REPORT OF THE COMMITTEE ON AFRO-AMERICAN STUDIES

I. THE COMMITTEE

In October, 1968, Dr. John E. Corbally, Vice President for Academic Affairs and Provost, invited a number of students and faculty members to serve on "an ad hoc committee to review University curricular offerings in the area commonly referred to as Afro-American studies," and to make "suggestions concerning any further developments in this area which might be of value."

The committee met for the first time on January 15, 1969, to receive its charge from Dr. Corbally. After some organizational problems, and a partially changing membership, the composition of the committee included five students and five faculty members. In addition, Dean Arthur D. Lynn, Jr., provided liaison with the Office of Academic Affairs. The committee chose two co-chairmen: Morris Beja, Associate Professor of English, and John J. Brothers, undergraduate student in Economics. Dr. Corbally had also created a committee to investigate the needs and procedures for recruiting Black faculty; obviously, the two committees had shared interests, and there was constant contact between them.

Our activities included familiarizing ourselves with much of the literature which had begun to appear in regard to the entire question of Black Studies; as one would suspect, in recent months that literature has been voluminous. We also requested information from appropriate departments and colleges within the University about their current offerings or future plans for courses directly and indirectly related to Afro-American Studies. In addition, we corresponded with many other colleges and universities; we found that most do not yet have a program as such in this area, although like us many are in the planning and development stages. But there were notable exceptions, and from a number
of institutions we obtained relevant reports and course descriptions. 1
In order to take full advantage of the experience of other institutions,
however, the University arranged for four members of our committee
--all students--to visit five colleges in Washington, D. C., and New York
City (City College of New York, Columbia, Federal City, Howard,
and St. John's, as well as various other centers of resources). What they
learned on this trip (which was made between Winter and Spring quarters)
was extremely valuable, both for them and the rest of the committee.

As a result of our deliberations, we are recommending the
creation of a Division of Black Studies.

II. THE NEED FOR BLACK STUDIES

As in all areas of study, any approach to a "rationale" for
Black Studies is at least dual: in part it reflects intellectual and cul-
tural concerns with subject matter; but it also reflects the needs of
the students to whom a program of study is primarily aimed, and for
whose sake indeed it exists.

In terms of subject matter and academic "disciplines", the
area of Black Studies is perhaps the single most important realm which
the modern university has yet to confront. That American universities
have not sufficiently dealt with it in the past is obvious; that they should
and must confront it now is even more so.

No aspects of American culture have been more important--more
uniquely "American", in fact--than those grouped under the term "Afro-
American". No ethnic group has been more profoundly and directly
involved in America's history and in the complex fate it has been to be
an American than have the Black people of our country. They now
number twenty-five million: yet no other group's contributions to

1See Appendix I
American life have been so universally or consistently neglected by the dominant scholars and teachers of the schools. Afro-American culture, especially, has been virtually ignored by the academic world. This has been so despite the fact that it includes a vast and deep body of material waiting to be taught, learned, and studied. Just how deep it is, how complex, how varied, has been one of the secrets hidden from the average university student by his formal curricula.²

For all students, the present situation has been unfortunate; for the Black students, it has been an insult, a reflection of indifference --or worse-- upon the part of a white institution toward Black people and their accomplishments. For them, the issue is not merely "academic"; and the very question, "Is there a need for Afro-American Studies?", seems a denial of their individuality, and of the importance of their particular American experience.

W. E. B. Du Bois' prediction that "the problem of the twentieth century" would be that of "the color line" seems now more accurate than ever. Young people--above all young Blacks--have been in the forefront of exploring its implications for American society. Their exploration has had many manifestations, but a consistent element in it has been a search for self-identity coupled with a search for humanity within the white, dominant society. Young Black people have become more eager than ever to know about their history and heritage--in this country, in Africa, and in the world. They have sought their own roads toward growth and development as they have seen themselves all too often cut off from many realms within white America.

To many young Blacks, one of the major sources of frustration and anger has been their education, from elementary school through

²See Appendix II.
graduate school: for some of the more sensitive, that education has been at least irrelevant, at worst destructive. It has refused to acknowledge the very legitimacy of cultural expression by Black people. The drop-out rate of Black students is critical. Needless to say, the cause lies not in lack of ability, nor even entirely in social and economic ills: much of the blame must be attached to the education itself, which in its overwhelming stress on white culture and values is often alien and imposed. In high schools and colleges the destructive quality of the process may become all the more intense, as students are mature enough to see it for what it is, and to be frustrated by it.

Many things must be done to correct this situation. Not least among our tasks at the Ohio State University is the creation of a Black Studies program designed and administered with the relevant needs of Blacks especially in mind.

III. RECOMMENDATIONS

A. Administration

The committee makes the following recommendations regarding a program of Black Studies and its administration:

1. That a unit called the Division of Black Studies be established.

2. That the Division of Black Studies become a part of one of the Colleges of the Arts and Sciences and administratively responsible to the Dean of that College. (Either the College of Social and Behavioral Sciences or the College of Humanities would seem to be appropriate.)

3. That the chief administrative officer of the Division of Black Studies shall be the Director.

4. That the chief policy making body of the Division of Black Studies shall be an Executive Committee comprised
of an equal number of faculty members and student members. The student members are to be elected by popular vote from among the students officially enrolled on a full time basis in the Division. The Director of the Division shall be the Chairman of the Executive Committee.

(Recognizing that the above administrative recommendation is not provided for in the Rules for the University Faculty and is in effect experimental, we submit that said administrative procedure be subject to review by the Faculty Council at any time but that a mandatory review by an external committee of experts in the field, selected by the Provost, be held not later than three years from the time the Division of Black Studies is established.)

5. That provision be made for an adequate budget and for adequate and contiguous space allocations for administrative, faculty, and clerical offices.

6. That a departmental library be established.

B. Curriculum

In examining the area of curriculum for a Black Studies program, it soon became evident to the committee that detailed proposals could not, indeed should not, be stipulated in this report. To do so would be denying the privilege of such curricular development to those employed within the proposed Division. Nonetheless, knowledge of the curriculum structure and process on this campus, and the review of present offerings in the area of Black Studies as well as of programs in preparation or in operation elsewhere, lead us to make some recommendations.

It is clear that additions to the present course offerings will be necessary to meet the needs of the Black Studies major.
While Afro-American courses do exist in several disciplines--such as Sociology, Anthropology, History, and Linguistics--it is recognized that too often they concentrate in the African area with insufficient attention given to the American sector. Courses recently established to meet this objection, such as the Economics of the Ghetto and Introduction to Negro Literature, provide a welcome and much needed addition to the curriculum, but they represent only a partial solution to the problems of program development for a major in Black Studies. Hence, the committee perceives the need not only for expanded offerings in the Black Studies area by individual departments, but also for the establishment of a Division which would stimulate such efforts and develop a curriculum in its own right.

In line with these observations, and keeping in mind the 196 hours presently required for graduation, the committee makes the following specific recommendations:

1. That a major in Black Studies be developed as rapidly as possible, but in any case not later than the academic year 1970-1971, and that it include the following components:
   a. A minimum of 15 hours in Black Studies at the basic education level.
   b. An additional 25 hours of work in more advanced courses in Black Studies.

2. That the specific courses to be included in the program be developed by the Division of Black Studies. It is recommended that among these courses provision be made for practical experience within the Black community and for foreign study tours. Courses offered in other schools and departments of the University may be approved for inclusion in the program by the Executive Committee of the Division.
3. That students enrolled in the Black Studies program shall be required to have a second major in an additional existing field of study, 40 hours as presently defined by the Colleges of the Arts and Sciences, or as stipulated by other colleges in the University.

4. That graduate programs in Black Studies be developed in the future at as early a date as the criteria for graduate programs can be met.

5. That the Division of Black Studies, in conjunction with the Division of Continuing Education, develop programs and courses of educational interest and benefit to the Black community, and that they be offered at times convenient to the community.

The student-initiated proposal for a dual major reflects their recognition that a degree in Black Studies must be coupled with a specialization in an additional discipline. This combined program enables the student to bring to the second major a distinctively Black point of view, thereby enriching its value and enhancing its relevance and usefulness to the Black community. Thus the Black Studies major will consist of 25 hours of course work beyond the first level degree requirements. The range of possibilities for meeting basic education and bachelor degree requirements must be expanded to provide relevant courses in the area of Black Studies which would also be an integral part of the major. The second major will, as is presently defined in the Colleges of the Arts and Sciences, consist of 40 hours of work, or whatever is specified by the undergraduate professional colleges.

We also recommend that a number of courses be developed in the area of Black Studies which will meet the Basic Education and Degree Requirements in the area of the Social Sciences and the Humanities. The present 15-hour history sequence must be supplemented by a
15-hour sequence of Black History for the major in this proposed program. Similarly, for example, courses in Black Art, Music, Dance, Literature and Theatre should be developed which can be used to meet the Humanities requirement. The foreign language requirement for the B.A. or B.S. degree may be met with an African language. Consideration should be given to the possibility of offering alternatives to the present courses in Swahili.

The additional 25 hours will be compiled in more advanced courses of the disciplines indicated above, or other relevant fields, developed under the direction of the Division of Black Studies. Students declaring a major in Black Studies after completion of first level requirements in a non-Black Studies area will be required to take an additional 15-hour sequence in the basic Black Studies fields.

C. Faculty

In order to assure that the program gets under way efficiently and without undue delay, we make the following recommendations in regard to the staff of the Division of Black Studies:

1. That the Director of the Division and at least two faculty members be appointed by January, 1970. Said faculty members should be qualified in different aspects of the projected Black Studies program, i.e., from among the following: economics, sociology, history, literature, art, music, dance, African languages. In addition, the faculty members must be knowledgeable about and conversant with the needs of

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3 It is recommended that the Provost appoint a search committee for these positions, and that the committee consist of: three faculty members, including Black faculty and a representative of the College to which the Division is attached, three students selected from the Committee on Afro-American Studies and/or the Committee for the Recruitment of Academic Personnel, and the Special Assistant to the Vice President for Student Affairs.
the Black community. It is recommended that a budget allocation of $60,000 be made to finance these three new positions.

2. That an additional complement of three faculty members be added to the Division by October 1, 1970. These persons, it is assumed, will be needed to teach the courses that will have been previously developed and approved.

3. That faculty members holding appointments in other departments and schools may, upon the invitation of the Division of Black Studies, hold a joint appointment within the Division.
IV. CONCLUSION

The adoption of this suggested program would assure an intellectually rigorous course of study which will provide the student with an educational experience relevant to his needs and the needs of the Black community.

As a result, this program will contribute significantly to the growth and development of the Black community as well as to the growth and development of the students themselves. In this way, it will direct the process of higher education to the present and future needs of the Black community for trained and committed leadership.

Respectfully submitted,

Edmond Boston (Undergraduate, Economics)
S. Earl Brown (Prof., Geography)
William Conley (Vice President for Student Affairs)
Karen Hamilton (Graduate Student, French)
Alton Jones (Undergraduate, Psychology)
Margaret Mordy (Chairman, Phys. Ed.)
B. William Poland (Assoc. Prof., Music)
Deborah Stokes (Undergraduate, Social Work)

*Morris Beja (Assoc. Prof., English)
*John J. Brothers (Undergraduate, Economics)

*Co-Chairmen
APPENDIX I

The following is a list of institutions from which we had received relevant materials at the time of the completion of this report:

Antioch College
University of California (Berkeley)
Columbia University
Cornell University
Crane Jr. College
Federal City College
Harvard University
University of Iowa
Oberlin College
San Francisco State College
University of Southern California
Southern University
University of Wisconsin (Milwaukee)
Yale University

These materials, and indeed all materials collected by the committee, are available to interested persons in Mr. Conley's office.
APPENDIX II

There have been seventeen courses offered or projected for future inclusion in the curricula of the Ohio State University which may be considered to have some direct relationship to Black Studies:

Anthropology 415: Ethnology of Africa
Economics 694L: The Economics of the Ghetto
Education 638: History of Negro Education in the United States
English 281: Introduction to Negro Literature in America
Geography 408: Geography of Africa
History 260: Afro-American History (has become History 694)
History 694: The Socio-Political History of the Afro-American History 694H: Contemporary Negro Consciousness (Honors)
Humanities 294: Special Group Studies
Journalism 693.06: The Mass Media and Black America
Linguistics 211-214: Swahili
Political Science 200: Government of the United States: the Case of Black Politics
Political Science 563: Regional Patterns in International Politics: Africa
Sociology 280: Race Problems in the United States
Sociology 693.06: Black America and White Racism
Sociology 693.06: The Black Community in America
Speech 330: The Rhetoric of Black Americans

In addition, the College of Education has four courses which are indirectly related, and the College of Administrative Science conducts Continuing Education small business seminars.

For an evaluation of current offerings, see Appendix III.
APPENDIX III

The following is a general evaluation by John J. Brothers of the courses now offered at Ohio State in the area of Black Studies. Mr. Brothers has himself been a student in seven of them, and he has conferred with students in others.

From their inception, courses dealing with Black Studies at this university have been under attack by Black students for failing to do what they were supposed to do, that is to be a reflection of Black existence in this country. The charges were: they treated Blacks only as a problem; they were about White reactions to Black existence rather than about what Blacks had done and thought themselves; courses were merely large sensitivity sessions with little benefit for Black students; Black students tended to be used as "textbooks" for the Whites, in that White students learned some of the fine points of Black existence but Blacks gained nothing themselves, as they were the object of most of the questions and the centers of most of the discussions.

The central question which these accusations raise is: for whom are the courses intended? Unfortunately, it would seem that most of the courses which might be considered directly related to Black Studies were created for White students, not Black, and therefore as presently structured they are not compatible with a Black Studies program. Of the present offerings, English 281, Geography 408, Anthropology 415, Political Science 563, Swahili, and History 694 (Socio-Political History) might be included in a Black Studies curriculum without major revision—subject, of course, to further evaluation.
Finally, there is the question of the competency of the professors teaching the courses. While the individual professor might be capable in the field of his specialty, that in no way necessarily equips him to relate in depth what the Black experience in that field has been. While good intentions are commendable, they do not replace competency. Many of the courses have been overly ambitious in scope, unstructured to a degree approaching confusion, and have had no fixed objective. Experience to date raises the question of whether a professor who has not taken specific training in the Black Studies area can create and instruct a course of substance. It may be as unreasonable to expect a professor in American History to teach Black History as it is to expect a professor in American History to teach Chinese History. Professors, like everyone else, are products of their history and experience on this continent, but the history and experience of Blacks on this continent have differed in the most fundamental manner from those of Whites. White professors are limited in teaching Black courses not only by their history and experience but also by the social ideology of the society of which they are a part, an ideology which they have helped to maintain by sins of omission or commission; for they are the ones who created the textbooks which told every Black person born in the country that he was a worthless human being without either history or culture worthy of respect. It is highly questionable whether a White professor can teach a relevant Black course. Experience to date casts extreme doubt on the ability of the White professor to overcome his limitations. While it might be argued that given sufficient time they might learn to do so, it cannot be argued that a generation of Blacks should be sacrificed in order for them to do so. The limitations will remain as long as the racial climate of this country remains as it is.
Until there is a fundamental change in the racial climate, White professors can be of but limited use in a Black Studies Program.

John J. Brothers
Provost James A. Robinson
Office of Academic Affairs
308 Administration Building
Campus

Dear Jim:

As you know, a question about compensation for students serving on committees in an official capacity has been put before me by Paul Olsencarp at the request of student members of the Black Studies Committee and students they have asked to represent the Committee in faculty recruiting efforts by the Black Studies division jointly with several departments and divisions. Inasmuch as the Black Studies division has now been approved as an official part of the College of Humanities, this clearly must be viewed within the context of the College structure and functioning. I have taken the position that the creation of this division and its subsequent development represent the recognition of an academic need of high priority, and I shall continue to do what I can to foster that development. I do not, however, believe that I can appropriately consider compensation for one group of students asked to perform a service to the College without taking into similar consideration other students and other groups similarly asked to serve. Indeed in discussions of this question with you, with John Mount, and with my colleagues in the College office, it has become quite obvious that while the question may have to be answered ultimately at the College level it bears quite directly on the academic and administrative management of the University as it relates to student service.

Students who perform services for the University are already given compensation for a large variety of tasks. Many of these tasks are relatively uncomplicated, even mechanical; many are involved and demanding. A number of students are employed to assist the Office of Admissions in working with prospective students. Many additional man-hours are of course volunteered by students in this specific task. Grants-in-aid can be and have been made available to students whose services are requested and who would by performing the service lose other income opportunity. The principle of assistance has been established. The question to which I now address myself also seems to me to ask how broad that principle should be in its interpretation.
The University has now integrated into its administrative and academic framework the concept of student membership on faculty and administrative committees as well as the concept of student service and student government. How and why we have accepted this concept should not concern us; the fact is that we have done so and that we are making active and profitable use of such student assistance. I need only cite the specific here to recall that the Black Studies Committee of the College includes in its membership of seven (with the chairman) three students, two members of the faculty, and two members who serve by virtue of their administrative responsibilities. I cite this special case only to underscore my point that for whatever reason we do make important use of students, and that it is not pro forma use.

Now to a difficult point. As I have considered the question raised by these students, my point of view has changed. I began quite frankly with a negative response, almost automatically saying that we don't pay students when we ask them to serve on committees. Some of this may have reflected reaction to the feeling that because students have asked us to ask them to serve on committees, we certainly shouldn't be thinking of compensating them for the service. But as I have tried to structure a rational basis for that response I have found it increasingly wanting. Not all service is equal weight or value; perhaps not all should be considered for compensation. But as I have noted, services for which we do provide compensation and have learned of the time and effort many students put in on administrative and academic committees of the university and its components, I begin to think we are guilty of sophism if we cloak the recompense for such service under the guise of honor or of experience. Should we pay students to serve as recruiters for students and deny compensation to those whom we ask to serve as recruiters for members of the faculty? That is the awkward parallel with which we are now faced, and to meet it I believe we must give extended thought to the whole relationship between student service and the benefits we derive from it.

There are many such instances of service that will require careful weighing and difficult decision; to some extent service within student organizations, at least many of them, may be outside this question entirely. There are difficulties in interpreting the role of student government officers and the many committees of the student government. But when we turn to the student who is asked to sit as a member of a committee by the institution and to play a role on that committee equivalent to that of a faculty member, of whose total compensated role such service is a clear part, then we are in an area where the example of the past, the discomfort of the idea and the "but they are students" concept provide inadequate response.

I mentioned earlier my concern that this question is clearly not one that can be limited to the College of Humanities, and it is my intention to bring it before the Coordinating Council of Deans of the Colleges of the Arts and Sciences, hopefully to persuade them of my view, and before the
Senate of the Faculty of the Colleges of the Arts and Sciences with the same hope. I shall of course keep you and John Mount fully informed of the progress of these discussions, and from them I would hope would come a recommendation from the Faculty of the Colleges for a general review of the concept of student service to the University and a proposal for compensation where appropriate for those students asked to perform official service.

I consider that among the areas of student service deserving of compensation are those represented by students who serve as members of the Black Studies Committee, although they have been serving without compensation, and by students asked to serve as members of committees to recruit for faculty positions. It is therefore my intention to consult with my colleagues in the College of Humanities to determine the ways in which such service by students in the College can be recognized, measured and compensated, but with the understanding that some degree of compensation will be provided.

Sincerely yours,

Charles L. Babcock
Dean

 cc: Chairman, Departments and Divisions,
    College of Humanities
    Coordinating Council of Deans,
    Colleges of the Arts and Sciences
    Chairman, Senate of the Faculty of
    the Colleges of the Arts and Sciences
    Vice Pres. Mount
March 17, 1969

Dear Dean Lynn:

In reply to your request of March 3, 1969 concerning courses, etc., relevant to the field of Afro-American studies, I have decided that the easiest way to reply is to send the material we have now received directly to you. I believe you already have the letter from the Classics Department but nonetheless I have included it. We have had no replies from four of our departments. I believe that it is highly unlikely that at least one of these has any courses of the sort for which you are looking. The other three, however, particularly Linguistics, no doubt have courses of interest to you. Since it is now the quarter break I shall endeavor to obtain the required information early in the week of the 25th.

I shall be happy to try to answer any questions you might have.

Yours sincerely,

[Signature]

Paul J. Olscamp
Associate Dean

PJO/flb

Enclosures
March 5, 1969

Dean Paul J. Olscamp
College of Humanities
Denney Hall
Campus

Subject: The Afro-American Studies Committee,
your memorandum of March 4.

1. None of our German language and literature courses are,
directly or indirectly, related to Afro-American studies.

2. None.

3. None.
March 6, 1969

Dr. Arthur Lynn  
Associate Dean of Faculties  
365 Administration Bldg.  
190 E. Oval Drive  
Campus

Dear Dean Lynn:

In reply to a request for information from Associate Dean Olofson about Afro-American Studies I have to report that we have no courses, actual or planned, which bear upon Afro-American Studies. In our general offerings we have none which bear directly on the area. Obviously any well-taught Humanities course would have some general relationship, but courses in Ancient Literature and Civilization do not go beyond this.

Sincerely yours,

Mark Horford  
Chairman

Mike

cct: P. Olofson
March 7, 1969

Dean Paul J. Olscape
College of Humanities

Subject: Courses in English related to Afro-American Studies.

1. What courses do you presently have that are directly related to the field of Afro-American Studies?

Attached is a description of English 281, Introduction to Negro Literature in America, which will be offered this Spring for the first time. The enrollment for a section of this course will be limited to 45 students.

2. What courses relevant to or a part of the Afro-American studies area are planned for the near future?

As part of the program in Teaching English to Speakers of Other Languages a new course American English Dialects 2XX is proposed for next spring. The following is a quotation from the proposal now being readied: "A course in American English dialects which spoke frankly about the social varieties of English would offer people the opportunity to avail themselves of a service for dialect expansion if they chose to do so or offer them the alternative of elementary field work in dialect research if they did not."

Such a course would use a basic syllabus divided into the following studies:

2. Study of social varieties of American English; their relationship to geographical varieties.
3. Intensive study of one well-documented special dialect.
4. Field work collecting data on some area of American Dialect, or class and laboratory work leading to the mastery of some dialect.

Basic text (to be supplemented by further bibliography):
3. Which of the general offerings in your discipline may be indirectly related to this field of study? What is the present role of Afro-American content in such courses?

A number of sections of Introduction to Fiction (261) and of American Literature (552, 553) deal with the Negro in American life and with works by Negro writers. Certain courses in usage and in the TESOL program deal with sociological and geographic dialects and application of foreign language techniques applied to training in dialects. But as yet we have no systematic accounting of what percentage of material is used or how the material is taught. Professor Morris Baja who is on the committee for Afro-American Studies is presently conducting such an investigation (see attached).

Yours truly,

Richard T. Martin

Richard T. Martin,
Assistant to the Chairman

RTM:riw

Enclosures
Mrs. Thornton  
Mr. Beja  

ENGLISH 281 - INTRODUCTION TO  
NEGRO LITERATURE IN AMERICA  

TEXTS:  

Dark Symphony: Negro Literature in America, eds.  
James A. Emanuel and Theodore L. Gross  

Another Country, James Baldwin  

Invisible Man, Ralph Ellison  

Native Son, Richard Wright  

The Confessions of Nat Turner, William Styron  

The Man Who Cried I Am, John A. Williams  

"Benito Cereno" (on reserve in English Department Library,  
Derby Hall)  

AIM:  

This course will examine significant literature written by  
blacks and whites about the Negro in American life, but most of  
the works studied will be that of black writers. The term "Negro  
American literature" has nothing to do with the themes or subject  
matter of these works; it merely refers to that literature produced  
by Negro Americans.  

It is a fact that much of the literature written by the  
black man has dealt in some way with his treatment in America  
and is largely a protest literature. For this reason, any study  
of this body of writings must give some consideration to the  
historical and social conditions reflected in these works. One  
must also remember that Negro American literature is American  
literature and not a tradition totally apart from the main  
development. The writings, therefore, will be studied in the  
light of this development.  

PLAN:  

This course will utilize both the lecture and discussion  
teaching methods. Periodically, guest lecturers and speakers  
will be called upon.  

Each student is expected to read all the assigned texts.  
Two papers (one of approximately 800 words, one of approximately  
1200 words); a midterm, and a final examination, in addition to  
careful reading and active participation in classroom discussion  
are necessary requirements which must be satisfied for successful  
completion of the course.  

We will meet four days per week. (Monday through Thursday)
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<td>II. Early Black Writers</td>
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<td>Davis</td>
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<td>VI. 1930's - 1940's</td>
<td>Wright, Native Son Wright Stories</td>
<td>4</td>
<td>IV - V (Apr.21-24)</td>
<td>H.T.</td>
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<td>Walker, Poems</td>
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<td>Brooks, Poems</td>
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<td>Tolson, Poems</td>
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<td>VII. 1950's</td>
<td>Ellison, Invisible Man</td>
<td>3</td>
<td>VI (Apr.28-May 1)</td>
<td>M.B.</td>
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<td>Ellison Stories</td>
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<td>Hayden, Poems</td>
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<td>Bontemps, Poems</td>
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<td>Marshall, Poems</td>
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<td>VIII. 1960's</td>
<td>Baldwin, Another Country Baldwin Stories</td>
<td>4</td>
<td>VII (May 5-7)</td>
<td>M.B.</td>
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<td>(May Day, 8th)</td>
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<td>Styron, Confessions of Nat Turner</td>
<td>3</td>
<td>VIII (May 12-15)</td>
<td>H.T.</td>
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<tr>
<td></td>
<td>Williams, Man Who Cried I Am</td>
<td>3</td>
<td>VIII - IX (May 19-22)</td>
<td>H.T.</td>
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<tr>
<td></td>
<td>Jones, Stories and Poems</td>
<td>2</td>
<td>&quot;</td>
<td>H.T.</td>
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<tr>
<td>IX. Open Time</td>
<td>To be determined</td>
<td>4</td>
<td>X (May 26-29)</td>
<td>H.T. &amp; M.B.</td>
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March 6, 1939

Dear Colleague:

The Committee on Afro-American Studies set up by Vice-President Corbally is taking a survey of relevant programs and courses presently offered in the university.

In the English Department, we do have a new course in this area (English 281: Introduction to Negro Literature in America). But we need information about our other courses as well—especially those in American literature. In any of your courses, do you regularly include works by black writers? Of the white authors you teach, which selections by them deal in large part with Negro themes and experiences?

If you could forward such information to me as soon as possible, together with any suggestions, ideas or plans in regard to this area of study that you may have, I would be grateful.

Sincerely,

Morris Baja
Box D-7
March 12, 1969

TO: Dean Paul J. Olscamp

FROM: Wayne P. Lawson
      Acting Chairman

SUBJECT: The Afro-American Studies Committee

The Division of Comparative Literature presently offers no literature in the area of Afro-American Studies. We are open to suggestions for any material within our area that you might suggest. As you know we offer a total of three courses, yet there might be an opportunity next year to include in our curricula some type of literature related to the aforementioned area.

WL/ml
Dean Paul J. Olscamp
College of Humanities
165 Denney Hall

Dear Paul,

In reply to your memorandum of March 4 concerning the Afro-American Studies Committee, I can report the following:

During the Autumn Quarter, 1968, Professor Herton Dillon offered a course on Afro-American history. The syllabus for History 260 is enclosed. This course had an enrollment of 76 with one auditor.

Currently Mr. Edward Hargrave is offering an honors course 694 entitled Contemporary Negro Consciousness. This course explores the evolution and diffusion of the world view of the American Negro elite from 1900 to the present. A description of this course is enclosed. The course has an enrollment of 16.

During the Spring Quarter Professor Arthur P. Stokes will offer History 694, The Socio-Political History of the Afro-American. The course carries 3 hours credit and will be offered on Tuesdays and Thursdays 11:00-12:20. The course will survey the origin and development of basic ideals and institutions, continuing problems and involvement with American democracy and world relationships. An outline of this course is enclosed.

Sincerely,

Harry L. Coles
Chairman

HLC:mk
Enclosures
History 260

Fall Quarter, 1968
Mr. Dillon


The above listed books are the required reading for the course. Other recommended readings are listed below. These will be located in the Reserve Room of the Main Library.


Fishel and Quarles, Chapter I.
Recommended: John Hope Franklin, From Slavery to Freedom, Chapters 1-8
E. Franklin Frazier, The Negro in the United States, Chapter I.

Sept. 30-Oct. 4 The Revolutionary Philosophy of Freedom and its American Limitations.

Fishel and Quarles, Chapter II.
Recommended: Franklin, From Slavery to Freedom, Chapters X-XI
Benjamin Quarles, The Negro in the American Revolution
Robert McColley, Slavery and Jeffersonian Virginia.


Fishel and Quarles, Chapter III
Recommended: Kenneth Stamp, The Peculiar Institution
Franklin, From Slavery to Freedom, Chapters XII- XIII
Frederick Bancroft, Slave Trading in the Old South.
Richard Wade, Slavery in the Cities.
F. Douglass, Narrative of the Life of Frederick Douglass, an American Slave.

Oct. 14-18 Free Negroes in a Racist Society

Fishel and Quarles, Chapter IV
Recommended: Franklin, From Slavery to Freedom, Chat.XIV.
Leon Litwack, North of Slavery
Emma L. Thornbrough, The Negro in Indiana Before 1900
FIRST HOUR EXAMINATION, OCTOBER 18


Fishel and Quarles, Chapter V
Recommended: Franklin, From Slavery to Freedom, Chap. XV-XVI
Lara Gara, Liberty Line
Benjamin Quarles, The Negro in the Civil War.
Dudley T. Cornish, The Sable Arm: Negro Troops in
the Union Army, 1861-1865
Bell Wiley, Southern Negroes, 1861-1865

Oct. 28-Nov. 1 The Negroes Reconstruction, 1865-1879

Fishel and Quarles, Chapter VI
Recommended: Franklin, From Slavery to Freedom, Chapters XVII-XVIII
Vernon L. Wharton, The Negro in Mississippi
W.E.B. DuBois, Black Reconstruction

Nov. 4-8 "The Nadir," 1879-1918

Fishel and Quarles, Chapter VII
Spencer, Booker T. Washington
Recommended: Franklin, From Slavery to Freedom, Chat. XXI-XXII
Rayford W. Logan, The Negro Thought in America
Life and Thought: the Nadir, 1877-1901

SECOND HOUR EXAMINATION, NOVEMBER 8

Nov. 11-15 Renaissance

Fishel and Quarles, Chapter VIII
W.E.B. DuBois, Souls of Black Folk
Recommended: Franklin, From Slavery to Freedom, Chapters XXIII-XXVI
August Meier, Negro Thought in America
Abram L. Harris, "The Negro as Capitalist"

Nov. 18-22 The Negro in Prosperity and Depression—the 1920's and 1930's

Fishel and Quarles, Chapter IX C
Charles Silberman, Crisis in Black and White, first half.
Recommended: Franklin, From Slavery to Freedom, Chapters XXVII-XXVIII
E. David Cronon, Black Moses: The Story of Marcus
Gerevy
E. Franklin Frazier, The Negro Family

Nov. 25-27 World War and Racial Realignment

Fishel and Quarles, Chapters X-XI
Silberman, Crisis in Black and White, second half
Recommended: Franklin, From Slavery to Freedom, Chap. XXIX-XXX
Dec. 2-6 The Tactics of Upheaval: The 1950's and after

Fishel and Charles, Chapters X-XI
Stokely Carmichael and Charles V. Hamilton, Black Power
Recommended: Franklin, From Slavery to Freedom, Chap. XXXI
James Baldwin, The Fire Next Time
Martin Luther King, Jr., Stride Toward Freedom
C. Eric Lincoln, Black Muslims in America
Howard Zinn, SNCC: The New Abolitionists
History 691—Contemporary Negro Consciousness
Instructor: Edward Nagerman

This colloquium explores the evolution and diffusion of the world view of the American Negro elite from the turn of the century to the present. Working from interdisciplinary perspectives which attempt to integrate social, cultural, and intellectual change, reading and discussions are directed to the Negro intellectual's changing conception of self and the implications for ethics, aesthetics, and institutional thought. The reading are selected to provide a cross-section of the thought, circumstances, and motivations of the Negro intellectual over the time period covered by the course.

Participants in the course are expected to write a comprehensive paper in which they analyze, from social, psychological, cultural, and intellectual perspectives, the process of paradigm or model change in the world view of the Negro intellectual over the past three generations.

Compulsory reading:

Du Bois, W. E. B., Dusk of Dawn

Wright, R., Black Boy

_S, "Blueprint for Negro Writing," New Challenge, 1937

Foner, P., The Wretched of the Earth

Malcolm X, Autobiography of Malcolm X

Cruse, H., The Crisis of the Negro Intellectual

Two of the following (preferably at least one an analytical work of scholarship)

Elison, R., Invisible Man

Brown, C., Manchild in the Promised Land

Cleaver, E., Soul on Ice

Carriech, S. and G., Hamilton, Black Power

King, M. L., Where Do We Go From Here

Cruse, H., Revolution or Rebellion

Clark, K., Dark Ghetto

Grier and Cobs, Black Rage

Osofsky, G., Harlem: The Making of a Ghetto

Stilberman, Crisis in Black and White

Rose, The Negro in America

Jordan, Winthrop D., White Over Black (out of the time period, but might look it over for perspectives)

Jones, Leroi, Blues People

_____ Two Plays: The Slave, Buchman
The Afro-American in the History of the United States

The work in this course will consist of lectures, class discussions, written and oral reports. Required books are as follows:


The Development of Segregationist Thought. Ed. I.A. Newby

Negro Protest Thought in the Twentieth Century. Ed. Francis L. Broderick and August Meier

Plan of Study

Topic I - Who is an Afro-American?

1. A peculiar definition
2. Impact of the definition on American society

Topic II - African background

1. Medieval and Modern Civilizations of the Western Sudan.
2. Evidence of pre-Columbian African contacts with the New World.
3. Black pioneers with the Conquistadores.
4. The question of African survivals.

Topic III - The origin and nature of Anglo-American Slavery

1. Factors in the institutionalization of Anglo-American Slavery.
2. Comparative analysis of Anglo and Latin-American slavery.
3. The phenomena of debasement.

Topic IV - The "Quasi-Free Negro" in pre-Civil War America

1. Segregation in prospect
2. The pre-Civil War Black American protest.
3. Frederick Douglass: a Symbol of an Age.
4. Cultural achievement and the mind of the pre-Civil War Black American.

Topic V - The Civil War and Reconstruction

1. The revolutionary character of the Civil War as it relates to the Black American.
2. Reconstruction reassessed

Topic VI - Segregation Institutionalized

1. The Supreme Court and the Black American 1873-1896.

2. Economic roots of Second-class citizenship as reflected in agriculture and organized labor.

3. The development of segregationist thought and rationale of history and historians.


Topic VII - The Black American in the 20th century

1. Background factors.

2. Impact of racism 1900-1930.


5. The Black mind and cultural achievement in the 20th century.
Dean Paul Olscamp  
College of Humanities  
Denney Hall  
164 West 17th Avenue  
Campus  

March 12, 1969  

Dear Paul:

In Professor Turnbull's absence, I am responding to your two memoranda of March 4th.

As to the Afro-American Studies Committee's request for information about courses and offerings, the Philosophy Department currently would have to answer "None" to each of the three questions.

Sincerely yours,

Virgil Hinshaw, Jr.  
Director of Graduate Studies

Enc.
COLLEGE OF ADMINISTRATIVE SCIENCE
1775 South College Road

Date 3-17-69

To A. D. LYNN, Jr.

For Your Information—Do Not Return.

Information—Please Return.

Comment and/or Suggestions.

Phone me

See me

Approval

Disposition

Reply

for my signature

return copy

signature and mailing

Thank you

Signed
March 14, 1969

Dean James R. McCoy
College of Administrative Science

Dear Jim:

As you know, several continuing education programs have been offered by the College in the area of small business management and attended primarily by minority group businessmen.

There is one on Marketing now in progress. In addition, there were last Spring, two offerings of a program to representatives of some 50 companies mostly from Central Ohio concerned with the problems of employment of "unemployables." Attached are summaries of the courses.

Sincerely,

W. E. Hurley
Associate Dean

WEH:1

Attachments
MARKETING MANAGEMENT FOR THE SMALL BUSINESSMAN

SEMINAR

Background

A successful small businessman must be concerned with many things. Among his primary concerns are: (1) knowing the needs and wants of consumers; (2) planning to meet customer needs; (3) making goods and services available at the right prices, times, and places; (4) selling and promoting his offerings. In other words, the small businessman's marketing actions are vital to the success of his business.

Recognizing that the small businessman must have effective and efficient marketing processes to participate successfully in our free enterprise system, the College of Administrative Science in cooperation with the Columbus Business League offer this Marketing Management for the Small Businessman seminar.

Objectives

The purpose of the seminar is to increase the participant's understanding of selected key marketing concepts and functions so that the participant, as a small businessman, will be able to manage his own marketing processes more effectively. To do this, each participant will have the opportunity to broaden his knowledge and gain deeper insights into specific ways and means in which he can apply this knowledge in the day to day operation of his business.

The Program

Basics of Marketing Management – February 18, 1969

Discussion will be organized around selected philosophies of marketing, some key marketing concepts, principles, and functions.

Buyer Behavior – February 25, 1969

A critical examination will be made of the behavior patterns of customers. A deeper understanding of why people buy will be provided through a study of customer motives and habits. The attitudes that cause customers to react favorably or unfavorably will also be discussed.
Pricing - March 4, 1969

This session will cover such subjects as the function of price in a free enterprise system, factors which should be considered in establishing a pricing strategy, and the manner in which prices are established for individual products or services.

Promotion and Selling - March 11, 1969

Selected methods of generating demand and effective selling, as applicable to smaller businesses, will be covered. The advertising decisions of which type, when, where, and how much to spend will be discussed.

Purchasing and Inventory Management - March 18, 1969

Discussions will include the problems of selection of kinds of goods and their sources; the elements to be considered in the determination of quality, suitability, and quantities. Attention will be focused on managing inventories to meet the demands of the business and customers at minimum costs.

Marketing in the Future - March 25, 1969

A look into the future of marketing will be covered in order to provide participants with insights into the trends which their future marketing processes will have to follow to keep their businesses growing, competitive, and profitable.

Seminar Operation

Teaching methods will include lecture, discussions, workshop exercises, and panel discussions, along with question/answer sessions and outside reading assignments.

Pertinent questions and comments by the participants are encouraged. However, care should be exercised to not dominate the classroom time of the entire group with questions or comments that have application only to yourself. The instructor will be available during breaks and after class for special interest questions or discussions.
FINANCIAL MANAGEMENT FOR SMALL BUSINESS

SEMINARY

Background

Many of the problems encountered in management of small businesses stem from financial difficulties engendered by lack of total capital; insights into capital markets, and lack of overall financial accounting and management.

Recognizing that the exacting requirements of financial management and control are the essence of successful and viable business operation, the College of Administrative Science in cooperation with The Columbus Business League have developed this Seminar.

Objectives

The Seminar is designed to give a balanced and integrated view of financial management by bringing together existing knowledge regarding the basic concepts in this field. Each participant will have the opportunity to develop a broadened point of view toward the financial management of his business as well as deeper insights of specific concepts and of their application in the day to day work of operating a business.

Realistic illustrations and cases will be used in guided discussion in addition to presentations by the Seminar leaders. The Seminar is an intensive one and it is expected that each participant will do a reasonable amount of preparation and study for each session.

The Program

October 15 The Formation and Development of the Small Business Enterprise

Discussion will be devoted to the promotion of the enterprise; estimating potential sales and income; estimating costs; projections of income and expense statements; estimating the funds requirements; legal aspects of getting started; and forms of business ownership.
October 22  Accounting Information

This session has been designed to: (1) introduce the different kinds of services provided by the accountant; (2) show how accounting information is presented in financial statements and; (3) explain how accounting information can be used by owners, managers, and creditors.

October 29  Objectives of Small Firms

Discussion will center around how a firm can establish profit goals and then determine how well those goals are being met. In addition, the firms ability to pay bills and to grow in relation to profits will be discussed.

November 5  Financial Analysis

This session is designed to tie together the accounting information and objectives discussed in the two previous meetings. Attention will be focused on measures of profitability, liquidity, solvency, and efficiency as well as preparation and application of common size analysis and cash flow statements.

November 12  Financial Planning

A critical review of the fundamentals of financial planning for fixed and working capital; sources of capital; and the function and importance of discounts.

November 19  The Bank and Its Services to Business

A panel of representatives from local banks will discuss the financial services which the bank can provide to small business enterprise, and what the bank might expect in terms of financial reports, repayment, interest, collateral, etc.

November 26  Risk and Insurance

An examination of the elements of business risk; the sources and reduction of risk; insurance and the insurance policy; types of insurance, and the services which the insurance company can provide to small business.
October 22 Accounting Information

This session has been designed to: (1) introduce the different kinds of services provided by the accountant; (2) show how accounting information is presented in financial statements and; (3) explain how accounting information can be used by owners, managers, and creditors.

October 29 Objectives of Small Firms

Discussion will center around how a firm can establish profit goals and then determine how well those goals are being met. In addition, the firms ability to pay bills and to grow in relation to profits will be discussed.

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A critical review of the fundamentals of financial planning for fixed and working capital; sources of capital; and the function and importance of discounts.

November 19 The Bank and Its Services to Business

A panel of representatives from local banks will discuss the financial services which the bank can provide to small business enterprise, and what the bank might expect in terms of financial reports, repayment, interest, collateral, etc.

November 26 Risk and Insurance

An examination of the elements of business risk; the sources and reduction of risk; insurance and the insurance policy; types of insurance, and the services which the insurance company can provide to small business.
December 3 Government Assistance to the Small Business Enterprise

A review of the various services provided to small business enterprise by local, state, and the Federal governments, and an insight into the opportunities available to small business enterprise through governmental contracting and sub-contracting.

Seminar Operation

Teaching methods will include lecture, discussion, workshop exercises, and panel discussions along with question and answer sessions; and outside reading assignments.

The seminar approach will permit and encourage the use of questions, answers, and comments by the participants.

Certificates of completion will be awarded to those who attend six of the eight scheduled sessions.

Time and Place

The Seminar will meet in Room 316B Hagerty Hall from 7:30 P.M. until 10:00 P.M. each Tuesday evening October 15 through December 3, 1968.

Parking

Parking space on campus is particularly difficult to find and the campus police must of necessity rigidly enforce parking regulations. Participants who drive on campus are asked to use the East Baker Parking Lot located on 12th Avenue just west of High Street (the fee will be about 50 cents). Metered spaces along the streets are available without charge after 5:00 P.M. Parking is not permitted in the east-west street just south of Hagerty Hall and the area bounded by Hagerty Hall and the Faculty Club on the west.

Dining Facilities

Those who may wish to eat on campus on Tuesday evenings may do so at the dining facilities of the Ohio Union (just slightly south and east of Hagerty Hall) at the following times:
Program Outline

BEGINNING TO UNDERSTAND THE HARD CORE

Analysis of movie on riots and statistical picture of minority groups in our community. A review of relevant materials from the President's Commission on Civil Disorders.

KNOWING OURSELVES AND KNOWING OUR EMPLOYEES

Motivations for work. Research regarding problems of minority persons as employees. Interpersonal relationships between employer and worker.

THE DISADVANTAGED AS PRODUCTIVE WORKERS

Interpersonal relationships emphasizing interviewing, counseling, and guidance techniques with marginal employees.

SECURING COMMITMENT TO OBJECTIVES

A look at methods which can be used by management for its on-going relationship with employees. Motivation and leadership will be emphasized.

LIFE STYLES OF THE POOR

THE DISADVANTAGED AS EMPLOYEES

UNDERSTANDING THE HARD CORE AS EMPLOYEES
COLLEGE OF ADMINISTRATIVE SCIENCE
1775 South College Road

Date 3/7/69

To

For Your

- Information—Do Not Return
- Information—Please Return
- Comment and/or Suggestions
  - Phone me
  - See me
- Approval
- Disposition
- Reply
  - for my signature
  - return copy
  - signature and mailing

Thank you

Signed

Form 6950—Rev. 10/68
March 3, 1969

Dean James R. McCoy  
College of Administrative Science  
1775 South College Road  
Campus

Dear Jim:

As you know, on January 15, 1969, Vice President Corbally created an Afro-American Studies Committee composed of both students and faculty. It was charged with the task of determining what courses are presently available in this area, what additional courses are necessary or desirable, and the general range of the subject matter that might be included in an expansion of this area. The Committee is considering the possible desirability of proposing a Bachelor of Arts major in Afro-American Studies.

As part of its study, the Committee asks that you obtain the following information from relevant areas in your college:

1. What courses do you presently have that are directly related to the field of Afro-American Studies? Please describe the content of these courses and provide course outlines and bibliographies, the names of the instructors for purposes of consultation, and enrollment data including auditors and visitors.

2. What courses relevant to or a part of the Afro-American studies area are planned for the near future? Please provide such information as is available concerning them and the names of the proposed instructors, if now known.

3. Which of the general offerings in your discipline may be indirectly related to this field of study? What is the present role of Afro-American content in such courses?

4. Your additional comments on this area would be appreciated.
Please send this information to me at the Office of Academic Affairs (Room 308 Administration Building) no later than March 17, 1969.

If you need further information, I would be glad to try and provide it; if you would like to confer with student members of the committee, please check with Mr. William Conley at 293-8763.

Sincerely,

Arthur D. Lynn, Jr.
Associate Dean of Faculties
Dr. Arthur D. Lynn, Jr.
Associate Dean of Faculties
Office of Academic Affairs
308 Administration Building
CAMPUS

Dear Art:

Dean Cunningham asked me to collect and forward to you the information regarding offerings in the College of Education which seemed pertinent for the Afro American Studies Committee.

We have one course, Education 638, "History of Negro Education in the United States", Mrs. Ruth Simmons is the instructor. A bibliography is attached and a course outline will be forwarded soon. Enrollment winter quarter, 1969, was four. Enrollment spring quarter this far is also four.

At present, no other existing courses are directly relevant to Afro American Studies. We are doing some work in inner city schools which is professional in nature rather than dealing with specific subject matter. Education students whose goal may be inner city teaching would most certainly profit from being able to take elective courses in Afro American Studies.

It would appear that the College of Education would find it more effective to incorporate with established courses units related to Afro American concerns. Methods courses in Social Studies, History, English, and Language Arts, should most certainly deal with such matters.

Please assure the Afro American Studies Committee that the Program Committee of the College of Education is cognizant of this need and will continue to press for action.

Sincerely,

Margaret A. Mordy
Assistant Dean

MAM/rs
cc: Dean Luvern Cunningham
The Ohio State University

Education 638

History of Negro Education in the United States

Mrs. Ruth Simmons

TENTATIVE BIBLIOGRAPHY

For additional reading the following bibliography should be of help. The standard guides (readers' Guide, Educational Index, etc.) will also be useful. Significant studies in Negro education were done by W.E.B. DuBois for Atlanta University and by Ambrose Caliver for the U.S. Office of Education. The Journal of Negro History (founded in 1916 by Carter G. Woodson) and The Journal of Negro Education (founded in 1931 at Howard University) are invaluable. You may wish to add other works by some of the authors below.

BIBLIOGRAPHIC GUIDES:

Davis, John P. The American Negro Reference Book

Harlan, Lewis The Negro in American History

Journal of Negro Education & Journal of Negro History

Miller, Elizabeth W. The Negro in America: A Bibliography


Welsch, Ervin K. The Negro in the United States, A Research Guide

Work, Monroe N. A Bibliography of the Negro in Africa & America

BOOKS

Abrahams, Roger D. Deep Down in the Jungle: Negro Narrative Folklore from the Streets of Philadelphia


Andrews, Charles The History of the New York African-Free-School

Aptheker, Herbert A Documentary History of the Negro People in the United States

Ashmore, Harry S. The Negro & the Schools

Baker, Ray Stannard Following the Color Line

Baldwin, James The Fire Next Time

Nobody Knows My Name

Notes of a Native Son
Bardolph, Richard  
Bennett, Lerone  
Bently, George  
Bernard Jessie  
Board of Education, City of New York  
Bond, Horace Mann  
Bone, Robert A.  
Bontemps, Arna  
Bontemps, Arna & Jack Conroy  
Bullock, Henry Allen  
Botkin, B.A.  
Broderick, Francis L.  
Broderick, Francis L. & August Meier  
Brotz, Howard  
Brown, Claude  
Burgess, Margaret E.  
Butcher, Margaret J.  
Carmichael, Stokely & Charles Hamilton  
Cash, Wilber  
Cayton, Horace R. & George S. Mitchell  
Clark, Kenneth B.  
Clarke, John Henrik  
Cleaver, Eldridge  
Commager, Henry Steel  
The Negro Vanguard  
Before the Mayflower  
A History of the Freedman's Bureau  
Marriage & Family Among Negroes  
The Negro in America  
The Education of the Negro in the American Social Order  
Negro Education in Alabama  
The Negro Novel in America  
American Negro Poetry  
Any Place But Here  
A History of Negro Education in the South: from 1619 to the present  
Lay My Burden Down: A Folk History of Slavery  
W.E.B. DuBois: Negro Leader in a Time of Crisis  
Negro Protest Thought in the Twentieth Century  
Negro Social & Political Thought 1850-1920: Representative Texts  
Manchild in the Promised Land  
Negro Leadership in a Southern City  
The Negro in American Culture  
Black Power: The Politics of Liberation in America  
The Mind of the South  
Black Workers and the New Unions  
Dark Caution  
American Negro Short Stories  
So&la; on Ice  
The Struggle for Racial Equality
Conot, Robert

*Rivers of Blood, Years of Darkness*

Cornish, Dudley T.

*The Sable Arm: Negro Troops in the Union Army, 1861-1865*

Courlander, Harold

*Negro Folk Music, U.S.A.*

Cruze, Harold

*The Crisis of the Negro Intellectual*

Curti, Merle and Rodney Nash

*Philanthropy in the Shaping of American Higher Education*

Curti, Merle

*Social Ideas of American Education*

Cronon, David

*Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association*

Davis, Allison & John Dolland

*Children of Bondage: The Personality Development*

Datweiler, Frederick G.

*The Negro Press in the United States*

Dollard, John

*Caste & Class in a Southern Town*

Donald, Henderson

*The Negro Freedman*

Dorson, Richard

*American Negro Folktales*

Douglass, Frederick

*The Life and Times of Frederick Douglass*

Drake, St. Clair & Horace R. Cayton

*Black Metropolis: A Study of Negro Life in a Northern City*

Drimmer, Melvin

*Black History*

DuBois, W.E.B.

*Black Folk, Then & Now; An Essay in the History & Sociology of the Negro Race*

*Black Reconstruction in America*

*The Souls of Black Folk*

Eikins, Stanley

*Slavery*

Ellison, Ralph

*Invisible Man*

Emmanuel James & Theodore Cross

*Black Nationalism: A Search for an Identity in America*

Essien-Udom, E.U.

*DaSilh Symphony: Negro Liberalism in America*

Fishel, Jr., Leslie and Benjamin Quarles

*The Negro American: A Documentary History*

Foner, Philip S.

*Frederick Douglass*

Forten, Charlotte

*A Free Negro in the Slave Era*
Franklin, John Hope  
*From Slavery to Freedom: A History of American Negroes*

Franklin, J.H. & Isidore Starr  
*The Negro in 20th C. America*

Franklin, J.H.  
*Reconstruction: After the Civil War*

Frazier, E. Franklin  
*Black Bourgeoisie*

Furnas, J.C.  
*Goodbye to Uncle Tom*

Garvey, Marcus  
*Philosophy & Opinions of Marcus Garvey*

General Education Board  
*An Account of Its Activities, 1902-1914*

Glazer, Nathan & Patrick Moynihan  
*Beyond the Melting Pot*

Gossatt, Thomas E.  
*Race: The History of an Idea in America* Schoken, 1963

Green, Lorenzo J.  
*The Negro in Colonial New England*

Harlem, Louis R.  
*Separate & Unequal: Public School Campaigns and Racism in the Southern Seaboard States, 1901-1935*

Harrington, Michael  
*The Other America*

Hawkins, Hugh  
*Booker T. Washington & His Critics: The Problem of Negro Leadership*

Hershey, John  
*Algiers Hotel Incident*

Herkovic, Melville J.  
*The Myth of the Negro Past*

Higginson, Thomas Wentworth  
*Army Life in a Black Regiment*

Holmes, Dwight, O.W.  
*The Evolution of the Negro College*

Hoover, Dwight  
*Understanding Negro History: The Big Story: An Autobiography*

Hughes, Langston  
*I Wonder as I Wander*

Hughes, Langston & Arna Bontemps  
*The Book of Negro Folklore*
Isaac, Harold R.  The New World of Negro Americans

The Autobiography of An Ex-Colored Man

Jones, Leroy  Blues People
Jordan, Henry  The Mark of Oppression: Explorations in the Personality of the American Negro
Kardiner, Abram & Lione Keesey  The Mark of Oppression: Explorations in the Personality of the American Negro

Katz, William Loren  Teachers' Guide to American Negro History

Keil, Charles  Urban Blues

King, Martin Luther  Strike Toward Freedom

Kozol, Jonathan  Death at an Early Age

Lincoln, Charles Eric  The Black Muslims in America
The New Negro: An Interpretation
Locke, Alain  The Negro in American Life & Thought: The Nadir, 1877-1901
Logan, Rayford W.  The Negro in the United States

Lomax, Louis E.  The Negro Revolt
When the Word is Given

Lyford, Joseph  The Airtight Cage

Malcolm X  The Autobiography of Malcolm X
Malcolm X Speaks

Mays, Benjamin E. & Joseph W. Nicholson,  The Negro is Church

McPherson, James H.  The Negro's Civil War
The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction

Meier, August and Elliott Rudwick  From Plantation to Ghetto

Meier, August  The Making of Black America
Negro Thought in America, 1880-1915
Holtz, Milton  
In Their Own Words: A History of the American Negro

Myrdal, Gunnar  
An American Dilemma: The Negro Problem and Modern Democracy

National Advisory Commission on Civil Disorders Report

Newby, I.A.  
Jim Crow's Defense: Anti-Negro Thought in America, 1900-1930

Nichols, Charles  
Many Thousands Gone: The Ex-Slaves Account of their Bondage and Freedom

Osofsky, Gilbert  
Harlem: The Making of a Ghetto: Negro New York, 1890-1930

The Burden of Race

Ottley, Roy  
Black Odyssey

Patrick, Rembert  
Reconstruction and the Nation

Pease, Jane & William  
Black Utopia: Negro Communal Experiments in America

Pierce, Truman M.  
White & Negro Schools in the South

Quarles, Benjamin  
The Negro in the American Revolution

Quarles, Benjamin  
The Negro in the Civil War

Quarles, Benjamin  
The Negro in the Making of America

Raimaner, Lee & W. L.  
Non-White Report & the Politics of Controversy 1967

Race, Wilson  
Race & Radicalism: The NAACP and the Communist Party in Conflict

Rohrer, John A. & Hauro S. Edmonson  
The Eight Generation Grows Up: Culture & Personalities of New Orleans Negroes

Ross, Arnold  
Condemn of Mydall's A Delmma the Negro in America

Ross, Willie Lee  
Rehearsal for Reconstruction

Rubin, Louis D. Jr.  
Teach the Preacher: The Correspondence of Reutheford B. Hayes and the Slater Fund for Negro Education 1881-1887

Rudwick, Elliott H.  
W.E.B. DuBois: A Study in Minority Group Leadership
Scheiner, Seth M. Negro Mecca: A History of the Negro in New York City, 1865-1970
Silberman, Charles E. Crisis in Black & White
Singleton, Otis A. Negro Militia and Reconstruction
Spencer, Samuel Jr. Booker T. Washington & the Negro's Place in American Life
Spence, Sterling D. and Abram L. Harris The Black Worker: The Negro and the Labor Movement
Stamp, Kenneth The Era of Reconstruction, 1865-1877
The Peculiar Institution
Stanton, William R. The Leopard's Spots: Scientific Attitudes Toward Race in America, 1815-1859
Staudenraus, Philip J. The African Colonization Movement, 1816-1865
Swint, The Northern Teacher in the South
Tausenbaum, Frank Slave & Citizen
Thorpe, Earl R. The Mind of the Negro: An Intellectual History of Afro-Americans
Turner, Darvin T. and J.N. Bright Images of the Negro in America 1965
Wade, Richard The Negro in American Life, Selected Readings
Wade, Richard C. Slavery in the Cities: The South 1820-1860
Washington Booker T. Up From Slavery
My Larger Education
Washington, Joseph E. Jr. Black Religion: The Negro and Christianity in the U.S.,
Wharton, Vernon L. The Negro in Mississippi, 1865-1890
Williamson, Joel After Slavery: The Negro in South Carolina during Reconstruction 1861-77.
Woodson, Carter The History of the Negro Church
The Negro in our History
The 10th ed. prepared by Charles H. Wesley
Woodward, C. Vann  Origins of the New South, 1877-1913
Reunion & Reaction
The Strange Career of Jim Crow

Wright, Richard  Black Boy  Uncle Tom's Children
Eight Men
Native Son

Wynne, Charles E.  Forgotten Voices: Dissenting Southerners in an age of Conformity Louisiana State.
The Negro in the South Since 1865
March 18, 1969

TO:     Dean Arthur D. Lynn, Jr.
FROM:   Paul G. Craig
SUBJECT: The Afro-American Studies

In reply to questions raised by the Afro-American Studies Committee in your letter of March 3, we submit the following material with attachments.

1. Although the College at the present time has listed in the University Bulletin specific courses directly related to the field of Afro-American Studies, we have this year offered under our open numbers the following two courses. These courses, or a variation of them, may be extended next year with the view of making them permanent; but, at the present they should be considered experimental.

(a) Special offering under Sociology 693.06 - Black America and White Racism; Autumn Quarter; enrollment 52; Professor Noel assisted by Mr. Payne (See Attachment No. 1, announcement, and report, Attachment No. 2, on experience of the course)

(b) Special course offering under Economics 694L - The Economics of the Ghetto; Winter Quarter, enrollment 31; Professor Barth assisted by Mr. Black (See Attachment No. 3)

(c) Speech 330 - The Rhetoric of Black Americans; Winter Quarter; enrollment 4; Professor Riske. Course was cancelled due to low enrollment, but it is a permanent course to be offered under this number regularly once a year. (See Attachment No. 4)

2. Courses relevant to or a part of the Afro-American Studies planned for the near future are:

(a) Journalism 693.06 - The Mass Media and Black America - Professor Gould; Autumn, 1969 (See Attachment No. 5)
(b) Political Science 200 - "Government of the United States - The Case of Black Politics" - An inquiry into the black political experience in America; Mr. Colston; Spring Quarter, 1969 (See Attachment No. 6)

c) Sociology (special offering under open number 693.06) - "The Black Community in America" - Professor Jere A. Wysong; Spring Quarter, 1969 (See Attachment No. 7)

d) Psychology - Professor Wherry has met with a faculty committee and black students and they have jointly agreed to work on the development of a course in Psychology to be offered in 1969-70. The title will be something like "The Psychology of Being Black in America," a crossover among areas of perception, motivation, development and social psychology, as these relate to black Americans.

3. General offerings already listed in the College Bulletin which are directly or indirectly related are:

a) Anthropology 415 - Ethnology of Africa - "The people of Africa south of the Sahara; distribution of physical types; languages; cultural areas; West Coast kingdoms as source of the American Negro."

b) Geography 406 - Geography of Africa - "The African environment and the development of culture in economic life; impact of alien culture in Africa; Islamic and western influences in creating geographic regions."

c) Political Science 563 - Regional Patterns in International Politics: Africa - "Basic power concepts, political institutions, and international relations of Africa."

d) Sociology 280 - Race Problems in the United States - "The cultural background, distribution, and adjustments of selected racial and ethnic groups in the United States."

4. Our departments have been making sincere efforts to cooperate with students, especially black students, to develop courses that have substantive academic content and temporal relevance to conditions, problems and social interactions of black Americans. Most of our efforts to date have been offered under experimental open numbers. This has been, in part, necessary so that we could react promptly to student demands, but we also consider it a wise route of approach in that we may benefit from these experimental offerings in ways that will help
us design the most effective permanent offerings. See, for example, 
the enclosed evaluation of our offering in Sociology, Autumn 1968. 
Not only does this indicate the good intention with which we have 
entered into this effort but it certainly helps us as we consider 
future efforts.

I believe the College faculty is sensitive to the desire for 
Afro-American studies and sympathetic with these desires. We stand 
ready to be of whatever help we may in the coordination of University 
efforts.

Sincerely,

Paul G. Craig

FGC:1km

Enc.
TO: All Advisors, Interested Faculty and Students
FROM: Department of Sociology
RE: Black America and White Racism

This is to announce a new course on American race relations. The primary concern is to provide information which will convey the flesh-and-blood reality of white racism in such a way as to facilitate bridging the gap between black and white in America. Awareness of the positive contributions of blacks to every aspect of American culture, and of the degree to which racism is embedded in American culture are the essential pre-requisites for achieving a nation of one people. Toward this end emphasis will be on an objective assessment of the contributions and qualities of Black America, and an analysis of the process by which whites have acquired the prevailing ideas about race in general and blacks in particular. The course will be presented from a perspective of black militancy and will emphasize the efforts of the black community to come-to-grips with and surmount the reality of white discrimination.

Black America and White Racism will be offered as Sociology 693.06, scheduled from 7:00-9:30 p.m. on Wednesday evenings during Fall quarter, and will count as three academic credits. Students may take the course on a pass-fail basis. There are no pre-requisites and students who have taken Sociology 280 and/or 480 may also take 693.06 for credit.

It is hoped that scheduling the course in the evening will facilitate enrollment by students otherwise unable to fit courses in race relations into their schedule.

The course will be taught by Dr. Donald Noel, assisted by Mr. Anthony Payne.
TO: Dr. Hans L. Zetterberg and Departmental Council

FROM: Mike Brooks, James VanderZanden, Jere Wysong - Committee on Course Evaluation

Sociology 693.06 -- Black America and White Racism -- constituted a response by the university to requests that the curriculum be made more cognizant of and relevant to the history, circumstances, and needs of Black America. The course was innovative for the Sociology Department in a number of respects:

1. The course -- open to both undergraduate and graduate students -- centered upon a controversial contemporary issue as opposed to the more traditional "field" or "sub-discipline" approach within sociology (e.g., race relations, social stratification, marriage and the family, and social organization);

2. An undergraduate teaching assistant was assigned to the course and shared teaching responsibilities with the senior faculty member;

3. The undergraduate teaching assistant was selected because it was felt that by virtue of his racial background and experience, he could bring to bear a perspective not otherwise available to whites; and

4. Traditional means of student evaluation were not employed (except for those students who requested a letter grade, which was then determined by their performance on a term paper) and students were given a pass-fail option ("pass" or "failure" being determined by class attendance).

In the last analysis, the success or failure of such a course is to be judged by what the students -- the "clients" -- derived from it. Accordingly, we asked the students during the last class period to complete a questionnaire that we had prepared. Responses were obtained from 74 students. The questionnaire and the tabulated responses to the structured questions are appended to the report.

Student sentiment was overwhelmingly and strongly in favor of the issue orientation of the course. Fifty-eight students said the course was the most interesting, or one of the most interesting they had yet taken. When asked if they would recommend that other courses on current social issues be patterned after this one, 72 students responded affirmatively. Clearly then, many students felt the need for a course that was directly and immediately relevant to the world in which they live. White students wanted exposure to -- indeed, even a vicarious experiencing of -- life in the black ghettos and responses of black militancy. Black students wished to establish and vindicate their black heritage and identity, and to confront white students with the realities of white racism. The course afforded students and opportunity for meeting these needs within the legitimate, institutionalized
structure of the university. This committee is sympathetic to this approach and recommends that the department periodically offer an issue-oriented course, especially where a highly motivated faculty member can be found for it.

Similarly, student sentiment was overwhelmingly and strongly in favor of the employment of an undergraduate, black teaching assistant. Sixty-seven students said the role of the teaching assistant was useful and beneficial. They felt that the black assistant enabled them to put their hand on the "pulse" of the Negro community -- "to tell it like it is." In brief, the students did not want to limit themselves to a traditional, academic appraisal of the issue -- they also wanted a "gut" (an emotional or feeling) approach to it. And by employing a black as a co-faculty member -- an individual they felt qualified by background and experience as opposed to the more traditional test of academic expertise -- this need was met. Again this committee is sympathetic to this approach; it feels that it may well be appropriate in some courses to employ an individual (individuals) who, by virtue of his (their) special background or experience, can lend a dimension of additional reality to a course's content.

Student sentiment was divided on whether or not tests and/or papers should be required. Thirty students thought they would have gained more from the course if a term paper had been required. On the other hand, most were opposed to the use of regular examinations. There unquestionably did exist a tendency for many students to do only minimal work outside of class -- to "freeload" in the words of some students. Fourteen students reported they did not prepare at all for class meetings; 51 said they spent one to three hours per week in preparation. Many of these students were, of course, only monitoring the class, not taking it for credit. The committee has agreed, however, that the value of a good course is enhanced when students are required to address important intellectual issues in writing, and recommends that this be done in future courses like this one. When a course seems interesting and informative to students, as this one did, critical essays or term papers are not necessarily regarded as arbitrary hurdles. It should be noted here that the course instructor had already independently decided that if the course were to be offered again, term papers or critical essays would be required. The committee believes, however, that if more extensive evaluation of student work is to be made in the course, some limitation should be placed on enrollment.

Most students did comment favorably on the pass-fail option in the course. They welcomed the freedom that the option afforded them -- a sense of being liberated from the coercive techniques normally employed to make them study. In balance, the committee believes this option is very appropriate for courses like this one.

In summary, then, Sociology 693.06 was well received by the students and on the whole was viewed by them as a profitable learning experience. The format did not reveal -- to our way of thinking -- anything inherently unworkable or objectionable. We believe the university constitutes a large enough umbrella where a diversity of needs can be met, and that they can be met through new, flexible approaches such as exemplified by Sociology 693.06 during the Fall, 1968, quarter.
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TO: All Advisors, Interested Faculty and Students

FROM: Economics Department

RE: The Economics of the Ghetto

The Economics Department will offer Economics 694-L, the Economics of the Ghetto in the Winter Quarter 1969. Its purpose is to analyze and explore some of the major economic problems faced by Black Americans today.

The course will be approached in two ways. First, the student will be expected to do reading which analyzes and quantifies some of these problems. In this context, the role of the Black American as a consumer, a worker and income earner, a businessman, and a recipient of public services will be explored. A wide variety of sources is being examined now for material that would be suitable for a level of instruction that is consistent with the prerequisites for the course.

Second, the student will carry out some personal research, with an emphasis on the gathering of data, related to the specific problems of Blacks in Columbus. Both the actual collecting of data and the analysis of it are for the edification of the student.

Speakers will be invited to the classroom from a variety of areas. Most of these will not be academicians but rather individuals who daily work in these problem areas.

For students with the appropriate eligibility, the course should be taken on a pass-fail basis. This is meant to reinforce the largely nonstructured approach to the course. At least one quarter of principles of economics is a prerequisite for the course. Students seeking admission to the course should contact the instructor. A limit has been placed on enrollment.

The course is being given by Mr. Peter S. Barth with the assistance of Mr. Harold A. Black. Please note an error in the winter catalog. The class will meet on Monday and Wednesday from 4:00 - 5:30 p.m. in Hagerty Hall 318.
ANNOUNCING A NEW COURSE OFFERING

SPEECH 330  THE RHETORIC OF BLACK AMERICANS  MWF 1:00

TO: All faculty advisers and college counselors
FROM: The Department of Speech

A new course, The Rhetoric of Black Americans, will be offered for the first time during the Winter Quarter 1969, and regularly once a year in the future, l o'clock, M W F.

Speech 330, The Rhetoric of Black Americans
U3


The course will examine the activities of black Americans in using such persuasive strategies as non-violence, black power, legal action, etc., to establish a role or identity in American society.

Since the current struggle between black and white Americans constitutes one of the most challenging issues facing contemporary America, a study of the persuasive activities of black Americans is both timely and relevant. This will be true for a long time to come.

Members of the communications faculty at Ohio State University have been engaged since July 1967 in a curriculum building program in association with Shaw University, Raleigh, North Carolina. This project has generated considerable study of the rhetorical activities of black Americans, and a course of the same title will be taught at Shaw next quarter. It is planned that the two classes will be able to work and, at times, discuss together. Shaw is a predominantly black institution.

If additional information is needed, call 4204 - Dr. Rieke.
I. Jim Crow and the Cult of Iniquity--Race in the Press Gallery.
   a. Black and white news or the double standard in American journalism.
   b. Semantics and prejudice.
   c. Power of the press and pulpit or the black bourgeoisie and the uptown press.
   d. The Black Anglo-Saxons--image makers for the Afro-American--black aspirations versus black reality.
   e. No government censorship--does the white press black out the race story?
   f. Racial disorders and the newsman's role.

II. The Negro Goes To Press--No More Uncle Tom's Children. "Tell It Like It Is."
   a. Emerging Africa and the Afro-American in the news.
   b. The Afro-American market--growing target for advertisers.
   c. Black journalists in the white press--still the last to be hired and the first to be fired?
   d. The Negro in radio and television--commercials in black and white.

   a. Founders of the black press. There once was a slave....
   b. About 2,700 Negro newspapers published since 1827.
   c. Political content of leading Negro newspapers.

IV. Will The News Media Ever Be Truly Integrated?
   a. Inseparable with social and economic conditions.
   b. Role of the press in analyzing society's goal.
Course Rescheduled

Political Science 200, a new course on black politics to be offered Spring Quarter, is scheduled to meet daily at 10 a.m., not 2 p.m. as originally announced, according to Freddie C. Colston, course instructor.

Colston also said that a limit of 50 students will be able to take the course billed as an inquiry into the nature of black political experience in America.

An Approach to American Political Institutions—a case study of black political movements is a five-hour credit course open to students with credit for Political Science 100.
ATTACHMENT NO. 7

THE BLACK COMMUNITY IN AMERICA:
A Course Description and Outline

In the heart of every American city, there is a separate and distinct Black Community, marked off from the rest of the city by a unique history, culture, and social structure, and by social as well as geographic boundaries. The purpose of this course is: 1) to examine the growth and development of these communities in response to major social forces in the larger society; 2) to describe and analyze the major institutions, social processes, and social movements of contemporary Black Communities, and the relations among them and 3) to assess the consequences of their existence and development for the members of these communities, and the larger society.

The Black Community will be examined first from a historical and demographic perspective. Here, the emphasis will be on the Black Community as a social product of major forces and trends in the larger society - racial discrimination, industrialization, and urbanization. One major concern of this section will be to examine the way in which the Black Community has been shaped and altered by the behavior of other groups and organizations in the larger society - labor unions, economic enterprises, other ethnic minorities, local and national political parties and units of government, and religious groups.

The second section of the course will be an institutional analysis of the contemporary Black Community. First, the economy of the Black Community will be examined; and the distribution of power, resources, income, and prestige within it. This emphasis on stratification will, in turn, serve as the basis for an analysis of the political, religious, and family behavior of the various social classes. Recent developments such as the growth of the Black Muslim faith, the
Black Power movement, and Black Capitalism will be considered under the appropriate institutional areas. This section will close with a brief comparison of the structure and development of the Black Community to that of other contemporary ethnic communities, principally the Puerto Rican, Jewish, and Mexican ones.

The course will conclude, then, with an assessment of the consequences of development and change in the Black Community for members of that community, for relations between the races, and for social change and stability in the larger society.

"The Black Community in America" will be an experimental course in several respects. First, responsibility for teaching will be shared with a Black student assistant. The "insider" with his unique insights, perspective, and knowledge of the community has always been extremely valuable in field research. For the same reasons, a Black student assistant will contribute to the effectiveness of this course. Secondly, there will be more emphasis on student participation and discussion than in most other courses, with discussion structured both by assigned readings and introductory lectures. Students will be encouraged to take the course on a pass-fail basis. They will, however, be required to address the major issues of the course in several critical essays. The course will be open to Juniors, Seniors, Graduate Students, and those in Continuing Education.
March 3, 1969

Dean James R. McCoy
College of Administrative Science
1775 South College Road
Campus

Dear Jim:

As you know, on January 15, 1969, Vice President Corbally created an Afro-American Studies Committee composed of both students and faculty. It was charged with the task of determining what courses are presently available in this area, what additional courses are necessary or desirable, and the general range of the subject matter that might be included in an expansion of this area. The Committee is considering the possible desirability of proposing a Bachelor of Arts major in Afro-American Studies.

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2. What courses relevant to or a part of the Afro-American studies area are planned for the near future? Please provide such information as is available concerning them and the names of the proposed instructors, if now known.

3. Which of the general offerings in your discipline may be indirectly related to this field of study? What is the present role of Afro-American content in such courses?

4. Your additional comments on this area would be appreciated.
Please send this information to me at the Office of Academic Affairs (Room 308 Administration Building) no later than March 17, 1969.

If you need further information, I would be glad to try and provide it; if you would like to confer with student members of the committee, please check with Mr. William Conley at 293-8763.

Sincerely,

Arthur D. Lynn, Jr.
Associate Dean of Faculties

mw
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The subject matter of courses in the marketing area is not of a nature such that it would be considered in connection with expanding Afro-
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[Signature]

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Associate Dean of Faculties

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March 3, 1969
Page 2

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Sincerely,

Arthur D. Lynn, Jr.
Associate Dean of Faculties

mw
March 6, 1969

Dr. Arthur Lynn
Associate Dean of Faculties
308 Administration Bldg.
190 N. Oval Drive
Campus

Dear Dean Lynn:

In reply to a request for information from Associate Dean Olscamp about Afro-American Studies I have to report that we have no courses, actual or planned, which bear upon Afro-American Studies. In our general offerings we have none which bear directly on the area: obviously any well-taught Humanities course would have some general relationship, but courses in Ancient Literature and Civilization do not go beyond this.

Sincerely yours,

Mark Morford
Chairman,

MM:ca

cc: P. Olscamp
TO:       Dean Arthur D. Lynn, Jr.
FROM:     Paul G. Craig
SUBJECT:  The Afro-American Studies

March 19, 1969

In reply to questions raised by the Afro-American Studies Committee in your letter of March 3, we submit the following material with attachments.

1. Although the College at the present time does not have listed in the University Bulletin specific courses directly related to the field of Afro-American Studies, we have this year offered under our open numbers the following two courses. These courses, or a variation of them, may be extended next year with the view of making them permanent; but, at the present they should be considered experimental.

   (a) Special offering under Sociology 693.06 - Black America and White Racism; Autumn Quarter; enrollment 52; Professor Noel Assisted by Mr. Payne (See announcement Attachment No. 1 and report Attachment No. 2, on experience of the course.)

   (b) Special course offering under Economics 694L - The Economics of the Ghetto; Winter Quarter; enrollment 31; Professor Barth assisted by Mr. Black (See Attachment No. 3.)

   (c) Speech 330 - The Rhetoric of Black Americans; Winter Quarter; enrollment 4; Professor Rieke. Course was cancelled due to low enrollment, but it is a permanent course to be offered under this number regularly once a year. (See Attachment No. 4.)

2. Courses relevant to or a part of the Afro-American Studies planned for the near future are:

   (a) Journalism 693.06 - The Mass Media and Black America - Professor Gould; Autumn, 1969 (See Attachment No. 5.)
(b) Political Science 200 - "Government of the United States - The Case of Black Politics" - An inquiry into the black political experience in America; Mr. Colston; Spring Quarter, 1969 (See Attachment No. 6.)

(c) Sociology (special offering under open number 693.06) - "The Black Community in America" - Professor Jere A. Wysong; Spring Quarter, 1969 (See Attachment No. 7)

(d) Psychology - Professor Wherry has met with a faculty committee and black students and they have jointly agreed to work on the development of a course in Psychology to be offered in 1969-70. The title will be something like "The Psychology of Being Black in America," a crossover among areas of perception, motivation, development and social psychology, as these relate to black Americans.

3. General offerings already listed in the College Bulletin which are directly or indirectly related are:

(a) Anthropology 415 - Ethnology of Africa - "The people of Africa south of the Sahara; distribution of physical types; languages; cultural areas; West Coast kingdoms as source of the American Negro."

(b) Geography 408 - Geography of Africa - "The African environment and the development of culture in economic life; impact of alien culture in Africa; Islamic and western influences in creating geographic regions.

(c) Political Science 563 - Regional Patterns in International Politics: Africa - "Basic power concepts, political institutions, and international relations of Africa."

(d) Sociology 280 - Race problems in the United States - "The cultural background, distribution, and adjustments of selected racial and ethnic groups in the United States."

4. Our departments have been making sincere efforts to cooperate with students, especially black students, to develop courses that have substantive academic content and temporal relevance to conditions, problems and social interactions of black Americans. Most of our efforts to date have been offered under experimental open numbers. This has been, in part, necessary so that we could react promptly to student demands, but we also consider it a wise route of approach in that we may benefit from these experimental offerings in ways that will help
us design the most effective permanent offerings. See, for example, the enclosed evaluation of our offering in Sociology, Autumn 1968. Not only does this indicate the good intention with which we have entered into this effort, but it certainly helps us as we consider future efforts.

I believe the College faculty is sensitive to the desire for Afro-American studies and sympathetic with these desires. We stand ready to be of whatever help we may in the coordination of University efforts.

Sincerely,

[Signature]

Paul G. Craig

PCC:1km

Enc.
ATTACHMENT NO. 1

THE OHIO STATE UNIVERSITY
DEPARTMENT OF SOCIOLOGY
1775 SOUTH COLLEGE ROAD
COLUMBUS, OHIO 43210

July 29, 1968

TO: All Advisors, Interested Faculty and Students
FROM: Department of Sociology
RE: Black America and White Racism

This is to announce a new course on American race relations. The primary concern is to provide information which will convey the flesh-and-blood reality of white racism in such a way as to facilitate bridging the gap between black and white in America. Awareness of the positive contributions of blacks to every aspect of American culture, and of the degree to which racism is embedded in American culture are the essential pre-requisites for achieving a notion of one people. Toward this end emphasis will be on an objective assessment of the contributions and qualities of Black America, and an analysis of the process by which whites have acquired the prevailing ideas about race in general and blacks in particular. The course will be presented from a perspective of black militancy and will emphasize the efforts of the black community to come-to-grips with and surmount the reality of white discrimination.

Black America and White Racism will be offered as Sociology 693.06, scheduled from 7:00-9:30 p.m. on Wednesday evenings during Fall quarter, and will count as three academic credits. Students may take the course on a pass-fail basis. There are no pre-requisites and students who have taken Sociology 280 and/or 480 may also take 693.06 for credit.

It is hoped that scheduling the course in the evening will facilitate enrollment by students otherwise unable to fit courses in race relations into their schedule.

The course will be taught by Dr. Donald Noel, assisted by Mr. Anthony Payne.
TO: Dr. Hans L. Zetterberg and Departmental Council

FROM: Mike Brooks, James VanderZanden, Jere Wysong - Committee on Course Evaluation

Sociology 693.06 -- Black America and White Racism -- constituted a response by the university to requests that the curriculum be made more cognizant of and relevant to the history, circumstances, and needs of Black America. The course was innovative for the Sociology Department in a number of respects:

1. The course -- open to both undergraduate and graduate students -- centered upon a controversial contemporary issue as opposed to the more traditional "field" or "sub-discipline" approach within sociology (e.g., race relations, social stratification, marriage and the family, and social organization);

2. An undergraduate teaching assistant was assigned to the course and shared teaching responsibilities with the senior faculty member;

3. The undergraduate teaching assistant was selected because it was felt that by virtue of his racial background and experience, he could bring to bear a perspective not otherwise available to whites; and

4. Traditional means of student evaluation were not employed (except for those students who requested a letter grade, which was then determined by their performance on a term paper) and students were given a pass-fail option ("pass" or "failure" being determined by class attendance).

In the last analysis, the success or failure of such a course is to be judged by what the students'-- the "clients"-- derived from it. Accordingly, we asked the students during the last class period to complete a questionnaire that we had prepared. Responses were obtained from 74 students. The questionnaire and the tabulated responses to the structured questions are appended to the report.

Student sentiment was overwhelmingly and strongly in favor of the issue orientation of the course. Fifty-eight students said the course was the most interesting, or one of the most interesting they had yet taken. When asked if they would recommend that other courses on current social issues be patterned after this one, 72 students responded affirmatively. Clearly then, many students felt the need for a course that was directly and immediately relevant to the world in which they live. White students wanted exposure to -- indeed, even a vicarious experiencing of -- life in the black ghettos and responses of black militancy. Black students wished to establish and vindicate their black heritage and identity, and to confront white students with the realities of white racism. The course afforded students and opportunity for meeting these needs within the legitimate, institutionalized
structure of the university. This committee is sympathetic to this approach and recommends that the department periodically offer an issue-oriented course, especially where a highly motivated faculty member can be found for it.

Similarly, student sentiment was overwhelmingly and strongly in favor of the employment of an undergraduate, black teaching assistant. Sixty-seven students said the role of the teaching assistant was useful and beneficial. They felt that the black assistant enabled them to put their hand on the "pulse" of the Negro community -- "to tell it like it is." In brief, the students did not want to limit themselves to a traditional, academic appraisal of the issue -- they also wanted a "gut" (an emotional or feeling) approach to it. And by employing a black as a co-faculty member -- an individual they felt qualified by background and experience as opposed to the more traditional test of academic expertise -- this need was met. Again this committee is sympathetic to this approach; it feels that it may well be appropriate in some courses to employ an individual (individuals) who, by virtue of his (their) special background or experience, can lend a dimension of additional reality to a course's content.

Student sentiment was divided on whether or not tests and/or papers should be required. Thirty students thought they would have gained more from the course if a term paper had been required. On the other hand, most were opposed to the use of regular examinations. There unquestionably did exist a tendency for many students to do only minimal work outside of class -- to "freeload" in the words of some students. Fourteen students reported they did not prepare at all for class meetings; 51 said they spent one to three hours per week in preparation. Many of these students were, of course, only monitoring the class, not taking it for credit. The committee has agreed, however, that the value of a good course is enhanced when students are required to address important intellectual issues in writing, and recommends that this be done in future courses like this one. When a course seems interesting and informative to students, as this one did, critical essays or term papers are not necessarily regarded as arbitrary hurdles. It should be noted here that the course instructor had already independently decided that if the course were to be offered again, term papers or critical essays would be required. The committee believes, however, that if more extensive evaluation of student work is to be made in the course, some limitation should be placed on enrollment.

Most students did comment favorably on the pass-fail option in the course. They welcomed the freedom that the option afforded them -- a sense of being liberated from the coercive techniques normally employed to make them study. In balance, the committee believes this option is very appropriate for courses like this one.

In summary, then, Sociology 693.06 was well received by the students and on the whole was viewed by them as a profitable learning experience. The format did not reveal -- to our way of thinking -- anything inherently unworkable or objectionable. We believe the university constitutes a large enough umbrella where a diversity of needs can be met, and that they can be met through new, flexible approaches such as exemplified by Sociology 693.06 during the Fall, 1968, quarter.
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TO: All Advisors, Interested Faculty and Students

FROM: Economics Department

RE: The Economics of the Ghetto

The Economics Department will offer Economics 694-L, the Economics of the Ghetto in the Winter Quarter 1969. Its purpose is to analyze and explore some of the major economic problems faced by Black Americans today.

The course will be approached in two ways. First, the student will be expected to do reading which analyzes and quantifies some of these problems. In this context, the role of the Black American as a consumer, a worker and income earner, a businessman, and a recipient of public services will be explored. A wide variety of sources is being examined now for material that would be suitable for a level of instruction that is consistent with the prerequisites for the course.

Second, the student will carry out some personal research, with an emphasis on the gathering of data, related to the specific problems of Blacks in Columbus. Both the actual collecting of data and the analysis of it are for the edification of the student.

Speakers will be invited to the classroom from a variety of areas. Most of these will not be academicians but rather individuals who daily work in these problem areas.

For students with the appropriate eligibility, the course should be taken on a pass-fail basis. This is meant to reinforce the largely nonstructured approach to the course. At least one quarter of principles of economics is a prerequisite for the course. Students seeking admission to the course should contact the instructor. A limit has been placed on enrollment.

The course is being given by Mr. Peter S. Barth with the assistance of Mr. Harold A. Black. Please note an error in the winter catalog. The class will meet on Monday and Wednesday from 4:00 - 5:30 p.m. in Hagerty Hall 318.
ATTACHMENT NO. 4

ANNOUNCING A NEW COURSE OFFERING

SPEECH 330   THE RHETORIC OF BLACK AMERICANS   MWF 1:00

TO:       All faculty advisers and college counselors
FROM:    The Department of Speech

A new course, The Rhetoric of Black Americans, will be offered for the first time during the Winter Quarter 1969, and regularly once a year in the future, 1 o'clock, MWF.

Speech 330, The Rhetoric of Black Americans

W. Elective open to any undergraduate, 1 MWF,

The course will examine the activities of black Americans in using such persuasive strategies as non-violence, black power, legal action, etc., to establish a role or identity in American society.

Since the current struggle between black and white Americans constitutes one of the most challenging issues facing contemporary America, a study of the persuasive activities of black Americans is both timely and relevant. This will be true for a long time to come.

Members of the communications faculty at Ohio State University have been engaged since July 1967 in a curriculum building program in association with Shaw University, Raleigh, North Carolina. This project has generated considerable study of the rhetorical activities of black Americans, and a course of the same title will be taught at Shaw next quarter. It is planned that the two classes will be able to work and, at times, discuss together. Shaw is a predominantly black institution.

If additional information is needed, call 4204 - Dr. Rieke.
THE MASS MEDIA AND BLACK AMERICA

I. Jim Crow and the Cult of Iniquity--Race in the Press Gallery.
   a. Black and white news or the double standard in
      American journalism.
   b. Semantics and prejudice.
   c. Power of the press and pulpit or the black bour-
      geoisie and the uptown press.
   d. The Black Anglo-Saxons--image makers for the Afro-
      American--black aspirations versus black reality.
   e. No government censorship--does the white press
      black out the race story?
   f. Racial disorders and the newsman's role.

II. The Negro Goes To Press--No More Uncle Tom's Children.
    "Tell It Like It Is."
   a. Emerging Africa and the Afro-American in the news.
   b. The Afro-American market--growing target for adver-
      tisers.
   c. Black journalists in the white press--still the last
      to be hired and the first to be fired?
   d. The Negro in radio and television--commercials in
      black and white.

III. Origins Of The Afro-American Press--Good News In Freedom's
     Journal.
   a. Founders of the black press. There once was a slave....
   b. About 2,709 Negro newspapers published since 1827.
   c. Political content of leading Negro newspapers.

IV. Will The News Media Ever Be Truly Integrated?
   a. Inseparable with social and economic conditions.
   b. Role of the press in analyzing society's goal.
Course Rescheduled

Political Science 200, a new course on black politics to be offered Spring Quarter, is scheduled to meet daily at 10 a.m., not 2 p.m. as originally announced, according to Freddie C. Colston, course instructor.

Colston also said that a limit of 50 students will be able to take the course billed as an inquiry into the nature of black political experience in America.

An Approach to American Political Institutions—a case study of black political movements is a five-hour credit course open to students with credit for Political Science 100.
THE BLACK COMMUNITY IN AMERICA:
A Course Description and Outline

In the heart of every American city, there is a separate and distinct Black
Community, marked off from the rest of the city by a unique history, culture, and
social structure, and by social as well as geographic boundaries. The purpose of
this course is: 1) to examine the growth and development of these communities in
response to major social forces in the larger society; 2) to describe and analyze
the major institutions, social processes, and social movements of contemporary
Black Communities, and the relations among them and 3) to assess the consequences
of their existence and development for the members of these communities, and the
larger society.

The Black Community will be examined first from a historical and demographic
perspective. Here, the emphasis will be on the Black Community as a social
product of major forces and trends in the larger society - racial discrimination,
industrialization, and urbanization. One major concern of this section will be
to examine the way in which the Black Community has been shaped and altered by
the behavior of other groups and organizations in the larger society - labor
unions, economic enterprises, other ethnic minorities, local and national political
parties and units of government, and religious groups.

The second section of the course will be an institutional analysis of the
contemporary Black Community. First, the economy of the Black Community will be
examined, and the distribution of power, resources, income, and prestige within
it. This emphasis on stratification will, in turn, serve as the basis for an
analysis of the political, religious, and family behavior of the various social
classes. Recent developments such as the growth of the Black Muslim faith, the
Black Power movement, and Black Capitalism will be considered under the appropriate institutional areas. This section will close with a brief comparison of the structure and development of the Black Community to that of other contemporary ethnic communities, principally the Puerto Rican, Jewish, and Mexican ones.

The course will conclude, then, with an assessment of the consequences of development and change in the Black Community for members of that community, for relations between the races, and for social change and stability in the larger society.

"The Black Community in America" will be an experimental course in several respects. First, responsibility for teaching will be shared with a Black student assistant. The "insider" with his unique insights, perspective, and knowledge of the community has always been extremely valuable in field research. For the same reasons, a Black student assistant will contribute to the effectiveness of this course. Secondly, there will be more emphasis on student participation and discussion than in most other courses, with discussion structured both by assigned readings and introductory lectures. Students will be encouraged to take the course on a pass-fail basis. They will, however, be required to address the major issues of the course in several critical essays. The course will be open to Juniors, Seniors, Graduate Students, and those in Continuing Education.