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# BLACK STUDIES

## CURRICULUM



S.F. STATE COLLEGE  
ARCHIVES

SPRING

1968

HISTORY OF THE  
DEVELOPMENT OF BLACK CURRICULUM

Black curriculum at San Francisco State College was first initiated in Spring, 1966. The class was taught under the auspices of the General Education Elective Program (GEEP), a program for new and innovative classes in education. The class, Black Nationalism, was taught by Aubrie LaBrie. This course was different for two reasons: 1) it was uniquely designed to meet the then awakening appetites of black college students for more black oriented courses in the college curriculum; 2) it was structured in such a way that the community could take part in it.

In the fall semester of that year (1966), the Black Students Union sought to establish a broader curriculum designed for the black college student. Therefore the Black Arts and Culture Series was instituted as a part of the Experimental College. The purpose was to introduce, through a series of classes on Black culture and art, a positive focus on the life experiences of Black people in America. Classes covered the areas of history, law, psychology, humanities, political science, and dance. This series led to the formulating of a program of Black Studies the following semester.

Fall, 1967 was the first enactment of Black Studies curriculum. There were a total of eleven classes at the college (Amounting to 33 units of college credit). The courses in this catalogue will be taught in the Black Studies Program, Spring, 1968. Pre-registration cards for the classes can be picked up in the Black Students Union office, Hut T-2 after February 1, 1968.

# ANTHROPOLOGY

- 177.4. HISTORICAL DEVELOPMENT OF AFROAMERICAN STUDIES (3) Mary Lewis

Analysis of theoretical and methodological techniques associated with the study of AfroAmerican institutions.

- 177.02 SWAHILI (3) John Shoka

Continuation of the cultural language course taught in Fall, 1967.

# DRAMATIC ARTS

177. IMPROVISATIONS IN BLACKNESS (3) Melvia Stuart  
(Two separate sections to be arranged)

This course will be limited to twenty-five (25) students. The only prerequisite is a willingness to learn through hard work; other necessities are more or less inherent in the sum of the individual student's cultural and personal experiences. Through the implementation of games and improvised scenes, it is expected that each student will develop the art of "giving and taking" (mutual trust) with a partner or as a member of a group endeavor. The performance of "improvised" plays and "written" plays can well be an end result of this course of study; workshops will also serve as an extension of the entire program.

# EDUCATION

- 177.3 MISEDUCATION OF THE NEGRO (3) Abéul Karim

An experimental course in education that will

survey the educational process of black students in the public school system. Working through the tutorial program and a few selected schools in the black communities, we will make first-hand critical evaluations of classroom situations and reference materials in the context of a miseducational process that treats the American Negro student as a nonentity. Materials will be assigned to the class to establish the historical and cultural uniqueness of black people adjusting totally to American society. A major factor contributing to black people's frustrating position is the inadequacies of the American educational system; a system we hope to survey with the hopes of offering ways of improving the miseducational process that stifles black growth and development.

## ENGLISH

177. MODERN AFRICAN THOUGHT AND LITERATURE (3)  
Harold Head

This course will be organized as a seminar hopefully limited to fifteen students. Though not necessarily a prerequisite, some background in African history is desirable. Emphasis will be on factual and philosophical material because good analyses of exclusively imaginative literature are scarce. In addition, such an emphasis is useful--if not indispensable--to anyone wishing to understand more fully the process of colonial emancipation in Africa.

A study of the recent literature of the black continent is not possible in isolation. It demands the more general context of the whole African cultural revival--African writers and research workers being linked to so many communal preoccupations and characteristics.

The first characteristic common to both these groups, if not to all African thinkers, is

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their political commitment. Moreover, complementing their politically committed literature, present day Africans exhibit a committed history, a committed ethnology, and a committed theology.

The student will be expected to demonstrate an academic and creative understanding of the material. He should find the African commitment to Black Power stimulating in its obvious comparative implications.

116.1. CREATIVE WRITING (3) Sonia Sanchez

Various forms of writing are emphasized: poetry; narration; description; and the short story. Frequent guest writers will read and discuss their work.

6.1,6.2 COMPOSITION (3-3) George Murray

Development of reading and writing skills. Satisfies general education english requirement.

# HISTORY

177. ANCIENT BLACK HISTORY (3) Rolland Snellings

The course in Ancient Black History is extremely important to Black college youth, not only as a positive salve upon the wound of past and present racial oppressions and cultural degradation which has been the lot Black people everywhere, but also as an honest scholarly effort to complete the complex puzzle of human civilization confronting modern man. Modern civilization, contrary to prejudiced views, has resulted from the collective efforts of countless generations of the Races of men, daily pursuing their aim: dreaming, planning, working out their life tasks under indifferent skies. This view of history - which is obvious to the scientific scholar - has been, and

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in many cases, still is, hotly contested by sterile academics who feel their world-view threatened; by fresh, non-prejudiced approaches. One cannot truly know man until one has known him in all sizes, shapes, and colors upon the isles and continents of earth.

The course will not only outline and sketch the various dynasties, empires, political conflicts, etc. of the Ancient Black World, but also its concrete artistic and scientific achievements and discoveries so that the Black student can realistically "see, feel, or touch" the contributions of the Black peoples, of Africa, to Modern World Culture. Within the duration of the course, students will be asked to initiate projects which will help to further enlighten their fellow students both within and without the immediate classroom.

177. RECURRENT THEMES IN TWENTIETH CENTURY  
AFROAMERICAN THOUGHT (3) Mary Lewis

Course focus is AfroAmerican concern with question and problems of social and political integration from Booker T. Washington to Stokely Carmichael.

177. HISTORY OF THE THIRD WORLD Christine Williams  
(3)

A survey of Far Eastern (China, Japan, Korea) history up to 1831, the beginnings of the Western impact, especially in the areas of economics and politics.

## HUMANITIES

156. CULTURE IN THE CITIES (3) Jimmy Garrett

Course will deal with development of a concept of black humanity among students.

1. Developing methods of analysis
2. Intensive analysis of Black culture through the use of fiction and non-fiction of Black writers.
3. Discussion - student lectures - student projects will play an important role in the course.

199. INTRODUCTION TO AVANT GARDE JAZZ(3) D. Harrison

This course will examine the evolution of the Third Stream era in Black music. Discussions will revolve around various artists, their works, and their relation to other artists. Artists to be covered include: Herbie Nichols, Cecil Taylor, Sun Ra, Pharoah Sanders, Albert Ayler, Thelmonious Monk, Ornette Coleman, Eric Dolphy, Abbey Lincoln, Marion Brown, and others. There will be required reading and listening.

## PSYCHOLOGY

177. GROUP PROCESSES (3) Lawrence Harrison

Second semester of studies in group interaction and will concentrate in an increase of communication and trust among that group.

141. GROUP PROCESSES (3) Daisy Dumas  
(Effective Use of Stereotypes)

This course will utilize the techniques of role-playing in the classroom and in the community to enable students to develop a better awareness of themselves. Students will be encouraged to assume unfamiliar roles in the community in order that they might become more familiar with the psychological realities which are dominant in the black community. These realities will be examined through the use of stereotypes as constructs.

Participation in the community workshop will be mandatory. There will be required reading and final.

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177. WORKSHOP IN THE PSYCHOLOGY OF, BY, AND FOR  
BLACK PEOPLE (3) Maruyama

The cultural heritages and the social, conditions of Black people are different from those of white people. The purpose of this workshop is to develop conceptualization, hypotheses, data collecting procedures and methods of analyses based on the epistemology of Black culture, and work toward a theory of psychology relevant to the life of Black people.

## SOCIAL SCIENCE

20. AMERICAN INSTITUTIONS (3) Juan Martinez  
(Two sections will be taught)

General institutions and government. Satisfies the general institutions requirement.

## SOCIOLOGY

177. SOCIOLOGY OF BLACK OPPRESSION (3) Jim Aliniece

In recent years, there has been a growing tendency among black people to draw a historical parallel between that period in American history known as the post Civil War era and contemporary times. Both time periods are remarkably similar to each other in that they gave rise to: (1) an acceleration of the socio-political advancement of black people; and (2) a rising tide of resentment and resistance to this advancement on the part of a large body of white Americans. Admitting to the general validity of this analysis, it would be the primary purpose of this projected course to address itself to the differences, as well as the similarities, between these two historical periods. And further, to see if these differences are of such a fundamentally contradictory nature (i.e., in the



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sense that Mao-Tse-Tung elaborates on contra-  
dictions) so as to invalidate, or validate, as the  
case might be, the thesis that a historical  
cycle is in the process of reoccurring.

The general conceptual framework of the  
course would be structured upon ideas advanced in  
Political Sociology e.g., Definition: Political  
Sociology attempts to understand political activi-  
ties and institutions within the general context  
of the social and cultural environment that they  
exist in and are nurtured by. That is to say  
political sociology is especially interested in the  
underlying social conditions that affect the way  
groups and individuals interact with each other  
and the political consequences of such interaction.

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