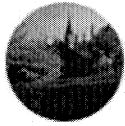
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Course Description For Winter 2000 AF_AM_ST African American Studies 236-2: Introduction To African-American Studies

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

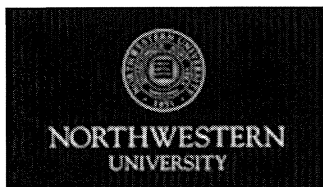
EVALUATION METHOD: Two small (2-3 page) essay responses to two of the readings or class discussions of choice, and one larger (8-10 page) paper on a topic subject to approval. Active participation in class discussions will also factor into final evaluations.

READING: TBA.

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Course Descriptions for Spring 2000 > Weinberg College of Arts and Sciences > AF_AM_ST African American Studies

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 examGiven 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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- 1) advancement of the University;
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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)

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!!

B

BEAUTY

L

LIBERATION

A

ACHIEVEMENT

C

COLLECTIVITY

K

KNOWLEDGE

B

BROTHERHOOD

O

ORIGINALITY

A

AWARENESS

R

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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 Diane Perushek, MA, AMLS, *Assistant University Librarian for Collection Management*
 Roxanne J. Sellberg, MLS, *Assistant University Librarian for Technical Services*

Undergraduate Schools

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Weinberg College of Arts and Sciences**Administration**

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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
 Craig R. Bina, PhD
Associate Dean for Undergraduate Studies and Advising and 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
 Daniel I. Linzer, PhD
Associate Dean and Professor of Biochemistry, Molecular Biology, and Cell Biology
 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
 Devora Grynspan, PhD
Assistant Dean and Lecturer in International Studies
 Marvin J. Lofquist, PhD
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

Robert J. Gooding-Williams (PhD Yale)
Professor; also Philosophy

Jane I. Guyer (PhD Rochester)
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

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)
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)
Lecturer

Junko Sato (MEd Massachusetts)
Lecturer

Yumi Shiojima (MEd Pennsylvania)
Lecturer

Noriko Taira (MEd Massachusetts)
Senior Lecturer

Anthropology

Helen B. Schwartzman (PhD Northwestern)
Professor and Chair

Caroline H. Bledsoe (PhD Stanford)
Professor

James A. Brown (PhD Chicago)
Professor

Michael F. Dacey (PhD Washington)
Professor; also Geological Sciences; Senior Associate Dean, Weinberg College

Micaela di Leonardo (PhD California Berkeley)
Professor; also Gender Studies

Timothy Earle (PhD Michigan)
Professor

Jane I. Guyer (PhD Rochester)
Professor; also African American Studies; Director, Program of African Studies

Karen T. Hansen (PhD Washington)
Professor

John C. Hudson (PhD Iowa)
Professor

William Irons (PhD Michigan)
Professor

Robert G. Launay (PhD Cambridge)
Professor

William Leonard (PhD Michigan)
Associate Professor

Thomas McDade (PhD Emory)
Assistant Professor

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

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 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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 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*
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 Angela Yang, MS, *Assistant Director*

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 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*

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Michael S. Sherry, PhD
Associate Dean and Professor of History
Devora Grynsman, 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

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Hong Jiang (MEd Cincinnati)
Lecturer
Eunmi Lee (BA Konkuk)
Lecturer
Phyllis I. Lyons (PhD Chicago)
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Junko Sato (MEd Massachusetts)
Lecturer
Yumi Shiojima (MEd Pennsylvania)
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Noriko Taira (BA Massachusetts)
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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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Allison Gaines Jefferson, MSJ, *Associate Director*

Kurt Ahlm, BS, *Assistant Director*

Angela Ball, MS, *Assistant Director*

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African American Studies

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Associate Professor and Chair; also Sociology, Education and Social Policy
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Professor; also English
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Associate Professor; also Political Science
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Professor; also Sociology, Institute for Policy Research
 Sandra L. Richards (PhD Stanford)
Associate Professor; also Performance Studies, Theatre
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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

African and Asian Languages Program

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 Muhammad S. Eissa (PhD Al-Azhar)
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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)
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G. Garth Miller, BA, Director, Dormitories and Commons Services and Special Events

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Registrar's Office

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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

University Library

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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

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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

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

African and Asian Languages Program

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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

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

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Associate Dean and Professor of Biochemistry, Molecular Biology, and Cell Biology and Neurobiology and Physiology

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

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

Richard P. Weimer, MA
Assistant Dean

African-American Studies

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Professor and Chair; also English

Henry C. Binford (PhD Harvard)

Associate Professor; also History

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Associate Professor; also Education and Social Policy

Madhu Dubey (PhD Illinois)

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Olakunle George (PhD Cornell)

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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

University Administration

University Officers

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Robert B. Duncan, PhD, Provost

C. William Fischer, MPA, Senior Vice President for Business and Finance

Jim G. Carleton, PhD, Vice President for Student Affairs

David H. Cohen, PhD, Vice President for Research and Dean of the Graduate School

William I. Ihlanfeldt, PhD, LLD, Vice President for Institutional Relations

Marilyn McCoy, MPP, Vice President for Administration and Planning

Peter G. Roll, PhD, Vice President for Information Services

Ronald D. Vanden Dorpel, AM, Vice President for University Development and Alumni Relations

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

Rebecca R. Dixon, MEd, Associate Provost of University Enrollment

John D. Margolis, PhD, Associate Provost

Roxie R. Smith, PhD, Associate Provost

Jeremy R. Wilson, PhD, Associate Provost

Office of the Vice President for Student Affairs

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

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

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

Office of the Associate Provost of University Enrollment

Alan Wolff, BA, Manager, Information Systems Office

Registrar's Office

Donald G. Gwinn, PhD, University Registrar

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

Jeffrey E. Hanson, PhD, Senior Associate Director

Mary L. Stonis, BA, Associate Director

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

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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

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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)*

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

Office of the Associate Provost for University Enrollment

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 Oralia G. Gomez, *Assistant Registrar for Transcripts, Grading, and Verification Services*
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 Jason Compton, *Manager, Academic Report Services*

Financial Aid Office

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 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*

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Garth Miller, BA, *Director, University Housing and Food Services and Special Events*

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

Ronnie Rios, BA, *Director, Hispanic/Latino Student Affairs*

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

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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*

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Financial Aid Office

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Grant Thatcher, MA, *Associate Director*

Margaret Miranda, MA, *Senior Assistant Director*

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

Barb Bamburg, 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*

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

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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

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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, 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 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)

Associate Professor; also Sociology, Institute for Policy Research

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

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)

College Lecturer

AA SA Black student
directory 1980-81

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BRIAN SMITH, TREASURER
CHARLES TALBERT, RECORDING
SECRETARY

SURLENE GRANT, VICE COORDINATOR
CLIFTON WHITLEY, TREASURER
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MICHAEL HICKSON

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BAUL - BLACK ATHLETICS UNITING FOR THE LIGHT
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DELTA SIGMA THETA
CAROLE WHITE

BIC - BLACKS IN COMMUNICATION
MARCIA DAVIS

SIGMA GAMMA RHO
ANITA CAIN

FELICITY ASSOCIATION
PATRICIA ADAMS

ALPHA PHI ALPHA
JULIUS (RAY) HALL

IDELE
VONZELLA GIVAN

OMEGA PSI PHI
MICHAEL PARISH

NSBE - NATIONAL SOCIETY OF BLACK ENGINEERS
RENEE BOULTON

KAPPA ALPHA PSI
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NEW SENSE
KATHY HAWK

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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.

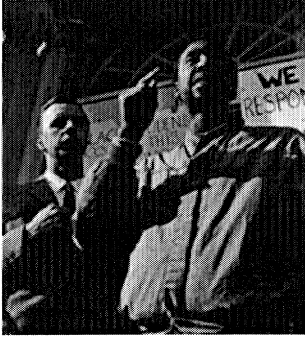
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Student James Turner (G68), right, and former dean of students and vice president for student affairs Roland J. "Jack" Hinz address the media outside the Bursar's Office in May 1968.

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.

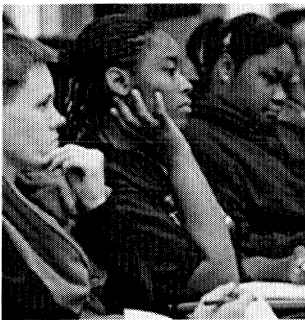
In many ways the Department of African American Studies is at a crossroads — looking back carefully at the inception of the field at Northwestern and other campuses while at the same time attempting to break new ground. The addition of a doctoral component by 2006 will be the department's next bold step.

"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.

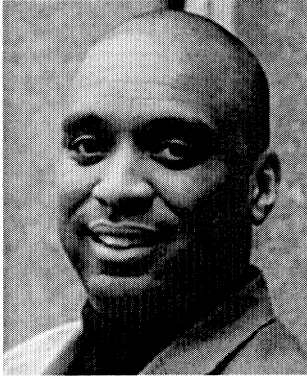
"It is now impossible to do anything you would consider cutting-edge research and scholarship without thinking seriously about the impact and difference that race makes," says McBride, who has written extensively in the area of race theory and cultural studies, including sexuality. "You can hardly come 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.

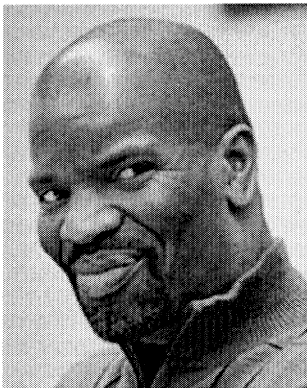
In layman's language that means much more cross-pollination with other academic departments on campus. "We think that having people who are strong affiliates with other departments not only strengthens our relationships with other departments but also brings in a variety of perspectives," McBride says.

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.

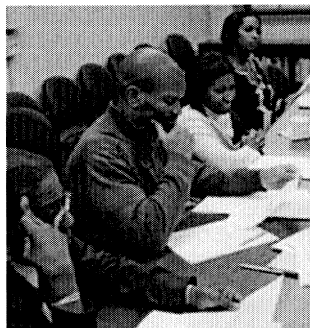
For example, Biondi recently taught a graduate seminar for the history department, and the history department's Nancy MacLean, who specializes in race, gender and labor issues, taught a course on affirmative action for the African American studies department.

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.



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.

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.

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.

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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.

After 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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October 24, 2009 11:00 AM

Theater: 'Arsenic and Old Lace'
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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.

Wendy Leopold is the education editor. Contact her at w-leopold@northwestern.edu

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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.

LENGTH: 656 words

DATELINE: EVANSTON, Ill.

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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LOAD-DATE: January 24, 2007

LANGUAGE: ENGLISH

PUBLICATION-TYPE: Newspaper

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NU cultural programs often hard earned

SEARCH

By Alexandra Finkel

Published: Friday, May 29, 2009

Updated: Saturday, October 10, 2009

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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"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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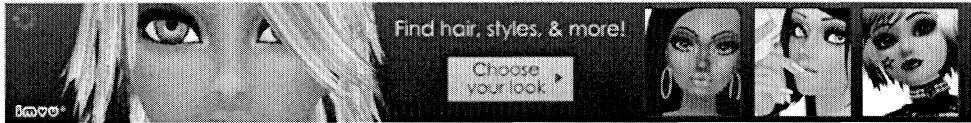
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What's changed most dramatically in the discipline over 40 years is the student body, which is far more racially diverse. Edge said that although he's had a positive experience in the classroom, he has faced some pushback from friends for his choice 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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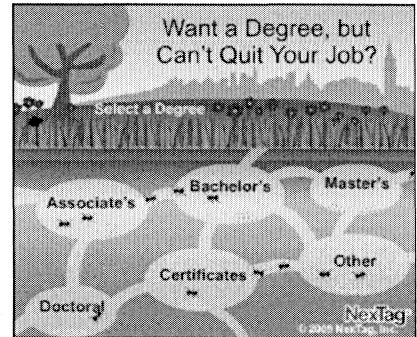
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Edge was drawn to black studies as he began to learn just how much had been omitted from history class at his New Jersey high school.

"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."

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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
Series 30/14
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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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
		Organizations	
	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
		Events	
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
		Programs	
	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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
	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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Dates</u>
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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- [Africana Conference Paper Index](#)
- [Maps of Africa](#)
- [African Studies Research Guide](#)
- [African Studies Databases](#)
- [Arabic Manuscripts from West Africa](#)
- [New Acquisitions](#)
- [New Books by NU Faculty](#)
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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.

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- [Hidden Collections](#)
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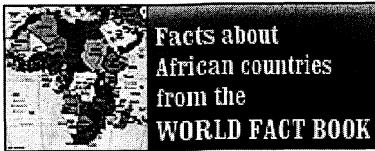
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Manuscript Collections			
Collection Number	Title of Collection	Span Dates	# of Boxes
Africana Manuscripts 1	<u>Abdullah Abdurahman Family Papers</u>	1906-1962	7
Africana Manuscripts 2	<u>Alexander Hepple Papers</u>	1937-1964	15
Africana Manuscripts 3	<u>Vernon Anderson Papers</u>	1921-1980	2
Africana Manuscripts 4	<u>Leo Kuper Papers</u>	1952-1966	21
Africana Manuscripts 5	<u>Lavinia Scott Papers</u>	1930-1959	4
*Africana Manuscripts 6	<u>Melville J. Herskovits Papers</u>	1906-1963	187
*Africana Manuscripts 6/1	<u>Melville J. Herskovits Biographical Materials</u>	1920-1996	1
Africana Manuscripts 7	<u>African Studies Association Papers</u>	1957-1980	50
Africana Manuscripts 8	<u>Vernon McKay Papers</u>	1935-1977	121
Africana Manuscripts 9	<u>Claude Barnett Research Collection</u>	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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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

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Boxes 1- 60

Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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	

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Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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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Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
11	7	Foreign Language and Area Studies Review	1968-1970	
	8	Foundations		
12	1	Foundations	1968-1969	
	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		
	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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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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Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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	
		Correspondence: General	
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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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		Correspondence: Subject	
	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
		Correspondence: Intra-University	
	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
		Courses	
	4	Courses	1964-1965
	5	Courses	1965-1966
	6	Courses	1966-1967
	7	Courses	1967-1968
8	Courses	1968-1969	

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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
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	
		Faculty, Staff and Students		
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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Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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		Financial	
	1	African National Unity Projects	1966
	2	African National Unity Projects	1965-1967

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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
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	
		Fellowships		
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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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
		Ford Foundation	
	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
		National Endowment for the Humanities	
	4	General	1971-1972
	5	General	1971-1977
	6	Grant Application	1970-1971
	7	Grant Application	1971-1972
	8	Grant Application	1971-1977
		United States Office of Education	
	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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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
			AFRICAN STUDIES IN THE UNITED STATES
	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
		Conference Groups: African Literature Association	

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42	8	Papers	1976	
	9	Papers	1976	
43	1	Papers	1976	
	2	Papers	1976	
	3	Papers	1976	
	4	General	1976	
	5	General	1976	
	Conference Groups: Association of African Studies Programs			
	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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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
		NEWSPAPER CLIPPINGS	
46	1	General	1978-1979
	2	Black-White Relations	1978
	3	Catherine Taylor Incident	1971
		PUBLICATIONS	
	4	Publications Committee	1970-1974
	5	Publications Committee	1971
	6	Publications Committee	1972
	7	Lecture Series	1970
		PUBLIC PRESENTATIONS	
	8	Correspondence	
9	Correspondence		
	10	Field Museum Outreach Packets	
		Monday Night Lecture Series	
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	Fall 1970

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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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
		Programs	
	12	African Outreach	1976
13	African Outreach	1976-1977	

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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
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	
			SUMMER TRAINING PROGRAMS	
	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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
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	
			Chicago Area African Studies Seminar	
	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		
		Education Professions Development Act		

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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>	
56	5	Summer Institute, Proposal and Guidelines	1970	
	6	Summer Institute, Proposal	1971	
	7	Summer Institute, Proposal	1972	
		Institute on Africa		
	8	General	1974	
	9	Bibliography	Jan 1974	
	10	Bibliography	Feb 1974	
	11	Bibliography	Mar 1974	
	12	Bibliography	Apr 1974	
	13	Bibliography	May 1974	
		Additions, 1960-1980		
	57		Conferences, Seminars	
		1	Attendance List for Contemporary South Africa	1960
	2	South Africa Conference	1977-1980	
		Correspondence: Administrative		
	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	Correspondence: General Administrative	1968-1976	
	2	Correspondence : General Administrative	1977-1980	
		Subject Files		
	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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<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
59		Grants and Proposals	
	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.

* *The Horizon History of Africa* (New York: American Heritage Publishing Co., Inc., 1971), pp. 620-324.

Dennis Brutus (1924-) Papers, 1960-1984

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Boxes 1-38

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
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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
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Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
1	1	Biographical material	n.d.
		Correspondence	
	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
		General Files	
	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

Series 35/17

Boxes 1-38

Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
	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.
		Poetry	
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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
	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.
		Diaries	
9		Port Elizabeth, South Africa	1956
		London	1968

Dennis Brutus (1924-) Papers, 1960-1984
Series 35/17
Boxes 1-38

Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
		London	1969
		London	1970
		London	1971
		Place unspecified	1971
		Evanston	1971
		Evanston	1972
		Evanston	1972
		Evanston	1973
		Calendars	1969,1972
		Notebooks	1963, 1967, 1972
		Biographical	
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
		Appearances and Speaking Engagements	
	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
		Organizations and Events	
	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
		Interviews and Tape Transcripts	
11	1	Interviews with Brutus	1969-74

Dennis Brutus (1924-) Papers, 1960-1984

Series 35/17

Boxes 1-38

Container List

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
	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
Correspondence - Bernth Lindfors			
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
General Correspondence			
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
Poetry			
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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
1	1	Biographical materials	1976-1986
		Education Files	
	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
		Correspondence	
	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
		Teaching Files	
	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
		Publications	
	3	"The University-Church Analogy"	1975
	4	"Black Student Unions"	1978

William H. Exum (1942-1986) Papers, 1965-1985
Series 11/3/1/1
Boxes 1-4 (including one half-size box)

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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Date</u>
	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 60th 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

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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

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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

<u>Box</u>	<u>Folder</u>	<u>Title</u>	<u>Dates</u>
		Biographical	
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
		Northwestern University	
	10	African American Studies Department Salaries RESTRICTED	1982-1987
	11	Grade sheets/Student evaluations	1976-1996
	12	Class Notes I	n. d.
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	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.
		Books and Publications	
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.
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Leon Forrest (1937-1997) Papers, 1952-1999

Series 11/3/1/3

Boxes 1-11, including two dropfront boxes

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3	9	Galley Proofs: <i>Bloodworth Orphans</i> pp. 1-233	n. d.
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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.
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	6	Manuscript: <i>Two Wings to Veil My Face</i> pp. 201-300	n. d.
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	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.
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	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

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Leon Forrest (1937-1997) Papers, 1952-1999

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9	1	Correspondence: T.J. Anderson	1980-1985
		Teaching files	
	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
		Publications	
	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](#))

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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 Tech 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 the problem of integration is a solution expected for the present.



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 solution 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 if 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.

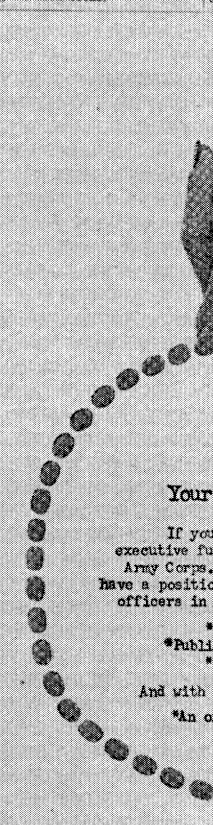
Book Store Probe Ends

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

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."

Vol. XXVI

August 4, 1958

No. 49

Published weekly during the academic year by Northwestern University at Frances Hall, Evanston, Illinois. Entered as second class mail matter at the post office at Evanston, Illinois, under Act of Congress of August 24, 1912.



The Nature and Context of Black Nationalism at Northwestern in 1971

Author(s): Freddye Hill

Source: *Journal of Black Studies*, Vol. 5, No. 3, Working Papers in the Study of Race Consciousness, Part 1 (Mar., 1975), pp. 320-336

Published by: Sage Publications, Inc.

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THE NATURE AND CONTEXT OF BLACK NATIONALISM AT NORTHWESTERN IN 1971

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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?¹ 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.² 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.³ 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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Source: *Journal of Black Studies*, Vol. 5, No. 3, Working Papers in the Study of Race Consciousness, Part 1 (Mar., 1975), pp. 277-319

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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.¹ 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.² 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.³ 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.⁴

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.⁵

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.⁶ 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.⁷ 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*.⁸ 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.⁹ 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.¹⁰

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:^{1 1}

- (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.^{1 2} 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.^{1 3}

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.^{1 4} 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.^{1 5} 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.¹⁶ 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.¹⁷ 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 30th 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
- e. 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

Bibliography

1) Books

Pridmore, Jay (2000), *Northwestern University: Celebrating 150 Years*, Northwestern University Press

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

Turner Trice Dawn, *New Faces among black studies scholars*, *Los Angeles Times*, March 5, 2009.

Watson Jamal, *And Northwestern Makes Seven*, *Noteworthynews*, Aug. 24, 2006.

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http://en.wikipedia.org/wiki/Northwestern_University
Wikipedia website about Northwestern University

<http://www.adminplan.northwestern.edu/board/life.htm>

<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).

Bibliography :

Translation:

Lettres à Martha from Dennis Brutus: French Translation from English and Introduction in *Po&sie*, Belin, n.115, 2006.

Article:

“Frankétienne, maître du chaos”, in *Trans*, (journal of comparative literature), n°6, 2008. (http://trans.univ-paris3.fr/article.php3?id_article=279)

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

“Spiraliser la langue : l’écriture schizophone de Frankétienne”, (Feb. 2009), International Conference, University of Tunis, Carthage. Editions Academia-Bruylant, forthcoming.

“Histoire, autobiographie et désir dans *H’éros-Chimère* de Frankétienne », (may 2009), Conference of ACLF (Francophone Literature Scholars Association), University of Paris IV-Sorbonne.

“Poésie et politique, deux approches contradictoires? », doctoral conference of SFLGC (French society of general and comparative literature), University Paris X-Nanterre. (June 2009).