ACKNOWLEDGEMENTS
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**Ivy, Dave.** Account Technician I. Department of African American Studies University of Illinois Urbana Champaign

**Jordan, LeRoy.** Co-Coordinator, Illinois Governmental Internship Program and Coordinator, Black Catholic Ministry Program

**Joseph-James, Myrlene.** Teacher. Madison, Ohio

**Kemayo, Kamau.** Chair. Department of African Studies. University of Illinois Springfield

**Leonard, Marcellus.** Associate Professor of English Writing. Center for Teaching and Learning. University of Illinois Springfield
McKinney, Erica. Undergraduate Student. University of Illinois Urbana Champaign


Thomas, Darryl. Associate Professor. Department of African and African American Studies. Penn State University


White, Vibert. Professor of History. University Central Florida

Winand, Angela. Assistant Professor of African American Studies. University of Illinois Springfield

Preface

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

Our first four volumes in this series are as follows:

1. Black Studies @ South Suburban Community College
   Jonathan Hamilton, editor

2. Black Studies @ Loyola University
   Ruth Hoffman, editor

3. Black Studies @ University of Illinois @ Springfield
   Tony Laing, editor

4. Black Studies @ Northwestern
   Marie-Edith LeNoble, editor

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

1. Black Studies as social movement

2. Black Studies as academic profession

3. Black Studies as knowledge network

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

Each documentary volume covers an individual campus experience, basic primary documents from the original demands for Black Studies to a down load of the website at the time the data collection was developed. The main distribution will be through the web based archive at the University of Illinois called IDEALS (http://hdl.handle.net/2142/14913). In addition a bound volume will be deposited at the campus being documented, the Vivian Harsh Collection of the Chicago Public Library, and the University of Illinois (Urbana). We anticipate that each volume will only be a beginning and will lead to additional volumes on each campus by scholarship of students, faculty and researchers. The main objective is to be comprehensive and make this material available to everyone in the world.
Our goal is to reach out to every program in the country and establish a national data set in the spirit of how the slave narratives were developed, a collective effort to document a historical experience that will stand the test of time and provide a fertile field for research. Black Studies is one of the most important achievements of the Black Power movement. We have launched this series because of the significance of this historical practice that lives into the 21st century.

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Spring, 2010
Black Studies @ University of Illinois at Springfield

Acknowledgements
Preface by Abdul Alkalimat
Volumes in this Series

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9 percent of four-year colleges and universities have a formalized black studies unit offering a curriculum leading to an undergraduate or graduate degree.

Rojas 2007, p. 3

Black studies headed an educational vanguard transforming predominately white institutions. Many saw black studies as the first in a series of academic fields that would challenge social hierarchies and diversify the academy. Soon after black studies programs appeared, ethnic studies and women’s studies followed.

Rojas 2007, p. 93

These quotes encompasses part of the history and present situation of the Department of African American studies at University of Illinois Springfield (formerly Sangamon State University), where I conducted archival research, as part of my course titled Core Problems in African American studies, as a graduate student at University of Illinois Urbana Champaign. This archival also details the history of the Black studies program at the University of Illinois Springfield.

Black studies has origins deriving from political unrest in the struggle for equal rights of black people (Baker 2008, Rojas 2007, Smethurst 2005, Alkalimat 1989, et al). During this time period of the deepening social, political, economic crisis, unequal rights and strife, Black studies emerged as a scholarly study that still continues to be a significant source of unity among all people. The rise in Black studies is the answer to once disempowered black people’s quest for “the American myth also known as the American Dream” (Baker 2008, p. 197).

Joseph (2005) notes that organized student takeovers in support of Black studies transcended regional, radical, and class difference (p. 215), giving rise to the field of study.
These revolts—occurring at many colleges/universities—were the brainchild of the Black Panthers challenging the status quo at elite white and public institutions of higher education. Although this was the case at many colleges and universities (especially those that established in the late 1960’s), the University of Illinois Springfield had a different history that was initially informal in the 1970’s, having more structure in the 1980’s. The creation of the formal Black studies program at the University of Illinois Springfield was established due to the political times, which included Jessie Jackson’s visit to campus as a presidential candidate. Additionally, these political times influenced a small group of black faculty at the University leading to the development of the Afro-African Thematic Sequence Activity. Unfortunately, due to low numbers of black faculty and student, a formal Black studies minor was not possible in the early 1990’s.

The remainder of the report is divided into thirteen sections that details facts, history, leadership, data trends, as well as other developments leading to the creation of the current Black studies programs. Note on Terminology: throughout this report, terms such as Black studies, Afro-American studies, and African-American studies are used interchangeably. This is because in certain sections, I was referring to the original name that was described by the interviewee, documents obtained, and from information obtained online or in archives at the University.

In Section 2, the chronology lists key dates/historical shifts of the program. These events and dates include: 1970-1982 (Public Affairs Colloquia); 1982-1992 (Afro-African Thematic Sequence Activity); and 1992- present (African American studies minor). These events/dates are the backdrop to the present Department, including factual information derived from personal interviews and data collection.
Section 3 list tables of data, including a partial list of African American studies classes at the University prior to changing its name (Sangamon State University to the University of Illinois Springfield) and afterwards. The key point in this section is the number of students who enrolled in courses based on race and gender, as well as enrollment trends, highlighting a higher percentage of non-blacks in these courses.

Section 4 includes a download of the 2009 University website. The website contains faculty, department events, student groups, degree information, as well as other information, all in one central location. In addition, a download of University of Illinois Springfield information from Wikipedia, condenses facts on the entire history of the University, with reference to notable alumni, and other data.

Section 5 is a list of course catalogs that contains information on African American studies courses (years: 1970-71 and 1982-2009). The missing years: 1972-1981 is intentional because during the early years, there was no formal Black studies program, and courses with Black studies content, were not always offered.

Section 6 includes a breakdown of the leadership who aided in the development of the program’s history. This includes curriculum vitaes from a cross section of individuals who worked within the program or in other units across the University: Academic Affairs, Student Services and/or the Provost office. Additional information includes their contributions, noting how they impacted the Department.

Section 7 is the oral histories on African American studies at the University. A research project of this magnitude is only strengthened by information supplied by members of the University who were key in developing the history. These collective oral histories provide a snapshot into past (and present) events that have led to the development of African American
studies at the University. These individual includes: Michael Cheney (provost), LeRoy Jordan (dean), Kamau Kemayo (professor), Marcellus Leonard (professor), Darryl Thomas (professor), Angela Winand (professor), and Vibert White (professor). My in person and phone interviews proved to be very informative, helping to fill in some gaps from materials obtained in University archives. In particular, one interview was extremely helpful because I was able to gain invaluable information from an alumnus from the class of 1972, who was also a former administrator, instrumental in establishing the Afro-studies and African Studies Thematic Sequence Activity at the University.

Section 8 includes sample curriculum (years: 1970-971 and 2008-2009). It is important to note that the first approved course in Black studies was titled: *The Mood of Black America* (fall 1971-- the course outline is provided) and subsequent course offerings in fall 1971 were: *The Color Line: Problem of the Twentieth Century, Economic of Black America, and The Impact of Slavery on American Life*. Present day courses (also available herein) include an *Overview of African American Studies, Literature, Special Topics in African American Studies: The Harlem Renaissance, Survey of African American History, Civil Rights Movement of the Twentieth Century, and Interdisciplinary African American Studies*. These present courses provide information on some of the curricula offerings.

Section 9 has a breakdown of student enrollment, by gender, race, and courses taken. This section differs from Section 3 in the use of figures, showcasing actual student enrollments instead of charts. It is also important to note that despite the initial low enrollment of students, not only in Black studies courses, but overall at the University, there has been a steady growth in course offerings over the years.
Section 10 includes the bylaws of the faculty and administration, particularly, the Black Faculty Caucus. The Afro-American and African Studies Thematic Sequence Activity was a growth of the Black Caucus Committee. Although not much information was provided herein on the founding of this group, from oral histories obtained, it is clear that this group was active in helping to form the Black studies program.

Section 11 includes the finding aide to the archives. I spent considerable time gathering copies of course catalogs, Board of Regents’ minutes and Undergraduate Council minutes; all approving the minor in African American Studies. This information was fruitful to the report.

Section 12 includes my autobiography, research interest and scholarship. It also provides personal information about me as the researcher.

Section 13 is the appendices include summary, methods, and interview questions. A copy of the Academic Program Statement of Sangamon State University is provided, outlining the structure of the Black studies program in the early stages. There is also a copy of the Afro-American Studies Report, Undergraduate Council Minutes, Chancellor’s Report, Graduate Council Memorandum, and Faculty Senate Minutes; all with information related to the approval of the minor in African American studies. There is information on the Afro-American Studies Black Political Attitude Study, the first of its kind in Springfield that directly involved the Black community in Springfield. Finally, there is a student journal included on African American Studies, and a present day campus map.

What is the next step?

This project is part 1 on the study of Black studies at University of Illinois Springfield. My advice to the next researcher who continues this project is to add more oral interviews, and obtain more background information on the Black Faculty Caucus. Herein, there is only the
mission statement of this group, with some information on its initial purpose [see LeRoy Jordan’s interview transcription]. More course information, specifically on student enrollments could be added to capture accurate numbers. This update information can be addendums to this report.

**Personal Reflections**

As I reflect on this project, several thoughts come to mind. I vividly recall my time spent in the archives, as well as searching through boxes in the Faculty Senate. Both experiences were memorable and connected me to the research I was conducting. By engaging in archival research rather than just reading facts online or in books, valuable hands on interaction occurs. I am deeply indebted to the numerous people who aided me in this report; these individuals are listed in the acknowledgements section. Another memorable event was conducting oral interviews. It was exciting to learn firsthand about the Black studies program from the personal experiences of those individuals who aided in the development of the program’s history.

This experience was worthwhile. I am glad to have played a small part in gathering information on the Black studies program at University of Illinois Springfield. This experience was more than merely collecting data, engaging in personal interviews, and had more of an impact on my life in more ways than I could have imagined. I hope you enjoy the material herein.
CHRONOLOGY..................................................SECTION 2
A. 1970-1982: PACS
B. 1982-1992: AFRO-AFRICAN THEMATIC SEQUENCE
ACTIVITY
C. 1992- PRESENT: AFRICAN AMERICAN STUDIES
MINOR
Chronology of African-American Studies at University of Illinois Springfield

"At the outset no special courses in Black Studies are being planned at Sangamon States University... Students interested in pursuing Black Studies as a specialty may design a multi-disciplinary program of study in the appropriate area of studies"

(Academic Programs Statement, 1969; see section 13 of report).

Because there was no formal major in Black studies at the founding of the University, faculty who taught Black studies related courses held joint appointments within their home Department and in the Innovative and Experimental Learning Cluster program. There were also affiliate faculty members were employed fulltime in other department/programs, but cross listed their courses in the Innovative and Experimental Learning Cluster program.

**Disclaimer:** The information that follows is a chronology that led to the establishment of the present Department of African American Studies. This information was compiled based on discussions, archival research, oral history from faculty and staff, web search and information obtained within the Department. The chronology is as accurate as the information that was provided to me at the time of compilation, and is not all inclusive of all events leading to the establishment of the Department, since inception.

**I. 1970-1982: PUBLIC AFFAIRS COLLOQUIA**

The objective of the Public Affairs Colloquia (PAC) is to insure that all students have examined major problems facing our contemporary society: the public problems. PACs are offered from a list of topics developed by students and faculty members. Each colloquium (5 quarter hours) deals with a specific topic or problem and involves policy-oriented study projects

(Sangamon State University, 1970, p. 15; see section 13 of report).

Through the PACs, several black faculty from other units throughout the University taught experimental learning-type courses as part of the Innovative and Experimental Learning Cluster program with a focus on African American Studies. These courses were apart of the public affairs colloquia. For specific reasons unknown, affiliate faculty members were not able to teach
courses with black studies content within their home department. From personal interviews, I was able to deduce that there were strict guidelines as to what courses could be taught within some academic departments/units, and that within the Innovative and Experimental Learning Cluster, black faculty/staff were provided with the opportunity to teach courses that were not heavily scrutinized. During this time, there was no formal African American Studies program. The first approved course in black studies was titled: *The Mood of Black America* (fall 1971; see section 8 of report) and subsequent approved courses also in fall 1971 were: *The Color Line: Problem of the Twentieth Century, Economic of Black America, and The Impact of Slavery on American Life.*

II. 1982-1992: AFRO-AMERICAN AND AFRICAN STUDIES THEMATIC SEQUENCE ACTIVITY

As a preface to this section, it is important to note that Mr Leroy Jordan, dean of the Innovative and Experimental Learning Cluster hired several black faculty to teach within this cluster (see section 2 in report, as well as oral history section). Prior to the initial formation of Afro-American and African Studies Thematic Sequence Activity, Mr Jordan met with Drs Darryl Thomas and McBride to develop what eventually became the Thematic Activity (the predecessor the present African American studies minor). From my interviews, it was stated that because of the political activism in Springfield at the time, including Jessie Jackson’s visit to campus as a presidential candidate, the time had come to create a black studies sequence. Unfortunately, due to low numbers of black faculty and student at the University, a creating a formal black studies minor was not possible. Also, during this time, African American Studies courses were group as part of a sequence, as oppose to before, they were taught at the discretion of each faculty and did not become a formal part of any course offering. During this time, there still was no formal African American Studies Department or minor.

The Afro-American/African Studies program was approved as a thematic activity in May 1982 and was henceforth known as Afro-American and African Studies Thematic Sequence Activity (ASTA). However, it took two years before the Thematic Sequence Activity appeared in the University catalog. During the 1982-1983 academic year however, ASTA faculty focused primarily on curriculum development, developing reference guides for Sangamon State
University faculty, students and interested community organizations. ASTA is also a growth of the Black Caucus Committee on cultural affairs (Mr Jordan, McBride and Thomas were members; see section 10 of the report). ASTA involved faculty and students in academic, curricular development, and community activities that highlight contributions of and public issues, effecting Afro-Africans studies (IEP Cluster Cabinet Memo; see section 13 of report).

At the outset, Dr. David McBride, History Program, served as appointed Chair of ASTA (1982-1983) and made enormous contributions to its development. Four other faculty members were associated with the Thematic Activity drawn from diverse programs including: Charles Sampson, Public Administration; Darryl Thomas, Political Studies; Alma Lowery-Palmer, Anthropology; and Marge Fonza, Health Services. In addition to these faculty members, other faculty with expertise, interest and course offerings related to Black American and African scholarship were solicited to participate and/or advise ASTA faculty.

Dr Thomas become 2nd Convener of ASTA in fall 1983 and during his tenure, there was a major focus on courses offered at the University. An external consultant was also hired to evaluate how best to develop the Black studies program (IEP Cluster Cabinet Memo; see section 13 of report).

From 1983-1984, faculty associated with the Innovative and Experimental Learning Cluster, and with other units, developed specialized PAC’s with Black studies and Public Affairs Orientation. It was during this time, that a new course titled Black Americans and the 1984 Election was developed and offered at the Springfield Urban League led by Drs Thomas and Harris. Black faculty also worked together to develop research projects with public affairs and Black studies orientation and Drs Thomas and Harris also created such a project in spring 1984. This project focused on political participation and non-participation by Black citizens in Springfield, Illinois. In spring 1985, professors Thomas and Harris then worked with the Springfield Urban League to conducted a study of “The State of Black Springfield” with their students. This project was the first of its kind that directly involved the black community of Springfield (Black Political Attitudes Study; see section 13 of report).
III. 1992-2004: AFRICAN AMERICAN STUDIES MINOR

The Undergraduate Council approved African American studies minor on February 28, 1992 (see section 13 of report).

The Board of Regents approved the proposal to establish the minor in African-American studies on May 21, 1992, with a proposed review of the minor concentration every 4 years. At the time of this proposal, the minor consisted of the competition of 4 courses: three core courses and one elective. The core courses were an Overview of African-American Studies, African-American History and African Literature (Chancellor’s report; see section 13 of report).

African American studies minor was approved by the State of Illinois Board of Higher Education on May 21, 1992 and was implemented fall 1993. However, the minor concentration did not appear in the University catalog until 1994.

IV. 2005-PRESENT: DEPARTMENT OF AFRICAN AMERICAN STUDIES

According to my interviews, the shift from a program in African American studies minor to Department of African American Studies that offers minors was not until 2004/2005 (see transcript from Michael Cheney). The decision was made from staff within the Provost/Chancellors’ office because the University of Illinois did not comply with the University of Illinois system (after Sangamon State University merged with the University of Illinois in 1995) that had Departments not Program Units.

Despite approval from the Board of Higher Education to establish a minor in African American studies, the Department did not experience any significant growth in African-American studies fulltime faculty. There was however, quite number of affiliate faculty who crossed listed their courses from other departments, but who were not hired exclusively to teach in Afro American studies.
Enrollment Breakdowns

1970's to present: appx *2,400 students enrolled in 2,843 courses specifically:

2124 students had academic credit for one course
186 students had academic credit for two courses
49 students had academic credit for three courses
23 students had credit for four courses
6 students had credit for five courses
9 students had credit for six courses
0 students had credit for seven courses
3 students had credit for eight courses

Note: The student/per course enrollement is an approx. based on information provided by the University.
### GENDER by N Courses Taken

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<th>Female</th>
<th>Total</th>
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<td>1193</td>
<td>2124</td>
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<tr>
<td>2</td>
<td>83</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>1049</td>
<td>1351</td>
<td>2400</td>
</tr>
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</table>

### RACE/ETHNICITY by N Courses Taken

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<th>Asian or Native</th>
<th>White/Non-Hispanic</th>
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<td>21</td>
<td>7</td>
<td>25</td>
<td>1382</td>
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<td>6</td>
<td>111</td>
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The graph shows that between 1973-2009 more international students, followed by Hispanics/others enrolled in African American studies courses.
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<tr>
<td>2008-2009</td>
<td>15</td>
</tr>
</tbody>
</table>

**The courses (1970-71; 84-present) listed are not inclusive and were obtained from course guides.**
COURSE TITLES/INSTRUCTORS
BY YEAR: 1971- PRESENT
<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Instructor</th>
<th>Offered</th>
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<td>PAC: The Impact of Slavery on American Life and Thought</td>
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<td>Fall 71</td>
</tr>
<tr>
<td>PAC: International Relations Among African States</td>
<td>Augustine Stevens</td>
<td>Fall 71</td>
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<tr>
<td>PAC: Economics of Black America</td>
<td>John Bowman</td>
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<td>Fall 71</td>
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<td>Chris Breisech</td>
<td>Fall 71</td>
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**Courses 1984-1985**

Associated Faculty: Mare Fonza, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

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Courses 1985-1986
Associated Faculty: Marjorie Fonza, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

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Courses 1986-1987
Associated Faculty: Marjorie Fonza, Leroy A. Jordan, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

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Courses 1987-1988
Associated Faculty: Marjorie Fonza, Hugh Harris, Leroy A. Jordan, William Jordan, Alma Lowery-Palmer, Charles Sampson

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**Courses 1989-1990**

Associated Faculty: Jeanna Marie Col, Janis Droegkamp, Marjorie Fonza, Hugh Harris, Leroy A. Jordan, James Lanier, Loretta Meeks, Chris Narcisse

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Courses 1991-1992
Associated Faculty: Jeanne Marie Col, Janis Droegkamp, Marjorie Fonza, Hugh Harris, Leroy A. Jordan, William Jordan, James Lanier, Loretta Meeks, Chris Narcisse

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Course Offerings: Under Revision


Course Offerings: Under Revision


Course Offerings: Under Revision
Courses 1993-1994
Faculty: Rachell Anderson, Janis Droegkamp, Marjorie Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor

Adjunct Faculty: Leroy Jordan

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Courses 1994-1995
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Adjunct Faculty: Leroy Jordan

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**Courses 1995-1996**

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Adjunct Faculty: Leroy Jordan

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**Courses 1996-1997**

Faculty: Rachell Anderson, Janis Droegkamp, Marjorie Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry

Adjunct Faculty: Leroy Jordan
### Courses 1997-1998

Faculty: Rachell Anderson, Janis Droegkamp, Marjorie Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry, Vibert White

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Adjunct Function: Leroy Jordan

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Courses 1999-2000
Faculty: Rachell Anderson, Janis Droegkamp, Marjorie Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry, Vibert White

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**Courses 2000-2001**

Faculty: Rachell Anderson, Janis Droegkamp, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry, Vibert White

Adjunct Faculty: Leroy Jordan

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**Courses 2001-2002**

Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, James Lanier, Cynthia Lehman, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White

Adjunct Faculty: Durward Long
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Courses 2002-2003

Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, James Lanier, Cynthia Lehman, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White

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Courses 2003-2004
Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White,
Adjunct: Durward Long

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Courses 2004-2005
Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart
Adjunct Faculty: Durward Long
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Courses 2005-2006
Core Faculty: Lionel Kimble, Kamau Kemayo

Associated Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart

Adjunct Faculty: Durward Long, Abdul-Rasheed Na’Allah, Luz Solano

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Courses 2006-2007
Core Faculty: Kemah Kemayo

Associated Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kun McGregor

Emeritus Faculty: James Stuart

Adjunct Faculty: Durward Long, Abdul-Rasheed Na’Allah, Luz Solano

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<td>AAS 537</td>
<td>Treating Children from Diverse Populations</td>
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Courses 2007-2008
Core Faculty: Kemah Kemayo, Angela Winand

Associated Faculty: Rachelle Anderson, Hugh Harris, William Jordan, Marcellus Leonard, Durward Long, Deborah Kuhn McGregor, Livinus Odozor, James Stuart, Annette Van Dyke

Adjunct Faculty: Luz Solano

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Courses 2008-2009
Core Faculty: Kamau Kemayo, Angela Winand

Associated Faculty: Rachell Anderson, William Jordan, Marcellus Leonard, Durward Long, Deborah Kuhn McGregor, Livinus Odozor, James Stuart, Annette Van Dyke

Adjunct Faculty: Luz Solano

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Welcome to the African-American Studies Department

African-American Studies (AAS) explores the creation and development of Black life, history, and culture in the United States. Students who minor in AAS will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Read More »
African-American Studies explores the creation and development of Black life, history, and culture in the United States. UIS currently offers African-American Studies as an undergraduate minor. The program provides interdisciplinary examinations of the directions and trends of African-American culture from the arrival of the first Africans to the shores of North America.

In addition, the program explores the culture and history of African civilization and society and examines the African Diaspora in Europe, Latin America, the Caribbean, and the Middle East.

Students enrolled in African-American Studies will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.
The African-American Studies program fulfills a unique role at UIS, and so enjoys the following benefits characteristic of its focus:

### People
- **Students** who are in the program because they are passionate about the subject
- **A team of brilliant faculty** who teach in multiple colleges and disciplines, from diverse academic disciplines and backgrounds
- **A Graduate Assistant** who works intensely with the program and its students
- An informative and helpful **Program Secretary**
- An active **Black Student Union**

### Specialties of the Program
- **Annual Symposium on Hip Hop Culture**
- **Diverse courses** covering a broad spectrum of African-American history, literature, and social concerns
- Besides the offered minor, opportunities for applying African-American Studies to a related degree through the **Liberal Studies** or **Individual Option majors**
- A database of **online resources** for the advancement of African-American study, culture, and welfare
- **Global Seminar Experience in Jamaica**: a three-week service learning experience unique to UIS
An African-American Studies minor complements any Bachelor’s degree, not just those geared to working with the African-American community. Study of a culture signals to potential employers that a graduate has received a well-rounded liberal education in addition to professional training. Most courses are writing intensive and allow for innovative research projects. This minor teaches students critical thinking skills and an interdisciplinary methodology that serve as assets to any career.

In addition, the history, literature, and culture of African-American peoples are crucial to the fabric of the American story—and that of the greater world civilization. African-American Studies enriches our understanding of humanity itself; it is, in short, food for the soul.
This page contains links to websites within UIS that are designed to help you enroll and ease through your education in the African-American Studies program. We also have an extensive list of helpful links to non-UIS websites available on our Resources page.

Getting Started

Admissions
Registration, Tuition, & Fees
B.A. in Liberal Studies
M.A. in Individual Option
Graduate Studies
Financial Aid
Student Housing
UIS Online
The Illinois Virtual Campus
New Student Orientation
UIS Office of Multicultural Affairs

Important Websites for Students

Bookstore
Brookens Library
Campus Calendars
Course Schedule
Finals Week Schedule
Student Handbook
Student Policies
Student Life

Academic & Career Assistance

Center for Teaching and Learning
Helpful Software for Studying Online
Career Development Center
Career Planning Guide

Technical Assistance

BlackBoard Info and Tutorial
Office of Technology-Enhanced Learning
Technology Support Center

Back to Top
This page contains a number of links to other websites. These sites and their content are not endorsed by UIS. Please contact us to report any dead links.

General Databases
- Black History Task Force's Internet Resources for African-American Studies
- Internet Resources for African-American Studies (University of Delaware)
- NetNoir.com: Information and Links
- Universal Black Pages: An Exhaustive List of African and African-American home pages
- Vanderbilt University's Links and Resources

Historical, Literary, & Cultural Resources
- African-American Literature
- African-American Literature Book Club
- African Diaspora Links
- Archives of African-American Music and Culture
- Black American Feminisms: A Multidisciplinary Bibliography
- Callaloo: Journal of African Diaspora Arts and Letters
- Resources for teaching African-American History, K-12

Organizations
- College Language Association
- H-Net Discussion List for African-American Studies
- National Association of African-American Studies
- National Council for Black Studies
- Southern Conference on African American Studies
What's New

Learn about the Second Annual Symposium on Hip Hop Culture coming in April 2007 >>

Beginning in May 2007, AAS will sponsor UIS’ Global Seminar Experience in Jamaica. Dr. Kemayo will take students to Treasure Beach, JA for a three-week service learning experience. Of course, service and learning are not all it’s about: YEAH MON! More information coming soon!

Fall 2006: UIS welcomes Angela Winand as the newest faculty to join the AAS program. Dr. Winand earned a Ph.D. in American Culture at the University of Michigan, Ann Arbor, in 2003. Her professional/research interests include the History of Creoles of color in New Orleans and Washington, D.C., with a special interest in gender. In her spare time, she also enjoys cooking, needlepoint, and marathon sessions of Alias, Upstairs, Downstairs, and Buffy the Vampire Slayer.

Read more about Dr. Winand (includes podcast link) >>

In November 2005, AAS hosted “In the Mix: Cross-Dialogues Regarding Hip Hop Culture,” a two-day Symposium designed to facilitate discussion about what has been called “one of the most important phenomena in popular culture since television.” Activities included panel presentations, breakout discussions, performances, films and critiques, a fashion show, and an awards banquet.

Read the Program Flyer >>

In October 2005, AAS faculty Jan Droegkamp was recognized by the University at a faculty luncheon for her contributions to academia in the form of poster presentations. Dr. Rachell Anderson was also recognized for her academic achievements.
Students in the African-American Studies program get to participate in a variety of interesting and exciting events and opportunities.

In Fall 2005, the program sponsored a two-day Symposium studying Hip-Hop culture, with both formal academic presentations along with an evening fashion show and concert.

AAS also works with Sankofa, the official Black Student Union at UIS. Our students have a network of faculty, a graduate assistant, and fellow students they can turn to for advice, social events, and even just friendship.
Sankofa is the official Black Student Union of UIS. Our mission statement:

Sankofa seeks to provide enlightenment of black culture through educational, cultural, and social events and activities.

Meaning of the Sankofa bird

The concept of "Sankofa" is derived from King Adinkera of the Akan people of West Africa. "Sankofa" is expressed in the Akan language as "se wo were fi na wosan kofa a yenki."

Literally translated, this means "it is not taboo to go back and fetch what you forgot".

"Sankofa" teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated.

Visually and symbolically, "Sankofa" is expressed as a mythic bird that flies forward while looking backward with an egg (symbolizing the future) in its mouth. This ties with our motto: "In order to understand our present and ensure our future, we must know our past."

Activities

Sankofa members have participated in the following activities:

- Community service projects with local elementary and high schools,
- The annual Diversity Retreat,
- World AIDS day,
- The Involvement Expo,
- The University of Illinois Student Leadership Retreat,
- The Darfur Fast, and
- The Hip-Hop Symposium.
HIP HOP SYMPOSIUM AT UIS

Calling All Volunteers!

In April 2007, the African-American Studies Program at UIS will sponsor its Second Annual Symposium on Hip Hop Culture. The 2007 theme:

ON THE MOVE: Movement and Change in Hip Hop Culture

April 6-7, 2007

As this is Good Friday and Easter Weekend, one of the focal themes will be the effects and implications of Gospel Hip Hop in our society.

African-American Studies is looking for interested and committed people to participate at every level:

We need **performers**—Singers/vocalists, Rappers, Dancers, Models, Film-makers, Visual & and Graphics Artists, including Photographers.

We need **speakers**.

We need **people with energy, planning skills and organizational expertise** to help on the Planning Committee.

We need help with **advertising and fund-raising**.

We need **people to help on the days of the event**.

WE NEED YOU!

If you are interested or know someone who might be interested: **Volunteer or volunteer them.**

**Contact:**

Kamau Kemayo
206-8248
kkema2@uis.edu

or

Gloria Sampson
206-7419
gsamp01s@uis.edu
The First Annual Symposium on Hip Hop Culture took place November 4-5, 2005. Titled IN THE MIX: Cross Dialogues Regarding Hip Hop Culture, it was designed to facilitate discussion about what has been called “one of the most important phenomena in popular culture since television.” Activities included panel presentations, breakout discussions, performances, films and critiques, a fashion show, and an awards banquet.

- 2005 Event Poster (.gif)
- 2005 Program Flyer (.pdf)
GLOBAL SEMINAR EXPERIENCE IN JAMAICA

Earn Course Credit in Sunny Jamaica: The Global Seminar Experience at UIS

Beginning in May 2007, AAS will sponsor UIS’ Global Seminar Experience in Jamaica. Dr. Kemayo will take students to Treasure Beach, Jamaica for a three-week service learning experience.

Of course, service and learning are not all it's about: YEAH MON!

More information coming soon!
FACULTY

Core Faculty

Kamau Kemayó
African-American Studies Department Chair
Assistant Professor of African-American Studies
Ph.D. American Studies, St. Louis University

Email: kemayo.kamau@uis.edu
Office: UHB 3030
Phone: (217) 206-8248

Research Interests: Literature

Read more about Dr. Kemayó >>

Angela Winand
Assistant Professor of African-American Studies
Ph.D. American Culture, University of Michigan, Ann Arbor

Email: awina2@uis.edu
Office: UHB 3033
Phone: (217) 206-8331

Research Interests: History of Creoles of color in New Orleans and Washington, D.C., with a special interest in gender

Associated Faculty

Rachell Anderson
Associate Professor of Human Services
Psy.D. Psychology, Adler School of Professional Psychology

Email: anderson.rachell@uis.edu
Office: BRK 337
Phone: (217) 206-7572

Read more about Dr. Anderson >>

Hugh Harris
Associate Professor of Political Studies

Email: harris.hugh@uis.edu
African-American Studies

About
Curriculum
Faculty
Students
Contact Us
Home

Contact
- Contact this department
- Contact a faculty member
- UIS Directory
- Inquire about admission to UIS

Contact Us
African-American Studies
University Hall Building 3038
One University Plaza
Springfield, Illinois 62703-5407
Email: aas@uis.edu
Phone: (217) 206-6962

Kamau Kemayó
Assistant Professor and Department Chair
Ph.D. American Studies, St. Louis University
Faculty Information Web Page
Email: kemayo.kamau@uis.edu
Office: UHB 3030
Phone: (217) 206-8248

Larry "Bud" Price
Program Secretary
Email: lpric01s@uis.edu
Office: UHB 3038
Phone: (217) 206-6962

Diamon Ross
Graduate Assistant
Email: dsross2@uis.edu
Office: UHB 3041
Phone: (217) 206-7419

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William Jordan
Associate Professor of Legal Studies, Applied Study
Email: jordan.william@uis.edu
Office: PAC 336
Phone: (217) 206-7880

Marcellus Leonard
Director of the Center for Teaching & Learning
Associate Professor of English
D.A. Teaching Writing, Illinois State University
Email: leonard.marcellus@uis.edu
Office: BRK 472
Phone: (217) 206-7452

Deborah McGregor
Associate Professor of History and Women's Studies
Ph.D. History, Binghamton University
Email: mcgregor.deborah@uis.edu
Office: UHB 3063
Phone: (217) 206-7439

Livinus Odozor
Assistant Professor of English
Ph.D. English, University of Toronto
Email: lodoz2@uis.edu
Phone: (217) 206-8335
Office: UHB 3073

Research Interests: World literatures in English, African literature, Postcolonial literature and theory, Caribbean literature, cultural studies, contemporary theory and textual studies, the modern novel.

James Stuart
Professor of Sociology and Anthropology
Ph.D. Anthropology, University of California at Riverside
Email: stuart.james@uis.edu

Annette Van Dyke
Professor of English, Women's Studies, and Interdisciplinary Studies
Ph.D. American Studies, University of Minnesota
Email: vandyke.annette@uis.edu
Phone: (217) 206-7420
Office: UHB 3025
AFRICAN AMERICAN STUDIES

Undergraduate Minor

Faculty:

Core Faculty Kamau Kemayo (literature and cultural production focus), Angela Winand (history)


Adjunct Faculty Luz Solano

Contact Information:

Phone: 217/206-6962
Email: aas@uis.edu
Website: www.uis.edu/africanamericanstudies/

Overview of the Program

The interdisciplinary African-American Studies minor explores the creation and development of black life, history, culture, and thought in the United States. Coursework in the department examines the directions, trends, and products of African-American cultures from the arrival of the first Africans to the shores of North America to contemporary manifestations of those cultures. In addition, the curriculum provides an introduction to classical African civilization and society. Elective coursework may examine the African Diaspora in Europe, Latin America, the Caribbean, and the Middle East. Many African-American studies courses are cross-listed in other disciplines, in particular History, English, and Women and Gender Studies. AAS currently features strong offerings in the area of popular culture. Students enrolled in African-American studies courses will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Requirements of the Minor

Students fulfilling the minor in African-American studies will complete an introductory interdisciplinary core course, plus curriculum in History, Literature/Creative Expression, and upper-division elective hours. The minor consists of at least 15 hours, including:

The following introductory course
AAS 301 Interdisciplinary African American Studies 3 Hrs.

and one of the following
one course from the AAS 440 offerings 3-4 Hrs.
    or AAS 241 Survey of African American History 3 Hrs.

and one of the following
one course from the AAS 460 offerings 3-4 Hrs.
    or AAS 261 Survey of African American Literature 3 Hrs.
    or AAS 262 Caribbean Literature and Culture 3 Hrs.

Plus upper-division elective African-American Studies coursework or approved courses from other disciplines to total at least 15 hours.

Select LSC courses may count toward the minor. See the minor adviser, Dr. Kemayo.

Courses offered
AAS 241 Survey of African American History
AAS 261 Survey of African American Literature
AAS 262 Caribbean Literature and Culture
AAS 301 Interdisciplinary African American Studies
AAS 403 Minority Women: Issues and Perspectives (see HIS 453, SWK 462, WMS 403)
AAS 432 African Americans and American Politics (see POS 404)
AAS 433 20th Century Civil Rights Movements
AAS 440 Special Topics in African American History & Culture
    May be repeated when topics vary.
AAS 450 Special Topics in African American Studies
    Interdisciplinary. May be repeated when topics vary.
AAS 460 Special Topics in African American Literature & Creative Expression
    May be repeated when topics vary.
AAS 499 Independent Study
To earn a minor in African-American studies, students must complete a minimum of 15 hours of upper-division coursework at UIS. As requirements may be subject to change, please consult the Online Catalog for the most up-to-date information.

## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>AAS 301 Interdisciplinary African-American Studies</td>
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<tr>
<td>AAS 241 Survey of African-American History</td>
<td>3</td>
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<tr>
<td>AAS 261 Survey of African-American Literature 04</td>
<td>3</td>
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<tr>
<td>AAS 262 Caribbean Literature and Culture</td>
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<tr>
<td>2 AAS electives</td>
<td>6-8</td>
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<td><strong>Total:</strong></td>
<td><strong>at least 15</strong></td>
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You may choose at least one of the following courses to count toward your AAS elective credit:

- AAS 403 Minority Women: Issues and Perspectives 4
As a result of completion of the minor in African-American Studies, students will be able to analyze a broad range of cultural phenomena considering the implications of populations of African descent.

Required coursework concentrates specifically on history and literature. The required Interdisciplinary African American Studies (AAS 301) exposes students to multi-and inter-disciplinary issues and methodology. Upper-division coursework focuses on more topical areas. Students are encouraged to engage independent study options to pursue personal areas of interest.
THE DEGREE OPTION

For a more intense learning experience, it is possible to major in African American Studies by pursuing the Liberal Studies major for a Bachelor’s Degree (B.A.) or the Individual Option major for a Master’s Degree (M.A.).

Anyone interested in an African American Studies degree should contact the Liberal Studies or Individual Option programs for more information about degree requirements and plan a course of study with Dr. Kamau Kemayo.
GLOBAL SEMINAR EXPERIENCE IN JAMAICA

Earn Course Credit in Sunny Jamaica: The Global Seminar Experience at UIS

Beginning in May 2007, AAS will sponsor UIS' Global Seminar Experience in Jamaica. Dr. Kemayo will take students to Treasure Beach, Jamaica for a three-week service learning experience.

Of course, service and learning are not all it's about: YEAH MON!

More information coming soon!
A celebration of race, ethnicity, national origin, and sexual orientation

Welcome! The Diversity Center fosters a supportive environment for students to live, learn and grow as members of the academic community and as individuals. We develop understanding of differences through educational, cultural, and social activities.

Read More »

Information for New/ Incoming Students

COMING EVENT:

CULTURAL DINE OUT CLUB
SATURDAY, OCTOBER 17, 5:30 - 10:00PM

Mexican Cuisine followed by a trip to Haunted House

Friday Late Night in the Student Life Building from 10 pm to 2 am

October 16

December 11
Diversity Center

A celebration of race, ethnicity, national origin, and sexual orientation

MEET OUR STAFF

Diversity Center
Student Life Building, SLB 22
217/206-6333
E-mail: diversity@uis.edu
facebook: diversity@uis.edu

Diversity Center Executive Director

Dr. Clarice Ford, Ed.D.

Read Dr. Ford's Testimony
E-mail: cford21@uis.edu

Program Manager

Jeannie Mingeaud Capranica
E-mail: jjone1@uis.edu

Coordinator of Programs and Outreach

Herb Caldwell
E-mail: pcald2@uis.edu

Women's Center

Lynn Otterson, Director
E-mail: lott2@uis.edu

LGBTQ Resource Office

Renee Rathjen
E-mail: LGBTQ@uis.edu

Graduate Assistant

Yolanda Beamon
E-mail: diversity@uis.edu
Student Workers:

- Erin Jones
- Marcus Johnson
- Madhu Shetty
- Monique Williams
The University of Illinois at Springfield (UIS) is a liberal arts university in Springfield, Illinois. The University was established in 1969 as Sangamon State University by the Illinois General Assembly and became a part of the University of Illinois system on July 1, 1995.

The University of Illinois at Springfield serves almost 5,000 students in 21 undergraduate programs, 20 master's programs, and a doctorate in Public Administration. The university was once one of the two upper-division and graduate universities in Illinois, but now accepts freshmen, transfer and graduate students.

## Contents

- 1 Academics
  - 1.1 Rankings
  - 1.2 Online Degrees
- 2 Campus Life & Organizations
- 3 Campus Buildings
- 4 Campus Housing
- 5 Athletics
  - 5.1 Men's
  - 5.2 Women's
- 6 Campus Streets
- 7 Notable alumni
- 8 Notable faculty
- 9 References
- 10 External links

### Academics

#### Rankings

UIS is ranked among the best public universities in the Master’s category. UIS is a Tier 1 institution and the fourth best public university in the Midwest according to the 2009 Edition of America's Best Colleges by U.S.
News and World Report. The report also notes that UIS students graduate with the third smallest debt load of all universities in their category. The Master's category includes colleges and universities that provide a full range of undergraduate and master's programs but only a few, if any, doctoral programs.[2]

Online Degrees

The University of Illinois at Springfield has been offering online courses and degrees since 1999. Building on a rich tradition of serving the non-traditional learner, UIS has received national acclaim for excellence in online teaching and learning. The Sloan Consortium (with 1,500 members, the largest association of colleges and universities committed to excellence in online teaching and learning) has recognized UIS with the 2007 award for Excellence in Institution-Wide Online Teaching and Learning [3] and the 2008 Ralph E. Gomory Award for Quality Online Education. [4] The Society for New Communications Research, in 2008, also recognized UIS with their Award for Excellence in Online Reputation Management. [5]

Each year since 2001, the Sloan Consortium has offered one award for "Most Outstanding Achievement by an Individual in Online Learning" - the 2002 award was given to Professor Emeritus Ray Schroeder, the 2003 award was given to Visiting Research Professor Burks Oakley, and the 2006 award was given to the UIS James J. Stukel Distinguished Professor, Karen Swan.

Undergraduate Online Degrees

- Business Administration (B.B.A.)
- Computer Science (B.S.)
- Economics (B.A.)
- English (B.A.)
- History (B.A.)
- Liberal Studies (B.A.)
- Mathematics (B.A., minor)
- Philosophy (B.A., minor)
- Women and Gender Studies (minor)

Graduate Online Degrees

- Computer Science (M.S.)
- Environmental Studies (M.A.)
- Human Services Administration (M.A.)
- Legal Studies (M.A.)
- Liberal and Integrative Studies (M.A.)
- Management Information Systems (M.S., minor)
- Public Administration (M.P.A.)

Certification Programs Online

- Mathematics, Teacher Education (Secondary)

Certificates Online

- Business Process Management (Graduate)
- Digital Organizations (Graduate)
- Environmental Risk Assessment (Graduate)
- Emergency Preparedness and Homeland Security (Graduate)
- IT Project Management (Graduate)
- Legal Aspects of Education (Graduate)
- Chief School Business Officer (Post Master's)
- Public Health (M.P.H.)
- Teacher Leadership (M.A.)

Campus Life & Organizations

The UIS Journal is the weekly student newspaper of the University. Its circulation is 2,000 per week.[6]

Campus Buildings

Most buildings are given a three-letter acronym based on the name.

Upper Quad

- University Hall - UHB
- Public Affairs Center - PAC
- Sangamon Auditorium in PAC
- Brookens Library - BRK
- Health & Sciences Building - HSB

Lower Quad

- WUIS/WIPA Radio Station - WUIS
- Student Life Building - SLB
- Visual and Performing Arts Building - VPA
- Student Affairs Building - SAB
- Human Resources Building - HRB
- Cox Child Care Center

Elsewhere on Campus

- The Recreation and Athletic Center - TRAC
- Sangamon Schools Credit Union
- Shepherd House
- Spencer House
- UIS Campus Police Dept.

Campus Housing

A diverse group of approximately 900 students live in campus housing, and many are actively involved with campus life and community events. Campus apartment flats, townhouse apartments, and family housing clusters are named after native Illinois plants.

Residence Halls & Commons

- Lincoln Residence Hall - LRH
- Homer L. Butler Commons - HLB
- Founders Residence Hall - FRH
Apartment Flats
- Clover Court - CLV
- Bluebell Court - BBL
- Larkspur Court - LKR

Townhouse Apartments
- Pennyroyal Court - PRL
- Foxglove Court - FXG
- Marigold Court - MGR
- Trillium Court - TRL

Family Housing
- Sunflower Court - SFL

Athletics
UIS athletic teams are known as the *Prairie Stars*, the university competes in the NCAA Division II Great Lakes Valley Conference. The university joined the GLVC in October 2008 and will begin competing in the 2009-2010 season.

Men's
- Basketball
- Golf
- Soccer
- Tennis

Women's
- Basketball
- Golf
- Soccer
- Softball
- Tennis
- Volleyball

Campus Streets
Most of the streets that lie within the campus are named after Illinois poets and novelists.

- Vachel Lindsay Drive
- Carl Sandburg Lane
- Eliza Farnham Drive
- Gwendolyn Brooks Drive
- Nelson Algren Lane
- William Maxwell Lane
- Richard Wright Drive
- University Drive
- University Plaza
- Shepherd Road
Notable alumni

- Gary Delsohn - Reporter, chief speechwriter for California Governor Arnold Schwarzenegger ('77, MA Public Affairs Reporting)
- Michael A. Dunbar - Sculptor ('76 MA)
- Dr. Stuart Malmberg - mechanical engineer
- Lin N. Ezell - Director, Marine Corps National Museum ('74 BA Literature)
- Gordon Heddell - U.S. Department of Labor inspector general ('75 MA Legal Studies)[8]
- Robert "Bobby" McFerrin Jr. - vocal performer and conductor (attended 1975-76, did not receive degree)
- Victor W. Pearn, poet and novelist ('76 BA)
- Dana Perino - White House Press Secretary for the George W. Bush administration ('95, MA Public Affairs Reporting)[9]
- Abdul Hakim-Shabazz (http://www.indianabarrister.com/about_abdul_hakim-shabazz) - Conservative talk radio host and attorney, based in Indiana and Illinois
- Terry Campo, Esq. - President of Young Republicans Alumni Network, and former National YR Chairman
- Michael S. Schwartz - Chairman, US Railroad Retirement Board ('80 MA Educational Leadership)
- Dr. Li-Hong Malmberg - Abbot Laboratory
- Ward Churchill - former University of Colorado professor, social critic, activist ('74 BA Communications, '75 MA Communications)[8]
- Timothy Davlin - Mayor of Springfield, Illinois (attended, did not graduate)
- Al Lewis - Columnist, Dow Jones Newswires

Notable faculty

- Michael Burlingame, Professor of History - Nationally recognized Abraham Lincoln Historian and Author, Naomi B. Lynn Distinguished Chair of Lincoln Studies, recently inducted into The Lincoln Academy of Illinois
- Cullom Davis, Professor Emeritus of History - Archivist, founder of Abraham Lincoln Legal Papers Project (http://adh.sc.edu/ll/l-table.html)
- Larry Golden, Professor Emeritus of Political Science and Legal Studies - Director of Downstate Illinois Innocence Project.
- Matthew Holden, Professor of Political Science - author of the book "The White Man’s Burden," a classic in the early political scholarship on race and politics; Wepner Distinguished Professorship in Political Science; Historical/Political Author on Politics and Race (hired April 29, 2009)
- Patricia Langley, Professor Emeritus of Legal Studies, Women and Gender Studies, and Liberal and Integrative Graduate Studies - Regionally known as powerful voice for lesbian, homosexual, bisexual, and transgendered interest in central Illinois - [5] (http://www.uic.edu/depts/quit/oglb.domestic_partnership/langley_letter.html)
- Michael Lemke, Associate Professor of Biology - Director of UIS' Emiquon Field Station located on Illinois River near Havana, Illinois.
- Karl McDermott, Ameren Endowed Professor of Business and Government - Former Vice President
- Deborah McGregor, Professor of History - Author of the book "From Midwives to Medicine"
- Robert McGregor, Professor of History - Expert on the relationship between history and the environment.
- Ron Michaelson, Visiting Professor of Political Science - Former Executive Director of the Illinois State Board of Elections.
- Keith Miller, Professor of Computer Science - Nationally known expert on computer ethics.
- Christopher Z. Mooney and Kent Redfield, Professors of Political Science - Among the most-often quoted state government pundits in Illinois media.
- Adil Mouhammed, Professor of Economics - Noted expert on the institutional thought of Thorstein Veblen and contributor to the Mellen Studies in Economics series.
- Phillip S. Paludan, professor of history - Abraham Lincoln and American Civil War scholar, Lincoln Prize recipient, and the Naomi B. Lynn Distinguished Chair of Lincoln Studies (died August 1, 2007).
- Larry Shiner, Professor Emeritus of Philosophy - Author of the book "The Invention of Art: A Cultural History"
- Paul Simon, Founder/first director of UIS' Public Affairs Reporting Master's Program - United States senator, 1988 presidential candidate
- Peter Wenz, Professor Emeritus of Philosophy - author of "Political Philosophies in Moral Conflict," a textbook in political philosophy
- Karen Swan, Stukel Professor of Educational Leadership - Expert on technology and learning.

References


External links

- Official website (http://www.uis.edu/)
- Admissions website - arrange campus visits (http://www.uis.edu/admissions/)
- Official athletics website (http://www.goprairiestars.com)
- Campus maps and tours (http://www.uis.edu/maps/)
- The Journal: Weekly Student Newspaper of UIS (http://www.uis.edu/journal/)


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ACADEMIC ADVISER

Academic adviser is the student's primary contact at Sangamon State University. Each student has an academic adviser who aids him in designing a program which is useful, enriching, and purposeful. This relationship between the student and adviser continues during the entire period the student remains at university. The adviser is involved with the student's academic progress, discusses his professional aspirations, participates as a member of the applied studies team, submits quarterly evaluations, and assists in revising his program when necessary.

E BACHELOR OF ARTS DEGREE

Curriculum and operating style Sangamon State University are designed to restore learning to its rightful prominence in the lives of both students and faculty, acknowledging too that professional goals, including certification and credentials, are important and will be served as well. Those desiring to become elementary or secondary teachers will achieve certification when they have successfully completed the teacher education program; students who wish to enter the business world will have an opportunity to prepare in administration, accounting, and economics. Those who seek other careers in government or business will find wide opportunity to prepare themselves.

Sangamon State asks that professionally-oriented students, once assured of the opportunity to satisfy certification needs, guide themselves into broader learning experiences. This is to assure that they will not only be prepared for their first jobs, but will acquire a balanced perspective and the literacy needed to develop further in their chosen careers. In this way, they can develop their personal capabilities and continue to learn as they mature and acquire greater responsibility, while remaining flexible enough to change careers if need be.

In the following pages, the general outline of the curriculum is described. See pages 70-93 for specific course listings.

GENERAL REQUIREMENTS FOR THE B.A. DEGREE

In order to qualify for the Bachelor of Arts degree the student must have attended Sangamon State University full time for at least one academic year (three quarters) or its equivalent and have earned a total of 180 quarter hours of credit, 90 of which must be from the upper division level. The upper division level credits required for the degree are distributed among Public Affairs (10 quarter hours), Applied Studies (15-30 quarter hours), and Concentrated Studies (35-65 quarter hours).

PUBLIC AFFAIRS
(10 quarter hours)

The objective of the Public Affairs Colloquia is to assure that all students have examined major problems facing our contemporary society: the public problems. Public Affairs Colloquia are offered from a list of topics developed by students and faculty members. Each colloquium (5 quarter hours) deals with a special topic or problem and involves policy-oriented study projects. The university requires that every student take at least two colloquia to qualify for the B.A. degree. These may be taken at any time and may be selected by the student according to his own interests and concerns.

APPLIED STUDIES
(15-30 quarter hours)

The Applied Study Quarter is a program of supervised off-campus, full-time employment or full-time community involvement lasting from 10 to 12 weeks. The object of the program is to expose every student to a work situation away from the campus and to enable him to reflect on the world of work. Unless a petition for waiver and equivalent study is approved, students are required to en-
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- Evaluation Symbols
- Written Evaluations
- Student Classification
- Standardized Testing
- Undergraduate Testing Program: The University Evaluates Itself
- Graduate Testing Requirements
- Academic Probation
- Special Courses and Instructional Programs

TUITION, FEES AND FINANCIAL AID

- Tuition and Fees
- Withdrawal from the University
- Withdrawal from One or More Courses
- Late Registration
- Student Activity Fee
- Financial Aid

UNIVERSITY LIFE

- The University Community
- University Governance
- The Library
- Student Services
- Intramural Activities
- Student Health Services
- Vocational Testing Service
- Student Insurance
- University Day-Care Center
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- I.D. Cards
- Cafeteria
- Springfield
- Statement on Student Demonstrations

ACADEMIC PROGRAMS

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Visms, available from "javclallc:, titles of existing UI proposed courses to be taken, other studies which are needed but not covered by existing or proposed courses, and what provisions are to be made to cover such needs.

Finally, the prospectus should portray a distinct program of studies and give some indication as to whether or not sufficient resources exist for its implementation.

PROGRAM REQUIREMENTS: THE INDIVIDUAL OPTION COLLOQUIUM

Requirements for the Individual Option are basically the same as university-wide requirements for entrance and graduation. One recommended course, the Individual Option Colloquium, is designed to help students fulfill the program’s unique specification that they plan and develop their own program of studies. Other courses and learning experiences which relate to the student’s goals are selected by the student in consultation with his adviser.

Either in the Individual Option Colloquium or through some equivalent process, the student is expected to render a coherent account of what he has achieved, how the original purposes of his prospectus were met or modified, and what present and future directions have emerged from his experiences. This account must be presented in some suitable form—written, visual, or oral—for evaluation by an appropriate group from within and/or without the university.

Students who enroll in the Individual Option Colloquium initially may be those beginning their work under the program, or those seeking help from the colloquium in deciding the shape of their future. The student normally enrolls in the colloquium for at least three quarters, each of which represents a distinct stage of development in his program. The activities of the first quarter serve to focus and articulate intermediate and ultimate personal goals and the academic means to realize these goals. Subsequent quarters concern the pursuit of the studies indicated in the prospectus and their elaboration, refinement, and possible modification. In the final quarter, the student is in a position to reflect on the total experience of his option.

EVALUATION

Course work for students who choose the Individual Option is evaluated according to university-wide standards. The Individual Option student submits his program for evaluation either through the Individual Option Colloquium, which is responsible for developing methods, standards and arrangements, or through alternative procedures approved by the individual option cadre of the curriculum committee. Arrangements for evaluation must be made before the student’s final quarter at Sangamon State. Normally, evaluation occurs throughout the program. The stages in the work of every student are carefully monitored and evaluated, not only to provide suitable guidance in carrying out an individual plan, but also to provide continual modification and improvement of the Individual Option as a viable academic route.

COURSES

In general the Individual Option may draw upon any courses available at the university or at other institutions, tutorials, community services, and other resources appropriate to the unique design and content of the student’s individual program. Specifically, the Individual Option Colloquium is the one course offered under the sponsorship of the program. It serves those students who are in the process of searching for a program which will most satisfactorily fill their individual needs.

Public Affairs Colloquia

Public Affairs Colloquia are a distinctive element of the curriculum at Sangamon State and play an important part in fulfilling its mission as the public affairs university of Illinois. The purpose of the colloquia is to prepare students for enlightened decision-making in a democratic society through better understanding of contemporary issues, heightened skills of research and problem-solving, and exploration of the formulation, implementation and consequences of public policy.

The colloquia, which deal with special topics or problems of contemporary concern, are divided into three categories: (1) those which formulate specific policy recommendations on an issue studied at the international, national, state, or local level; (2) those which focus on an issue of more general concern to thoughtful twentieth-century citizens; and (3) those which attempt to combine the above by exploring an issue of general concern with a view of making specific policy recommendations.
Generally the colloquium topics are sufficiently multi-faceted to apply to students from diverse fields with various professional objectives. Since there are no prerequisites for enrollment, each student brings his individual expertise to the topic, thus assuring a variety of dialogue and research in each colloquium. B.A. candidates must earn credit in at least two colloquia; M.A. candidates must earn credit in one. These may be taken at any time and should be selected according to the student's interests and concerns. Students, however, are encouraged to balance their Public Affairs Colloquium requirements between those which concentrate on general contemporary issues and those which focus on more narrowly defined questions of public policy.

A representative list of colloquia follows.*

PUBLIC POLICY COLLOQUIA
Futurism and Planning for the Year 2000
Industry-Government Relationships in the Defense Sector
Public Law and Public Policy: Selected Constitutional Problems
The Role of the Environmental Activist

Sex Education in the Schools: Contemporary Patterns and Problems
Should We Have War Crime Trials: The Search for Justice
CONTemporary ISSUES COLLOQUIA
The Artist as Social Commentator
The Mood of Black America
Student Unrest
Violence in America: Contemporary, Historical and Comparative Perspectives
Welfare Reform in America
Women's Liberation: A Consideration of Underlying Causes

ISSUE-POLICY COLLOQUIA
American Blacks and the Constitution
The Artist as Social Commentator
Latin America in the 1970's: Good Neighbors or Belligerent Enemies?
Social Issues and Public Policy
White Racism

Professional Studies (Undergraduate Sequences)

Courses in professional studies offer a general background of knowledge and skills that prepare Sangamon State students for entry into different career fields. These course sequences provide career orientation plus general skills and basic concepts rather than technical expertise. A student may elect an undergraduate sequence providing instruction—but not a major concentration—in one of four career fields: (1) accounting, (2) law enforcement and criminal justice, (3) management, or (4) teacher preparation.

AN UNDERGRADUATE PROFESSIONAL SEQUENCE IN ACCOUNTING

Accounting courses in this sequence are of particular interest to undergraduate students who plan to enter into full-time employment immediately upon completion of the baccalaureate degree. Matriculating students are expected to have earned credit in Principles of Accounting and Intermediate Accounting in previous college work. Accounting students may enroll in a concentration of the choice: A University Program, a Disciplinary Program, or the Individual Option.

COURSES RECOMMENDED FOR THE FIRST YEAR*
Advanced Accounting I
Advanced Accounting II
Auditing
Business Law
Cost Accounting

COURSES RECOMMENDED FOR THE SECOND YEAR*
Budgeting
Fund Accounting
Progressive Income Tax
Statistics
System Design
Tutorial**

*See p. 56, The Curriculum.
**Includes independent studies in advanced cost accounting, auditing, taxes, systems design, budgeting, and other related topics. Prerequisite: Advanced Accounting and the consent of the instructor. If there is sufficient demand, tutorials may be offered to prepare students for the C.P.A. examination.
This guide sets forth the initial programs and features of the operating style of Sangamon State University. As the first freestanding university to be established in Illinois in this century and as the State’s initial upper division university, this new institution has a unique threefold mandate. First, in response to the Master Plan for higher education of the State of Illinois and to the directives and guidelines of Sangamon State’s governing boards, the university’s programs are addressed to the people of the State of Illinois of all ages who seek upper division baccalaureate and first year graduate study, with particular emphasis on public affairs. Second, these programs are designed to respond to the age-old mission of the university as a center of teaching, of scholarly inquiry and criticism, and of an institution which is an authentic representation of culture and humane learning. Third, these programs reveal a curriculum so designed that students, faculty, and the community may address themselves in appropriate ways to the public problems besetting our society and civilization.
FOREWORD
The primary commitment at Sangamon State University is to teaching, to education in public affairs, and to the creation of an environment in which professional and vocational objectives may be pursued in a manner consistent with liberal learning. In its commitment to teaching, in its curriculum, and in its relations with the community, the university is concerned not only with the pursuit of knowledge, that scholarly truth and wisdom may be served, but also with the nature of the quest and the processes of study and inquiry which serve this end.

This guide sets forth in broad terms the principal policies, degree programs, and operating style of Sangamon State University. It places major emphasis upon the unusual responsibility expected of each student. Asked first to determine and evaluate his own objectives in university education, the prospective student is then requested, with the aid of his faculty adviser, to select or design a program which will enable him to achieve these objectives.

HISTORY AND DESCRIPTION
Sangamon State University is one of the two new senior institutions established by the State of Illinois in accordance with the statewide Master Plan developed by the State of Illinois Board of Higher Education. Planning was authorized by the General Assembly in 1967, operational and building funds in 1969.

Sangamon State is scheduled to open in September, 1970; Governors State University in Park Forest in 1971. Both universities were founded to respond to increasing needs for upper division and graduate study and to articulate programs with the rapidly expanding community college system in Illinois. Further impetus for the establishment of Sangamon State was provided by community leaders in Central Illinois who were deeply aware of the local and regional demand for educational opportunity and who saw in the cultural, professional, and historical environment of Springfield an unparalleled setting for higher education.

The site of the new university is 740 acres of prairie located six miles southeast of Springfield, adjacent to scenic Lake Springfield and to the 340-acre campus of Lincoln Land Community College.
The first permanent construction, including a library and academic core, is scheduled for completion by the Fall Quarter of 1972. The campus master plan calls for an "urban campus" in a rural setting, free of all vehicular traffic and so planned that all campus facilities are easily accessible to pedestrians. The permanent buildings will be situated within a "ring road" some 3,000 feet in diameter. Within the ring will be shops, restaurants, lounge facilities and landscaped areas as well as classroom and office buildings. Parking and eventually graduate student apartments and single family housing units will be on the periphery of the campus. In collaboration with far-seeing real estate developers, the university will help develop a planned, attractive community environment adjacent to the campus. The objective is to make of Sangamon State University an imaginative interrelationship of terrain, buildings, and landscape architecture, an educational city in the open Illinois prairie.

Ten modern and attractively landscaped steel interim buildings which have been designed to reflect the operating style and spirit of the university make up the temporary campus.

Sangamon State University is one of the three institutions in the Regency Universities System governed by the Board of Regents of the State of Illinois. The others are Illinois State University at Normal and Northern Illinois University at DeKalb. Decisions by the Board of Regents in the areas of operating and capital budget, academic program and long-range planning also require approval of the Illinois Board of Higher Education.

In the summer of 1969 the Board of Regents selected Dr. Robert C. Spencer, Dean of the Graduate School at the University of Rhode Island, as the founding president of Sangamon State University. President Spencer, who assumed his duties September 1, 1969, immediately began recruiting staff members and developing academic plans. A faculty of 45 was selected to provide academic advice and instruction during the first academic year, scheduled to begin September 21. Approximately 1,000 students enrolled to receive instruction in undergraduate and master's level graduate programs.

Authority for the internal organization of Sangamon State University is vested in the Office of the President, with appropriate responsibilities dele-
gated to the Vice President for Academic Affairs, Dean of Student Services, the Vice President for Business Affairs, and the Director of University Relations.

PHILOSOPHY AND OBJECTIVES
The mandate of Sangamon State University to be a "truly pioneering segment of public education" is set forth in the Master Plan for higher education in Illinois. Through their strong support, members of both the Board of Regents and the Board of Higher Education have indicated clearly their resolve that Sangamon State discharge this obligation.

Beyond cultivating this spirit of innovation, openness and adaptability, Sangamon State University is committed to the following specific objectives:

- To make good teaching the preeminent standard by which the university, the faculty and the academic programs are judged. Sangamon State emphasizes those modes of instruction which assist the student in developing habits of learning and pathways to sound thinking and analysis. The university also asks faculty and students to question the learning process and to experiment, testing new and old techniques of teaching, and to encourage independent study wherever feasible.

- To emphasize liberal learning. The programs in academic disciplines as well as the professionally oriented programs lead to the Bachelor of Arts and Master of Arts degrees. The emphasis on liberal learning is exhibited in the style of teaching, in the breadth and balance of curricular offerings and in certain requirements common to all degree programs. It is hoped that by cultivating literacy and humane learning students will continue to learn after they leave Sangamon State University. It is hoped further that students will develop the flexibility necessary for professional development and career mobility in a changing world.

- To be a public affairs university. The university asks that all members of the university community investigate the social, technological, environmental and moral questions of our times. This exposure to public affairs extends beyond the classroom and campus to the community where undergraduate students engage, as a part of their formal education, in a quarter-long work experience related to their careers or interests.
THE ACADEMIC ADVISER
The academic adviser is the student’s central contact at Sangamon State University. Each student has an academic adviser who aids him in developing a program which is useful, enriching, and purposeful. This relationship between the student and his adviser continues during the entire period the student remains at the university. The adviser is concerned with the student’s academic progress, discusses his professional aspirations, participates as a member of the applied studies team, submits quarterly evaluations, and assists in revising his program when necessary.

THE BACHELOR OF ARTS DEGREE
The curriculum and operating style of Sangamon State University are designed to restore learning to its rightful prominence in the lives of both students and faculty, acknowledging too that professional goals, including certification and credentials, are important and will be served as well. Those desiring to become elementary or secondary teachers will achieve certification when they have successfully completed the teacher education program; students who wish to enter the business world will have an opportunity to prepare in administration, accounting, and economics. Those who seek other careers in government or business will find wide opportunity to prepare themselves.

Sangamon State asks that professionally-oriented students, once assured of the opportunity to satisfy certification needs, guide themselves into broader learning experiences. This is to assure that they will not only be prepared for their first jobs, but will acquire a balanced perspective and the literacy needed to develop further in their chosen careers. In this way, they can develop their personal capabilities and continue to learn as they mature and acquire greater responsibility, while remaining flexible enough to change careers if need be.

In the following pages, the general outline of the curriculum is described. See pages 70-93 for specific course listings.

GENERAL REQUIREMENTS FOR THE B.A. DEGREE
In order to qualify for the Bachelor of Arts degree the student must have attended Sangamon State University full time for at least one academic year (three quarters) or its equivalent and have earned a total of 180 quarter hours of credit, 90 of which must be from the upper division level. The upper division level credits required for the degree are distributed among Public Affairs (10 quarter hours), Applied Studies (15-30 quarter hours) and Concentrated Studies (35-65 quarter hours).

PUBLIC AFFAIRS
(10 quarter hours)
The objective of the Public Affairs Colloquia is to insure that all students have examined major problems facing our contemporary society: the public problems. Public Affairs Colloquia are offered from a list of topics developed by students and faculty members. Each colloquium (5 quarter hours) deals with a special topic or problem and involves policy-oriented study projects. The university requires that every student take at least two colloquia to qualify for the B.A. degree. These may be taken at any time and may be selected by the student according to his own interests and concerns.

APPLIED STUDIES
(15-30 quarter hours)
The Applied Study Quarter is a program of supervised off-campus, full-time employment or full-time community involvement lasting from 10 to 12 weeks. The object of the program is to expose every student to a work situation away from the campus and to enable him to reflect on the world of work. Unless a petition for waiver and equivalent study is approved, students are required to en-
roll in this 15-credit program which is under the general supervision of the Associate Dean of Student Services.

The experience may be in teaching, business, government or community service or any other appropriate activity which contributes to the student's education. If financial support is necessary to enable a student to pursue his Applied Study Quarter, the university and students will endeavor to secure the necessary funds.

During the Applied Study Quarter, students keep a journal of their reflections and reactions to their work experiences in order to enable them and their advisers to measure the students' personal growth and understanding of the working world. The students are supervised and visited periodically by their academic advisers. A critical report of the Applied Study Quarter is also required of each student. Final evaluation is made with the assistance of the supervising personnel in the host agency or firm.

CONCENTRATED STUDIES
(35-65 quarter hours)

Each student develops an approved course of Concentrated Studies, consisting of 35-65 quarter hours, in consultation with a faculty member. The student may choose 1) a University Program, 2) a Disciplinary Program, or 3) develop, with the help of his adviser, an Individual Program.

1. UNIVERSITY PROGRAMS

Each University Program consists of a selection of courses from different disciplines, all of which relate to a special problem, issue, or a social institution. Central to each University Program is a required integrative colloquium which introduces the issue, raises significant questions, establishes definitions, and integrates the various courses in the program. The following University Programs are available to students entering Sangamon State in 1970:
Communication in a Technological Society is devoted to questions of science and human problems, modes of communication, and the social and ethical issues created by technological development.

Justice and the Social Order is concerned with the political process, the functions of government, civil rights, the problems of war, crime, and the role of business and education. Its unifying perspective is an inquiry into the ways in which society is ordered and directed.

Work, Leisure, Poverty and Power focuses on contemporary economic policy, the work ethic, values and the quality of life, problems of poverty and power and the uses and abuses of leisure.

Environments and People is directed at the questions of man's biological, physical, psychological, social, economic and political environments and the problems they entail.
2. DISCIPLINARY PROGRAMS

While providing interdisciplinary and problem-oriented programs, the university recognizes that many students prefer to complete an undergraduate major in a traditional academic discipline. As an upper division university, Sangamon State expects that each student entering a Disciplinary Program will have adequate preparatory work in his chosen field. His faculty adviser in his field of study is the appropriate judge of the student's preparatory background. A student who does not have the necessary introductory work for upper division disciplinary study may either take courses at another institution or may study independently to pass a qualifying examination.

As the university expands, Sangamon State will offer Disciplinary Programs in a wide range of fields in the humanities, social sciences and natural sciences. In 1970, the following Disciplinary Programs have been approved:
- Biological Sciences
- Economics
- English and Comparative Literature
- History
- Mathematics
- Political Studies
- Psychology
- Sociology

3. INDIVIDUAL PROGRAMS

The Individual Program provides for students who:
- a) wish to design their own programs apart from strict disciplinary majors or University Programs;
- b) are uncertain about the future of their own education or career, and are seeking broad educational goals;
- c) desire to initiate study of a discipline not currently offered as a major.

Generally, Individual Programs are based on broad topics or problems which interest the student and for which faculty and other resources are available and appropriate. An Individual Program Colloquium is offered for the purpose of exploring and developing each student's topic and course of study. The student works with his faculty adviser in preparing an individual program of study. All Individual Programs are subject to the approval of the University Committee on Curriculum.

UNDERGRADUATE PREPARATION FOR A PROFESSIONAL CAREER

The university assists students in acquiring the necessary knowledge and skills for employment in many areas, aiding them to obtain the information and skills needed to shape their college programs toward career objectives. In keeping with the emphasis on liberal studies and public affairs, students who are interested in specific career orientation are not segregated into special programs, but participate in the common preparation for the B.A. degree. The university is interested in educating professionals with broad interests who can adapt their careers to a rapidly changing world. See pages 61-64 for a description of programs in accounting and teacher preparation.

COURSE LOAD

(Full-Time Undergraduate)

Each course will normally count for five credits. To complete the baccalaureate degree in two years, students will attend six quarters and successfully complete 15 credits each quarter.

UNDERGRADUATE ADMISSION

The undergraduate student may enroll in a two-year program leading to the Bachelor of Arts degree (B.A.) or in a three-year program leading to the Master of Arts degree (M.A.). Students accepted in the Three-Year Master's Program may also receive the B.A. after completing two years of work. Sangamon State University admission standards encourage a wide variety of students to qualify for and enter upper division study. In order to provide criteria for success, the university asks that all students demonstrate or be willing to demonstrate skills in reading and writing or other preparatory work at a level which qualifies them for upper division study. Normally, these requirements are met by completing work in general education in a junior or community college or in the lower division of a four-year college or university and/or by examination.
WHO MAY APPLY

The following may apply to Sangamon State University for undergraduate study:

A. STUDENTS FROM ACCREDITED COMMUNITY AND JUNIOR COLLEGES

Graduates of accredited community or junior colleges who have earned the Associate in Arts (A.A.) degree in an institution which specifies general education requirements.

Graduates of accredited community or junior colleges which do not specify general education requirements, who have completed at least 24 to 36 semester hours, or 30 to 45 quarter hours, of study in the social sciences, humanities, and the sciences.

Persons who have accumulated 60 semester hours of credit (90 quarter hours) with an average of “C” or better at a junior or community college, but who have not earned a degree. In addition to their other work they ordinarily should have completed at least 24 to 36 semester hours, or 30 to 45 quarter hours, in the social sciences, humanities, and the sciences.

Students who have earned a degree other than the A.A. (such as the A.S. or A.A.A.). Such students may apply if they can satisfy the minimal general education requirements listed above. Those who do not meet the general education requirements may apply and be admitted to full standing after appropriate grades have been achieved in proficiency examinations or other appropriate background preparation and evaluations have been made.

B. STUDENTS FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students from accredited colleges and universities must have attained junior standing (60 semester hours or 90 quarter hours), earned a quality point average of “C” or better, and satisfied the general education requirements specified above.

C. OTHER PERSONS

Persons not qualified for admission as stated above, who can demonstrate their ability to do upper division work by proficiency examination in appropriate subject areas or by other university evaluation, may be considered for admission.

In the event that a student has earned more than 60 semester hours or 90 quarter hours of work averaging less than “C”, he may petition to have his work evaluated for entrance purposes on the basis of the highest earned grades in the 60 or 90 hours appropriate to his program objectives.

A NOTE ON BACKGROUND PREPARATION IN DISCIPLINARY AREAS

Students wishing to enter a profession or to major in a traditional field which requires more specialization than preparation in general education alone provides will be expected to have completed introductory or preparatory work in those subjects before entering Sangamon State. Where lower division work is required, the resources of Lincoln Land Community College or other nearby colleges and universities are recommended.

GENERAL ADMISSION INSTRUCTIONS

The prospective student may receive an application form by writing to Office of Admissions, Sangamon State University, Springfield, Illinois 62703. Applications will not be processed unless all appropriate documents are submitted. A non-refundable application fee of $15.00, payable to Sangamon State University, must be submitted with each application.

Applications must be submitted at least one month prior to the first day of the quarter in which the student seeks instruction (See Calendar). If it becomes necessary to close admissions before the announced deadline, Sangamon State University will evaluate and act upon applications in view of its program and curriculum resources and will admit students in order of receipt of completed applications.

ADVANCED STANDING FOR UNDERGRADUATES

Students are normally admitted to Sangamon State University with junior standing. Up to one year of additional credit earned in appropriate subject areas at a four-year college or university may be transferred by students who present official transcripts describing such credits. Only grades of “C” or better will be accepted to establish advanced standing. To obtain a degree from Sangamon State University, the student must earn the equivalent of three quarters of credit or 45 hours in residence at Sangamon State University.
Graduate study leading to the Master of Arts degree is offered in a number of liberal arts and professional fields. As in undergraduate study, the widest possible opportunity for college graduates and others to advance their intellectual and professional interests will be provided. Therefore, admission to graduate study will be as open as possible, but requirements for graduation will be as stringent as necessary to assure competence in the student's field of study, proficiency in the methods of scholarship, and acquaintance with one or more of the public problems of our time. The latter stipulation underscores the belief that all citizens should be familiar with major public questions in addition to their own field of specialization.

With certain exceptions, the Master of Arts degree may be completed in three quarters of full-time study beyond the bachelor's degree, plus time required for any preliminary work necessary to meet graduate study requirements for particular fields. In addition to satisfying the admission standards listed below, some graduate applicants must be prepared to develop adequate background by means of undergraduate or independent study in order to fully qualify for work in their chosen field of graduate study.

**requirements for the m.a. degree**

There are three patterns for earning the master's degree at Sangamon State University: the Three-Year Master's Program; the Professional Master's Program; and the Disciplinary, University and Individual Master's Programs.

While a formal thesis is not required for the master's degree, it is expected that all master's degree candidates will achieve an appropriate level of scholarly and professional competence; will demonstrate their ability to understand and develop research projects; and will attain the skills to produce literate reporting documents. Generally, written comprehensive examinations are required of master's degree candidates.

**the three-year master's program**

A junior may elect to attend Sangamon State University for three years and earn the master's degree. Degree requirements include:

- Public Affairs—15 quarter hours
- Applied Studies—15 quarter hours
- A total of 135 quarter hours beyond junior standing chosen by the
student with the help and approval of his adviser. Of these 135 quarter hours, 25 must be earned in advanced courses set aside primarily for graduate students.

THE PROFESSIONAL MASTER'S PROGRAM
Initially the university will offer the following professional programs leading to the M.A. degree:

- Administration
- Community Planning and Area Development
- Guidance and Counseling

Prospective students should plan to spend four full quarter or 60 quarter hours of study to earn a degree in any of these professional fields. Students planning to obtain a degree in a field in which they have no previous experience of a professional nature may be required, in addition, to complete an Applied Study Quarter as a practicum.

Minimum requirements for the Professional Master's Program include:

- Public Affairs—5 quarter hours
- A total of 55 quarter hours of additional course work, 30 of which are graduate-level courses. See pages 64 and 67 for a description of the programs in administration and guidance and counseling.

THE UNIVERSITY, DISCIPLINARY AND INDIVIDUAL MASTER'S PROGRAMS
Minimum requirements for any of these programs include:

- Public Affairs—5 quarter hours
- A total of 40 quarter hours in other course work, 25 of which are earned in graduate-level courses.

(i) The University Programs are multidisciplinary in nature, focusing on the scholarly treatment of issues, problems and social institutions. Graduate courses in each University Program are indicated. Students in addition may emphasize one or another discipline depending upon their interests. Graduate University Programs, planned with the aid of advisers, should include courses consistent with the student's interests and professional concerns. The four University Programs offered in 1970-71 include:

- Communication in a Technological Society
- Work, Leisure, Poverty and Power
- Justice and the Social Order
- Environments and People

(See page 19 for description of each program.)
b). The **Disciplinary Programs** provide a more traditional pattern of master's study. Each student should develop, in consultation with his adviser, a program of courses from his chosen discipline as well as from those related disciplines which match his interests and professional objectives. Advisers may identify undergraduate background deficiencies and may require the student to fully qualify for advanced study by completing necessary preparatory work beyond the 45 quarter hours required for the master's degree. In 1970-71, graduate study is being offered in the following disciplines:

- Biological Sciences
- Economics
- English and Comparative Literature
- History
- Mathematics
- Political Studies
- Psychology
- Sociology

c.) In the **Individual Program**, a student may develop with his adviser, subject to the approval of the university curriculum committee, a graduate program involving course work and independent study on a specific scholarly question or problem.

**COURSE LOAD**

The graduate student course load and class meeting schedule conforms to that of the undergraduate, except that, where possible, special schedules are arranged on evenings and weekends to accommodate those who are employed or live a considerable distance from the campus.

**GRADUATE ADMISSION**

The following may apply for admission to graduate study:

- Persons holding the bachelor's degree from an accredited college or university whose undergraduate work demonstrates preparedness for advanced study in the program being entered. The student may be required to take proficiency examinations to demonstrate his readiness for advanced study in a particular field.*

- Persons who have graduated from unaccredited colleges or who have no college degrees, but who, by means of previous education and work experiences, can demonstrate their qualifications for advanced study. Such persons will be asked to take special examinations and/or submit credentials specifying their educational or work experiences.

* See page 33, *Standardized Testing.*

- Persons already enrolled in the Sangamon State University Three-Year Master's Program who have shown proficiency at the end of their senior year sufficient to indicate successful completion of the master's degree.

**GENERAL ADMISSION INSTRUCTIONS**

The prospective student may receive an application form by writing to Office of Admissions, Sangamon State University, Springfield, Illinois 62703. Applications cannot be processed unless they are fully completed and all supporting documents received. A non-refundable application fee of $15.00, payable to Sangamon State University, must be submitted with each application.

Applications must be submitted at least one month prior to the first day of the quarter instruction is to begin (See Calendar). If it becomes necessary to close admissions before the announced deadline, Sangamon State University will evaluate and act upon applications in view of its enrollment and program and curriculum resources and will admit students in order of receipt of completed applications.

**TRANSFER CREDIT**

Sangamon State University will accept up to 15 quarter hours of advanced standing toward a graduate degree under the following conditions:

- The work for which the credit is sought is related to the program in which the student is being admitted.
- The work was done in an accredited institution.
- The work was at graduate level.
- A grade of "B" or better was earned.
- The work was completed within five years of the date of application.
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Afro-American and African Studies

Associated Faculty — Marje Fonza, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

The Afro-American and African Studies Thematic Activity (ASTA) is an area of study in the Innovative and Experimental Studies cluster at Sangamon State University. The activity involves faculty, administration, and students in academic curricular development and community activities which emphasize the contributions of and public issues affecting Afro-Americans. While focus is on blacks in the United States, ASTA also supports course work and campus activities that highlight past and continuing links between Afro-Americans and Caribbean, Latin American, and African affairs. During each academic year, ASTA coordinates appropriate course offerings, panels, workshops, and speakers.

Course Offerings
ADP 564 Seminar in Urban Administration and Planning
HIS 421 The Melting Pot Reconsidered
HIS 425 History of Afro-Americans
POS 477 Comparative Black Political Thought
SOA 480 Peoples and Cultures of Africa
WMS 403 Minority Women of the U.S.A.
1985-86 CATALOG
for Undergraduates and Graduates
Afro-American and African Studies

Associated Faculty — Marje Fonza, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

The Afro-American and African Studies Thematic Activity (ASTA) is a part of the Innovative and Experimental Studies cluster at Sangamon State University. The activity involves faculty, staff, and students in academic curricular development and community activities which highlight the contributions of and public issues affecting Afro-Americans. While focus is on blacks in the United States, ASTA also supports course work and campus activities that highlight past and continuing links between Afro-Americans and Caribbean, Latin American, and African affairs. During each academic year, ASTA coordinates appropriate course offerings, panels, workshops, and speakers.

Course Offerings
- ADP 564 Seminar in Urban Administration and Planning
- POS 477 Comparative Black Political Thought
- SOA 480 Peoples of Africa
- WMS 403 Minority Women: Issues and Perspectives
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Afro-American and African Studies

Associated Faculty — Marje Fonza, Leroy A. Jordan, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas

The Afro-American and African Studies Thematic Activity (ASTA) is a part of the Innovative and Experimental Studies school at Sangamon State University. The activity involves faculty, staff, and students in academic curricular development and community activities which highlight the contributions of and public issues affecting Afro-Americans. While focus is on blacks in the United States, ASTA also supports course work and campus activities that highlight past and continuing links between Afro-Americans and Caribbean, Latin American, and African affairs. During each academic year, ASTA coordinates appropriate course offerings, panels, workshops, and speakers.

Course Offerings
- ADP 564 Seminar in Urban Administration and Planning
- POS 477 Comparative Black Political Thought
- SOA 480 Peoples of Africa
- WMS 403 Minority Women: Issues and Perspectives
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Afro-American and African Studies

Associated Faculty — Marje Fonza, Hugh Harris, Leroy A. Jordan, William Jordan, Alma Lowery-Palmer, Charles Sampson

The Afro-American and African Studies Thematic Activity (ASTA) is a unit in the Institute of Integrative and Innovative Learning administered by the School of Liberal Arts and Sciences. ASTA focuses on curricular development highlighting the contributions of Afro-Americans to American historical development. It also encourages community activities which focus on public issues of current importance to the Black Community. While focus is on Blacks in the United States, ASTA also supports course work and campus activities that highlight past and continuing links between Afro-Americans and Caribbean, Latin American, and African affairs. During each academic year, ASTA coordinates appropriate course offerings, panels, workshops, and speakers.

Course Offerings

ADP 564 Seminar in Urban Administration and Planning
HOC 493 Multicultural Counseling
HIS 433 The Age of Lincoln: United States, 1815 to 1877
HIS 436 United States, 1877 to 1929
LES 441 Welfare Law: Law and the Poor
LES 449 Nondiscrimination Laws in Employment
MUS 330 Jazz Improvisation
MUS 430 Advanced Jazz Improvisation
NUR/WMS 403 Minority Women: Issues and Perspectives
PAC 401 Music of the Black Subculture
PAC 403 Jazz Now: Current Issues
PAC 415 Black Political Participation
POS 477 Comparative Black Political Though
SOA 480 Peoples of Africa
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- ADP 564 Seminar in Urban Administration and Planning
- HDC 529 Multicultural Counseling
- HIS 433 United States, 1801 to 1877
- HIS 436 United States, 1877 to 1939
- LES 441 Welfare Law: Law and the Poor
- LES 449 Nondiscrimination Laws in Employment
- NUR/WMS 403 Minority Women: Issues and Perspectives
- POS 477 Comparative Black Political Thought
- SOA 480 Peoples of Africa
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Course Offerings

The African-American and African Studies thematic activity is currently being revised. For more information, contact the director of the Minority Service Center or the dean of the School of Liberal Arts and Sciences.
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A Message from the President

As Sangamon State University prepares to enter its third decade, the university must look both to the old and the new as it strives to identify and implement its agenda for the 1990s. The world is undergoing continuous change and Sangamon State must respond if it is to continue to develop in its role as Illinois' premier public affairs university.

The university must continue its historic emphasis on teaching. Small classes taught by a faculty whose members are active in the classroom as well as in a variety of public service activities create an environment in which students learn not only the fundamentals of their programs of study but also how to apply their knowledge to real-world situations. The rest of the country is just now discovering teaching. Sangamon State has always known its value.

To supplement its teaching, Sangamon State needs to strengthen and expand its research activities. While research will never supplant teaching as the university's top priority, we need to turn our faculty's expertise and experience to those areas of study that can benefit from two decades of public affairs involvement.

We also need to pay close attention to the changing demographics of our country and our world. Minority populations are increasing at a rapid rate and the university needs to anticipate and prepare for the needs of these students. Paving a path for a more culturally diverse faculty and student body will expand everyone's options and opportunities.

Continuing our emphasis on teaching, expanding our research activities and making room for more cultural diversity can only enhance and extend Sangamon State's visibility and respect. But, as we move toward the close of the twentieth century, we must do so in partnership and with a sense of community.

On behalf of all members of this endeavor, I welcome you to an educational institution that will both challenge and reward you.
African-American and African Studies

Associated Faculty — Jeanne Marie Col, Janis Droegkamp, Marjorie Fonza, William Jordan, James Lanier, Loretta Meeks

The African-American and African Studies thematic activity is a course of study administered by the School of Liberal Arts and Sciences that focuses on curricular development highlighting the contributions of African Americans to American historical development. In conjunction with the Minority Services Center, it also encourages community activities that focus on public issues of current importance to the black community. While focus is on African Americans in the United States, course work and campus activities also highlight past and continuing links between African-American and Caribbean, Latin American and African affairs.

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African-American Studies Minor (16 Hrs.)

Faculty — Rachell Anderson, Janis Droegkamp, Maria Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor

Adjunct Faculty — Leroy Jordan

Knowledge of non-white and non-Western human experiences is vital in today's world for all students, whatever their race or ethnic background. As with other fields, the intellectual rigor, the investigative, analytical, and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provides a solid basis for further academic study in the social sciences, the humanities, and professional schools, and the curriculum has clear job and career applicability. Education, law, journalism, city planning, health care delivery, business, social work and politics are only some of the fields in which a background in African-American studies is useful and relevant.

African-American Studies Minor
To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at Sangamon State. Three core courses are required: AAS 425 Overview of African-American Studies, AAS 427 African-American History and AAS 429 African-American Literature. An AAS elective course also is required.

Course Descriptions
AAS 425 Overview of African-American Studies (4 Hrs.)
Overview of the field of African-American studies: historical and contemporary social, religious, educational, cultural, political and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history of African Americans; traces chronology from the slave trade through codification of slavery and its 200-year history to the life of freedmen and women. Includes Civil War, Reconstruction, Great Migration, Harlem Renaissance and the civil rights movement. Central focus is on social history of human relations, including issues of gender, class and race.

AAS 429 African-American Literature (4 Hrs.)
An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks and Morrison. See ENG 438.

Electives
AAS 431 African History and Culture (4 Hrs.)
Designed to help students understand the historical basis of the present cultural, economic, social and political problems in Africa. Issues to be addressed include the exploitation of the resources in Africa by the West and the impact of Islam and Christianity on the traditional African culture and religion.

AAS 432 African Americans and American Politics (4 Hrs.)
Examines political, economic and social factors that affect African-American participation in national, state and local politics.

AAS 437 Status of African-American Children in America (4 Hrs.)
An exploration of issues confronting parents of African-American children that exist primarily because of their ethnicity. Focus is on the status of African-American children in health and mental health agencies and in education and training facilities: economic, social, religious problems, adoption, social services, and in schools, and the curriculum has clear job and career applicability. Education, law, journalism, city planning, health care delivery, business, social work and politics are only some of the fields in which a background in African-American studies is useful and relevant.

Weblinks
HDC 505 Multicultural Counseling
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A Message from the President

For Sangamon State University, the best is yet to come. That statement, which I made at the conclusion of the fall 1993 convocation address to the campus community, expresses the optimism and excitement that I feel about Sangamon State and the positive direction in which it is moving. Ours is truly a bright future because we have not remained static during our 24-year history but have grown through difficult times and learned the necessity of staying tuned to the ever-changing needs of our culture.

Over the years, the university has evolved into a more comprehensive and traditional institution, but one that retains the full desire to find innovative ways to provide quality higher education. SSU has consistently stressed excellent teaching, professional development and practical experience as the most effective means to enlighten students minds and to give them the skills that will equip them for the next century.

I am also confident about our future because the university’s emphasis on public affairs within the framework of a liberal arts curriculum is a winning combination. It allows students to receive a broad-based education while having access to state government and public service through special courses, projects and internship opportunities. Our students also benefit from small classes where intellectual exchange and individualized attention can flourish.

And SSU’s student body increasingly reflects the cultural diversity of our society. It comprises not only those transferring from other institutions in other states and nations, but also individuals resuming an interrupted education or preparing for a second career, as well as those who simply wish to enhance their lives through continued education.

I welcome you to the SSU community and to an educational experience that will provide you with the intellectual and experiential tools with which to build your future as an enlightened individual and a productive member of society.
African-American Studies
Minor (16 Hrs.)

Faculty — Rachell Anderson, Janis Droegkamp, Marie Fonza, Hugh Hais, William Jordan, James Lanier, Marcellus Leonard, Deborah Kühn McGregor, Maria Mootry

Adjunct Faculty — Leroy Jordan

In today's world, knowledge of non-white and non-Western human experiences is vital for all students, whatever their race or ethnic background. As with other fields, the intellectual rigor, the investigative, analytical and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provides a solid basis for further academic study in the social sciences, the humanities, and professional schools, and the curriculum has clear job and career applicability. Education, law, journalism, city planning, health care delivery, business, social work and politics are only some of the fields in which a background in African-American studies is useful and relevant.

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CRJ 326 Criminal Justice and Social Communities
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

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B.A. (60 Hrs.) M.A. (36 Hrs.)

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Associated Faculty — Jeffrey Chesky, William W. Martz, Gary Trammell, James Veselenek

Adjunct Faculty — Everett D. Cashatt, Donald M. Caspary, Carl L. Faingold

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The undergraduate program is designed to build a strong foundation in modern biology and related disciplines, to improve each student’s learning skills and to aid students in mastering problem-solving skills pertinent to scientific and public issues.

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The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. See WMS 403.

AAS 425 Overview of African-American Studies (4 Hrs.)
Overview of the field of African-American studies; historical and contemporary social, religious, educational, cultural, political and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history of African Americans; traces chronology from the slave trade through codification of slavery and its 200-year history to the life of freedmen and women. Includes Civil War, Reconstruction, Great Migration, Harlem Renaissance and the civil rights movement. Central focus is on social history of human relations, including issues of gender, class and race. See HIS 427.

AAS 429 African-American Literature (4 Hrs.)
An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks and Morrison. See ENG 438.

Electives

AAS 431 African History and Culture (4 Hrs.)
Designed to help students understand the historical basis of the present cultural, economic, social, and political problems in Africa. Issues to be addressed include the exploitation of Africa's resources by the West and the impact of Islam and Christianity on the traditional African culture and religion.

AAS 432 African Americans and American Politics (4 Hrs.)
Examines political, economic, and social factors that affect African-American participation in national, state, and local politics.

AAS 437 Treating the African-American Child in the System (4 Hrs.)
An exploration of issues confronting parents of African-American children that exist primarily because of their ethnicity. Focus is on the status of African-American children in health and mental health agencies and in education and training facilities; economic, law enforcement and religious institutions will also be considered. Problems of abuse, neglect, delinquency and abandonment will be studied, focusing on understanding the typical solutions to these problems for African-American children. Therapeutic techniques are explored. See CFC 437.
African-American Studies

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A survey of African-American music from its African origin to the present. Special emphasis placed on its social, economic and political implications.

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A Message from the Chancellor

In 1995, Sangamon State University celebrated its 25th anniversary while simultaneously embarking on a new future as the University of Illinois at Springfield. During this historic year, we paused to reflect on our achievements and to acknowledge the important place Sangamon State had come to occupy in the world of public higher education. We stood at the silver anniversary crossroads and said goodbye to Sangamon State before turning our attention to an exciting and challenging future as part of the U of I family.

What does this new future hold for our current and potential students? It holds the promise that we will preserve the best of Sangamon State - its intimate flavor and attention to individual detail - while capitalizing on our new identity as part of a world-class university. It holds the commitment that we will continue to provide a campus atmosphere that encourages and nurtures learning, that fosters appreciation for individual differences, and responds to the needs of nontraditional students. It holds the certainty that we will continue to emphasize high-quality teaching and plentiful opportunities to combine classroom theory and practical/work experience. And it holds the potential to gain the self confidence and personal satisfaction that come with setting, working toward, and attaining educational goals.

I welcome you to the UIS community and invite you to experience the many advantages of being a student at the newest and smallest campus of the University of Illinois. Our emphasis on public affairs within the framework of a liberal arts curriculum is a winning combination designed to prepare you for the personal and professional challenges that await you in the next century.
The typical solutions to these problems for African-American children. Therapeutic techniques are explored. See SWK 437.

African-American Studies

AAS 439 African and African-American Music (4 Hrs.)
A survey of African-American music from its African origin to the present. Special emphasis placed on its social, economic and political implications.

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Program Requirements

The biology program’s core curriculum includes the general seminar, microbiology, ecology, organismal botany, cell biology, comparative vertebrate biology, and genetics. These courses provide a
in accounting and financial reporting for governmental and nonprofit entities, including such topics as disclosure quality, financial analysis, and benefit-cost analysis. Major research project in governmental-nonprofit area required. Prerequisite: ACC 454. Note: If the project is not completed during the initial four-hour enrollment, students must register for one credit hour on an audit basis in all subsequent semesters until the project is completed.

ACC 522 Seminar in Accounting Theory (4 Hrs.)
Objectives of financial accounting and reporting for business and non-business entities presented. Various theories of income measurement and asset valuation studied and compared. Prerequisite: ACC 322.

ACC 524 Advanced Auditing (4 Hrs.)
Issues and developments relating to the attest function, including proposals for its extension; audit approach and scope considerations; report writing; auditing EDP systems; governmental auditing. Prerequisite: ACC 464.

ACC 542 Accounting and the Public Interest (2 or 4 Hrs.)
Seminar on ethical and social issues in corporate social accounting theory, regulatory issues, reforms, and legislative proposals; the Corrupt Practices Act; accountant’s legal liability – professional standards vs. court decisions.

ACC 544 Advanced Corporation and Partnership Taxation (4 Hrs.)
Tax factors affecting business decisions of corporations and partnerships; special problems in reorganizations and liquidations. Advanced development of basic concepts discussed in ACC 443; includes a major tax research project. Prerequisite: ACC 443, or equivalent.

ACC 546 Estates, Gifts, and Trusts (4 Hrs.)
Advanced topics in taxation with special attention to estates, gifts, and trusts; tax research; and tax planning. Prerequisite: ACC 443, or equivalent.

ACC 550 Professional Education and In-Agency Seminars (1 to 4 Hrs.)
A maximum of four hours credit may be earned by attending professional education seminars and courses on accounting topics. To obtain credit, the student must submit a proposal containing a topical outline and bibliography for approval by the program faculty prior to attending and prepare a project paper after attending.

ACC 561 Thesis (1 to 4 Hrs.)
Students who want to make a detailed study of a particular topic of interest may, with adviser assistance and approval, choose this option in lieu of a 500-level course in accounting. Prerequisite: BUS 521, or ADP 503, or equivalent.

Service Courses (not accepted toward satisfaction of accounting program requirements)

ACC 307 Conceptual Basis of Accounting (2 Hrs.)
For students who want to reinforce their knowledge of basic accounting theory and procedure. Specific emphasis on the analysis and flow of financial information and the development of financial statements. Prerequisite: Principles of accounting, or equivalent.

ACC 311 Administrative Uses of Accounting Information (4 Hrs.)
For students whose objectives are to develop an understanding of uses of accounting information for planning, control and decision making. Emphasizes accounting processes and measurements; significance and limitations of financial statements; managerial accounting concepts and applications.

ACC 445 Individual Income Taxation for Non-Accounting Majors (4 Hrs.)
Social, economic, and political aspects of taxation, including analysis of common form and schedule content and basic tax planning.

ACC 505 Financial Management for Nonprofit Organizations (2 or 4 Hrs.)
Financial statements, financial planning and budgeting, cash management and control, fund accounting, accounting systems and reports, cash vs. accrual accounting, preparing financial data, financial organizations, and staffing.

ACC 506 Accounting Control for MIS (4 Hrs.)
A study of accounting system design considerations and the use of accounting as a means of organizational control. Topics include internal control, accounting systems life cycle, cost of capital, capital budgeting, operational budgeting, responsibility accounting systems, break-even analysis, and cost accounting systems. Prerequisite: ACC 311, or equivalent.

African-American Studies Minor

Faculty — Rachell Anderson, Janis Droegkamp, Marie Fonz, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry

Adjunct Faculty — Leroy Jordan

In today’s world, knowledge of non-white and non-Western human experiences is vital for all students, whatever their race or ethnic backgrounds. As with other fields, the intellectual rigor of the investigative, analytical, and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provide a solid basis for further academic study in the social sciences, the humanities, and professional schools, and the curriculum has clear job and career applicability. Education, law, journalism, city planning, health care delivery, business, social work, and politics are only some of the fields in which a background in African-American studies is useful and relevant.

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Course Descriptions

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An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks, and Morrison. See ENC 438.

Electives

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Designed to help students understand the historical basis of the present cultural, economic, social, and political problems in Africa. Issues to be addressed include the exploitation of Africa’s resources by the West and the impact of Islam and Christianity on the traditional African culture and religion.

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Examines political, economic, and social factors that affect African-American participation in national, state, and local politics. See POS 404.

AAS 437 Treating the African-American Child in the System (4 Hrs.)
An exploration of issues confronting parents of African-American children that exist primarily because of their ethnicity. Focus is on the status of African-American children in health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understand-
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- Individual Option (M.A.)
- International Studies (Minor)
A Message from the Chancellor

Welcome to the University of Illinois at Springfield.

I invite you to experience the many advantages of UIS, the newest campus of the University of Illinois. UIS offers you a challenging but supportive environment which stimulates lifelong learning. We are proud of our tradition of close attention to individual students in small classes, our emphasis on high-quality teaching, and our provision of numerous opportunities to enrich the classroom with experiences in the living laboratories of the public or private sector.

At UIS, the focus is on public affairs and professional study within the framework of a liberal arts curriculum. We respond to the needs of both traditional and non-traditional students. Many of our students transfer from other institutions while others resume an interrupted education seeking to improve current job skills, prepare for a second career, or to enhance their lives through continued education. One of the real benefits is the diverse mix of students in the classroom.

Our many other strengths include a low student-faculty ratio, opportunities for many public and private sector internships, an excellent library and computer labs, successful intercollegiate athletic programs, and a wide range of student activities.

At UIS, you can gain the self-reliance and personal satisfaction that come with setting, working toward, and accomplishing your educational goals.
African-American Studies Minor

Faculty — Rachell Anderson, Janis Droegkamp, Marje Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry, Vibert White

Adjunct Faculty — Leroy Jordan

In today's world, knowledge of non-white and non-Western human experiences is vital for all students, whatever their race or ethnic backgrounds. As with other fields, the intellectual rigor, the investigative, analytical, and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provide a solid basis for further academic study in the social sciences, the humanities, and professional schools, and the curriculum has clear job and career applicability. Education, law, journalism, city planning, health care delivery, business, social work, and politics are only some of the fields in which a background in African-American studies is useful and relevant.

African-American Studies Minor

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS. Three core courses are required: AAS 425 Overview of African-American Studies, AAS 427 African-American History, and AAS 429 African-American Literature. An AAS elective course also is required.

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Overview of the field of African-American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history of African Americans; traces chronology from the slave trade through codification of slavery and its 200-year history to the life of freedmen and women. Includes Civil War, Reconstruction, Great Migration, Harlem Renaissance, and the civil rights movement. Central focus is on social history of human relations, including issues of gender, class, and race. See HIS 427.

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An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks, and Morrison. See ENG 438.

Electives

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Welcome to the University of Illinois at Springfield.

You are about to experience the many advantages of UIS, the newest of the three U of I campuses. Throughout our nearly three decades of existence, we have remained true to our desire to help students succeed. Because we want your life to be richer for the education you receive at UIS, we are always looking for new and better ways to assist you in achieving your academic goals in preparation for the challenges that lie ahead. Excellent teaching, small classes, practical experience, and professional development define a UIS education and are the most effective ways we have found to impart knowledge and promote learning.

Whatever course of study you select at UIS, you will reap the benefits of individual attention in small classes, a low student-faculty ratio, an excellent library and computer labs, successful intercollegiate athletic programs, a wide range of student activities, and exposure to a diverse mix of fellow students. In addition, our location in the state capital gives you opportunities for many public and private sector internships.

I hope you find the atmosphere at UIS to be stimulating, challenging and friendly, and that the education you receive here provides a strong foundation upon which to realize your goals and pursue your dreams.
African-American Studies

Minor

Faculty — Rachell Anderson, Janis Droegkamp, Marje Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mootry, Vibert White

Adjunct Faculty — Leroy Jordan

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## Student Health Insurance
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  - Economics (B.A., M.A.)
  - Finance Concentration
  - Management (B.A.)
  - Management Information Systems (M.S.)
- College of Health and Human Services
  - Child, Family, and Community Services (M.A.)
  - Educational Administration (M.A.)
  - Gerontology (M.A.)
  - Human Development Counseling (M.A.)
  - Nursing (B.S.N.)
  - Public Health (M.P.H.)
  - Social Work (B.S.W.)
  - Sociology/Anthropology (B.A.)
- College of Liberal Arts and Sciences
  - African-American Studies (Minor)
Welcome to the University of Illinois at Springfield.

I have great confidence that your experiences here, both academic and co-curricular, will be challenging, enlightening, and enriching. By selecting the University of Illinois at Springfield, you have chosen a high-quality education in an atmosphere conducive to contemplative study, to the excitement of the exchange of ideas and to shared discovery. Excellent faculty, personal attention, practical experience, and professional development are all to be found on this campus.

Whatever course of study you select at UIS, you will benefit from small classes, exceptional library, state-of-the-art computer labs and smart classrooms, a variety of student activities, and exposure to a diverse mix of caring faculty and fellow students.

In addition, our location in the state’s capital and our commitment to civic education and public affairs provide many opportunities to pursue public and private sector internships.

We want to help you build a strong foundation on which to realize your full potential and to assist you in attaining your goals. My wish is that your life will be richer by the education you receive here.

Best of luck.
African-American Studies

Minor

Faculty – Rachell Anderson, Janis Droegkamp, Marje Fonza, Hugh Harris, William Jordan, James Lanier, Marcellus Leonard, Deborah Kuhn McGregor, Maria Mooty, Vibert White

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AAS 437 Treating the African-American Child in the System (4 Hrs.)
An exploration of ethnicity issues confronting parents of African-American children. Focus is on the status of African-American children in health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems for African-American children. Therapeutic techniques explored. See SWK 437.

AAS 439 African and African-American Music (4 Hrs.)
A survey of African-American music from its African origin to the present. Special emphasis placed on its social, economic, and political implications.

The following courses may be taken to fulfill AAS elective requirements. Students should consult their advisers.

HDC 505 Multicultural Counseling
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

Several public affairs colloquia (PACs) also can be used to fulfill AAS elective requirements, including Eyes on the Prize and The Africans. Again, students should consult their advisers.
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In today's world, knowledge of non-white and non-Western human experiences is vital for all students, whatever their race or ethnic backgrounds. As with other fields, the intellectual rigor and the investigative, analytical, and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provide a solid basis for further academic study in the social sciences, the humanities, and professional schools. The curriculum has clear job and career applicability as well. Education, law, journalism, city planning, health care delivery, business, social work, and politics are only some of the fields in which a background in African-American studies is useful and relevant.

AFRICAN-AMERICAN STUDIES MINOR
To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS. Three core courses are required: AAS 425 Overview of African-American Studies, AAS 427 African-American History, and AAS 429 African-American Literature. An AAS elective course also is required.

COURSE DESCRIPTIONS

AAS 403 Minority Women: Issues and Perspectives (4 hrs.)
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. See WMS 403.

AAS 425 Overview of African-American Studies (4 hrs.)
Overview of the field of African-American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African-American people.

AAS 427 African-American History (4 hrs.)
Focuses on the history of African Americans; traces chronology from the slave trade through codification of slavery and its 200-year history to the life of freedmen and women. Includes Civil War, Reconstruction, Great Migration, Harlem Renaissance, and the civil rights movement. Central focus is on social history of human relations, including issues of gender, class, and race. See HIS 427.

AAS 429 African-American Literature (4 hrs.)
An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks, and Morrison. See ENG 438.

Electives

AAS 431 African History and Culture (4 hrs.)
Designed to help students understand the historical basis of the present cultural, economic, social, and political problems in Africa. Issues to be addressed include the exploitation of Africa's resources by the West and the impact of Islam and Christianity on the traditional African culture and religion.

AAS 432 African Americans and American Politics (4 hrs.)
Examines political, economic, and social factors that affect African-American participation in national, state, and local politics. See POS 464.
AAS 439 African and African-American Music (4 Hrs.)
A survey of African-American music from its African origin to the present. Special emphasis placed on its social, economic, and political implications.

AAS 537 Children from Diverse Populations (4 Hrs.)
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems.

The following courses may be taken to fulfill AAS electives. Students should consult their advisers.

HDC 505 Multicultural Counseling
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

Several public affairs colloquia (PACs) also can be used to fulfill AAS elective requirements, including Eyes on the Prize and The Africans. Again, students should consult their advisers.
AFRICAN-AMERICAN STUDIES, MINOR

Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, James Lanier, Cynthia Lehman, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White
Adjunct Faculty: Durward Long

Degree offered: Undergraduate Minor only

In today’s world, knowledge of non-white and non-Western human experiences is vital for all students, whatever their race or ethnic backgrounds. As with other fields, the intellectual rigor and the investigative, analytical, and critical skills required in African-American studies are crucial tools that are valuable in themselves. African-American studies provide a solid basis for further academic study in the social sciences, the humanities, and professional schools. The curriculum has clear job and career applicability as well. Education, law, journalism, city planning, health care delivery, business, social work, and politics are only some of the fields in which a background in African-American studies is useful and relevant.

Contact: Information about African-American studies is available at (217) 206-7426. Information can also be requested at aas@uis.edu.

AFRICAN-AMERICAN STUDIES MINOR

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS.

REQUIREMENTS

AAS 425 Overview of African-American Studies 4 Hrs.
AAS 427 African-American History 4 Hrs.
AAS 429 African-American Literature 4 Hrs.
One AAS elective 4 Hrs.
Total 16 Hrs.

COURSE DESCRIPTIONS

AAS 403 Minority Women: Issues and Perspectives (4 Hrs.)
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. See WMS 403 and HIS 453.

AAS 425 Overview of African-American Studies (4 Hrs.)
Overview of the field of African-American studies, historical and contemporary social, religious, educational, cultural, political, and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history of African Americans. Traces chronology from the slave trade through codification of slavery and its 200-year history to the life of freedmen and women. Includes the Civil War, Reconstruction, Great Migration, Harlem Renaissance, and the Civil Rights movements. Central focus is on social history of human relations, including issues of gender, class, and race. See HIS 427.

AAS 429 African-American Literature (4 Hrs.)
An examination of the African-American literary heritage, from slave narratives through writers like DuBois, Wright, Baldwin, Hughes, Brooks, and Morrison. See ENG 438.
Electives

AAS 431 African History and Culture (4 Hrs.)
Designed to help students understand the historical basis of the present cultural, economic, social, and political problems in Africa. Issues to be addressed include the exploitation of Africa's resources by the West and the impact of Islam and Christianity on the traditional African culture and religion.

AAS 432 African Americans and American Politics (4 Hrs.)
Examines political, economic, and social factors that affect African-American participation in national, state, and local politics. See POS 404.

AAS 433 Civil Rights Movement of the 20th Century (4 Hrs.)
Examines in detail the Civil Rights Movement, the leadership styles of Martin Luther King, Jr. and Malcolm X, the Black Panther Party, and local grassroots organizations that affected social change in the 1960s. Discusses contemporary issues within the Black community, such as education, employment, income distribution, media images, police brutality, and the legal system.

AAS 439 African and African-American Music (4 Hrs.)
A survey of African-American music from its African origin to the present. Special emphasis placed on its social, economic, and political implications.

AAS 537 Treating Children from Diverse Populations (4 Hrs.)
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. See HMS 537.

The following courses may be taken to fulfill AAS electives. Students should consult their advisers.

HDC 505 Multicultural Counseling
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

Several public affairs colloquia (PACs) also can be used to fulfill AAS elective requirements, including Eyes on the Prize and The Africans. Again, students should consult their advisers.
AFRICAN-AMERICAN STUDIES, MINOR

Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, James Lanier, Cynthia Lehman, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White
Adjunct Faculty: Durward Long

Degree offered: Undergraduate Minor only

African-American studies explores the creation and development of Black life, history, and culture in the United States. The program examines the directions and trends of African-American culture from the arrival of the first Africans to the shores of North America. In addition, the program explores the culture and history of African civilization and society and examines the African diaspora in Europe, Latin America, the Caribbean, and the Middle East. Students enrolled in African-American studies will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Contact: Information about African-American studies is available at (217) 206-7426. Information can also be requested at aas@uis.edu.

AFRICAN-AMERICAN STUDIES MINOR

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS.

Requirements
AAS 425 Overview of African-American Studies 4 Hrs.
AAS 427 African-American History 4 Hrs.
AAS 429 African-American Literature 4 Hrs.
One AAS elective 4 Hrs.
Total 16 Hrs.

COURSE DESCRIPTIONS

AAS 403 Minority Women: Issues and Perspectives (4 Hrs.)
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. See WMS 403 and HIS 453.

AAS 425 Overview of African-American Studies (4 Hrs.)
Overview of the field of African-American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history and sojourn of the African-American from the creation and demise of the last three West African empires, through the enslavement and shipment of Africans to North America and their struggle for human and civil rights in present-day America. Topics are the Middle Passage, religion of the slaves, slave resistance, Abolitionism, the Civil War, Reconstruction, the Great Migration, Harlem Renaissance, the Civil Rights Movement, Black Power Movement, urban unrest, affirmative action, and the New Reparation Movement. See HIS 427.

AAS 429 African-American Literature (4 Hrs.)
An examination of African-American literature and heritage from slave and freedman narratives of colonial America through 19th and 20th century writers like
Perry, Williams, Washington, DuBois, Dunbar, Wright, Baldwin, Hughes, Brooks, Mathabuti, Morrison, Sanchez, Walker, and Angelo. Selected African and Caribbean writers such as Anta Diop and C.L.R. James will be studied. See ENG 438.

Electives

AAS 431 African History and Culture (4 Hrs.)
An overview of African history and culture. Explores issues of ancient and modern civilization, ancient African sciences and medicine, religion and spiritualism, European and Arab encroachment, modern African nationalism, ethnic and global conflicts, political and governmental functions, health care, and family development.

AAS 432 African Americans and American Politics (4 Hrs.)
Examines political, economic, and social factors that affect African-American participation in national, state, and local politics. See POS 404.

AAS 433 Civil Rights Movement of the 20th Century (4 Hrs.)
Examines the development of the Civil Rights Litigation Movement and the modern Civil Rights Movement. Issues of Black nationalism, reparations, pan-Africanism, socialism, communism, and Black Power are also reviewed. Major personalities such as B.T. Washington, Marcus Garvey, Asa Randolph, Queen Mother Moore, Angela Davis, and Helen Edmonds are explored and analyzed.

AAS 438 African and Diaspora Music (4 Hrs.)
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 439 African and Diaspora Music (4 Hrs.)
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

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Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 537 Treating Children from Diverse Populations (4 Hrs.)
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. See HMS 537.

The following courses may be taken to fulfill AAS electives. Students should consult their advisers.

HDC 505 Multicultural Counseling
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

Several liberal studies colloquia (LSC) can be used to fulfill AAS elective requirements, including African Religions in America, Brazilian Women in Literature, Seminar: Ethnicity, Race, and Class in Brazil, and History of Jewish Culture in 20th Century America.

Several public affairs colloquia (PAGs) also can be used to fulfill AAS elective requirements, including Eyes on the Prize and The Africans. Again, students should consult their advisers.
Each current course schedule presents exact time frames for such things as adding/dropping courses, withdrawals, refunds, filing for graduation, and meeting various other campus requirements.
AFRICAN-AMERICAN STUDIES, MINOR

Faculty Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart, Vibert White
Adjunct Faculty Durward Long

Degree offered: Undergraduate Minor only

African-American studies explores the creation and development of Black life, history, and culture in the United States. The program examines the history and trends of African-American culture from the arrival of the first Africans to the shores of North America. In addition, the program explores the culture and history of African civilization and society and examines the African diaspora in Europe, Latin America, the Caribbean, and the Middle East. Students enrolled in African-American studies will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Contact: Information about African-American studies is available at (217) 206-7426. Information can also be requested at aas@uis.edu.

AFRICAN-AMERICAN STUDIES MINOR

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS.

Requirements

- AAS 425 Overview of African-American Studies (4 Hrs.)
- AAS 427 African-American History (4 Hrs.)
- AAS 429 African-American Literature (4 Hrs.)
- One AAS elective (4 Hrs.)

Total 16 Hrs.

COURSE DESCRIPTIONS

AAS 403 Minority Women: Issues and Perspectives (4 Hrs.)
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. See WMS 403 and HIS 453.

AAS 425 Overview of African-American Studies (4 Hrs.)
Overview of the field of African-American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African-American people.

AAS 427 African-American History (4 Hrs.)
Focuses on the history and sojourn of the African-American from the creation and demise of the last three West African empires, through the enslavement and shipment of Africans to North America and their struggle for human and civil rights in present-day America. Topics are the Middle Passage, religion of the slaves, slave resistance, Abolitionism, the Civil War, Reconstruction, the Great Migration, Harlem Renaissance, the Civil Rights Movement, Black Power Movement, urban unrest, affirmative action, and the New Reparation Movement. See HIS 427.

AAS 429 African-American Literature (4 Hrs.)
An examination of African-American literature and heritage from slave and freedman narratives of colonial America through 19th and 20th century writers like...
Perry, Williams, Washington, DuBois, Dunbar, Wright, Baldwin, Hughes, Brooks, Mathabuti, Morrison, Sanchez, Walker, and Angelo. Selected African and Caribbean writers such as Awa Diop and C.L.R. James will be studied. See ENG 438.

Electives

AAS 431 African History and Culture (4 Hrs.)
An overview of African history and culture. Explores issues of ancient and modern civilization, ancient African sciences and medicine, religion and spiritualism, European and Arab encroachment, modern African nationalism, ethnic and global conflicts, political and governmental functions, health care, and family development.

AAS 432 African Americans and American Politics (4 Hrs.)
Examines political, economic, and social factors that affect African-American participation in national, state, and local politics. See POS 404.

AAS 433 Civil Rights Movement of the 20th Century (4 Hrs.)
Examines the development of the Civil Rights Litigation Movement and the modern Civil Rights Movement. Issues of Black nationalism, reparations, pan-Africanism, socialism, communism, and Black Power are also reviewed. Major personalities such as B.T. Washington, Marcus Garvey, Asa Randolph, Queen Mother Moore, Angela Davis, and Helen Edmonds are explored and analyzed.

AAS 439 African and Diaspora Music (4 Hrs.)
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 537 Treating Children from Diverse Populations (4 Hrs.)
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. See HMS 537.

The following courses may be taken to fulfill AAS electives. Students should consult their advisers.

HDC 515 Multicultural Counseling
SOA 302 Understanding Other Cultures
SOA 304 Human Evolution: Biological and Cultural

Several liberal studies colloquia (LSC) can be used to fulfill AAS elective requirements, including African Religions in America, Brazilian Women in Literature, Seminar: Ethnicity, Race, and Class in Brazil, and History of Jewish Culture in 20th Century America.

Several public affairs colloquia (PAG) also can be used to fulfill AAS elective requirements, including Eyes on the Prize and The Africans. Again, students should consult their advisers.
AFRICAN AMERICAN STUDIES

AAS 403 Minority Women: Issues and Perspective 4 hours
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. Same as HIS 453, SWK 462, and WMS 403.

AAS 425 Overview of African-American Studies 4 hours
Overview of the field of African American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African American people.

AAS 427 African-American History 4 hours
Focuses on the history and sojourn of the African-American from the creation and demise of the last three West African empires, through the enslavement and shipment of Africans to North America and their struggle for human and civil rights in present-day America. Topics are the Middle Passage, religion of the slaves, slave resistance, Abolitionism, the Civil War, Reconstruction, the Great Migration, Harlem Renaissance, the Civil Rights Movement, Black Power Movement, urban unrest, affirmative action, and the New Reparation Movement. Same as HIS 427.

AAS 429 African-American Literature 4 hours
An examination of African American literature and heritage from slave and freedman narratives of colonial America through 19th and 20th century writers like Perry, Williams, Washington, DuBois, Dunbar, Wright, Baldwin, Hughes, Brooks, Mathabuti, Morrison, Sanchez, Walker, and Angelo. Selected African and Caribbean writers such as Anta Diop and C.L.R. James will be studied. Same as ENG 438.

AAS 431 African History And Culture 4 hours
An overview of African history and culture. Explores issues of ancient and modern civilization, ancient African sciences and medicine, religion and spiritualism, European and Arab encroachment, modern African nationalism, ethnic and global conflicts, political and governmental functions, health care, and family development.

AAS 432 African Americans and American Politics 4 hours
Examines political, economic, and social factors that affect African American participation in national, state, and local politics. Same as POS 404.

AAS 433 Civil Rights Movement of the 20th Century 4 hours
Examines the development of the Civil Rights Litigation Movement and the modern Civil Rights Movement. Issues of Black nationalism, reparations, pan-Africanism, socialism, communism, and Black Power are also reviewed. Major personalities such as B.T. Washington, Marcus Garvey, Asa Randolph, Queen Mother Moore, Angela Davis, and Helen Edmonds are explored and analyzed.

AAS 439. African And Diaspora Music 4 hours
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 464. Women's Spirituality 4 hours
Exploration of women's spirituality through novels, poetry, autobiographies, and essays by such authors as Gloria Naylor, Starhawk, Mary Daly, Audre Lorde, Judith Plaskow, and Carol Christ. Emphasis on students developing their own spiritual autobiographies. Same as WMS 464, ENG 464.

AAS 499 Tutorial 1 TO 12 hours
May be repeated to a maximum of 12 hours.

AAS 537 Treating Children from Diverse Populations 4 hours
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. Same as HMS 537.
Campus Connections

Academic Calendar 2004-2005

Fall Semester 2004
August 9 - 13, Monday - Friday  Registration
August 16 - 19, Monday - Thursday  Registration
August 19, Thursday  Classes Begin
November 21, Thursday  Final Exam
December 6 - 11, Monday - Saturday  Classes End
December 11, Saturday  Semester Ends

Spring Semester 2005
January 3 - 7, Monday - Friday  Registration
January 10, Monday  Classes Begin
March 5, Saturday  Session Ends
March 14 - 18, Monday - Friday  Registration & Classes Begin
April 30, Monday  Mid-Point
May 31 - June 3, Tuesday - Friday  Spring Break
June 6, Monday  Mid-Point
July 30, Saturday  Final Exam
July 30, Saturday  Semester Ends

Academic Programs
College of Business and Management
Dean  206-6533
Accountancy  206-6541
Business Administration  206-6780
Economics  206-7174
Management  206-6712
Management Information Systems  206-6067

College of Education and Human Services
Dean  206-6784
Educational Leadership  206-6306
Human Development Counseling  206-6904
Human Services  206-6887
Social Work  206-6987
Teacher Education  206-6682

College of Liberal Arts and Sciences
Dean  206-6512
African-American Studies  206-6962
Astronomy/Physics  206-6720
Biology  206-6630
Capital Scholars  206-7246
Chemistry  206-6589
Clinical Laboratory Science  206-6589
Communication  206-6790
Computer Science  206-6770
English  206-6779
History  206-6779
Individual Option  206-6962
Liberal Studies  206-6962
Mathematical Sciences  206-6770
Modern Languages  206-6512
Music  206-6570
Philosophy  206-7799
Psychology  206-6696
Sociology/Anthropology  206-6504
Visual Arts  206-6790
Women's Studies  206-6962

College of Public Affairs and Administration
Dean  206-6523
Criminal Justice  206-6301
Doctor of Public Administration  206-6076
Environmental Studies  206-6720
Environmental Sciences  206-6720
International Studies  206-6646
Labor Relations  206-6646
Legal Studies  206-6505
Political Studies  206-6646
Public Administration  206-6310
Public Affairs Reporting  206-7494
Public Health  206-6301

Academic Affairs
Provost/Vice Chancellor  206-6615
Applied Study  206-6640
Center for Teaching and Learning  206-6503
Assessment  206-7125
Computer Training Coordinator  206-7450
Credit for Prior Learning  206-7427
Educational Technology  206-7352
Library
Archives  206-6520
Circulation  206-6535
Hours Line  206-7897
Information Desk  206-6333
Office of Technology-Enhanced Learning  206-7317
Peoria Center  (309) 694-5339
TV Office/Access 4 Springfield  206-6799
Visual Arts Gallery  206-6506
WUIS/WIPA-FM Radio  206-6516

Office of Admissions, Records and Finer
Admissions  206-4847
Toll free  (888) 977-4847
Undergraduate Admissions  206-4847
Academic Advising/Financial Aid  206-4847
Financial Assistance  206-6724
Records/Registrar  206-6799
Registration  206-6174
Graduate Admissions  206-7411
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Graduate Internships  206-6156
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AFRICAN-AMERICAN STUDIES
Undergraduate Minor

Faculty: Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart
Adjunct Faculty: Durward Long

Contact: (217) 206-7426, aas@uis.edu or www.uis.edu/africanamericanstudies

African-American studies explores the creation and development of Black life, history, and culture in the United States. The program examines the directions and trends of African-American culture from the arrival of the first Africans to the shores of North America. In addition, the program explores the culture and history of African civilization and society and examines the African diaspora in Europe, Latin America, the Caribbean, and the Middle East. Students enrolled in African-American studies will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

AFRICAN-AMERICAN STUDIES MINOR

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS.

Requirements

<table>
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The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement.
AFRICAN AMERICAN STUDIES

AAS 403 Minority Women: Issues and Perspectives 4 hours
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. Same as HIS 453, SWK 462, and WMS 403. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 425 Overview of African-American Studies 4 hours
Overview of the history of African American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African American people. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 427 African-American History 4 hours
Focuses on the history and sojourn of the African-American from the creation and demise of the last three West African empires, through the enslavement and shipment of Africans to North America and their struggle for human and civil rights in present-day America. Topics are the Middle Passage, religion of the slaves, slave resistance, Abolitionism, the Civil War, Reconstruction, the Great Migration, Harlem Renaissance, the Civil Rights Movement, Black Power Movement, urban unrest, affirmative action, and the New Reparation Movement. Same as HIS 427. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 429 African-American Literature 4 hours
An examination of African American literature and heritage from slave and freedman narratives of colonial America through 19th and 20th century writers like Perry, Williams, Washington, DuBois, Dunbar, Wright, Baldwin, Hughes, Brooks, Mathabuti, Morrison, Sanchez, Walker, and Angelo. Selected African and Caribbean writers such as Anta Diop and C.L.R. James will be studied. Same as ENG 438. This course fulfills a general education requirement at UIS in the area of Humanities.

AAS 432 African Americans and American Politics 4 hours
Examines political, economic, and social factors that affect African American participation in national, state, and local politics. Same as POS 404. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 433 Civil Rights Movement of the 20th Century 4 hours
Examines the development of the Civil Rights Litigation Movement and the modern Civil Rights Movement. Issues of Black nationalism, reparations, pan-Africanism, socialism, communism, and Black Power are also reviewed. Major personalities such as B.T. Washington, Marcus Garvey, Asa Randolph, Queen Mother Moore, Angela Davis, and Helen Edmonds are explored and analyzed. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 439 African Diaspora Music 4 hours
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed. This course fulfills a general education requirement at UIS in the area of Humanities.

AAS 464 Women’s Spirituality 4 hours
Exploration of women’s spirituality through novels, poetry, autobiographies, and essays by such authors as Gloria Naylor, Starhawk, Mary Daly, Audre Lorde, Judith Plaskow, and Carol Christ. Emphasis on students developing their own spiritual autobiographies. Same as WMS 464, ENG 464.

AAS 499 Tutorial 1 to 12 hours
May be repeated to a maximum of 12 hours.

AAS 537 Treating Children from Diverse Populations 4 hours
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. Same as HMS 537. Restricted to Graduate students.
Campus Connections

Academic Calendar 2005-2006

Fall Semester 2005
August 22, Thursday Classes Begin
October 15, Saturday Mid-Point
December 10, Saturday Classes End
December 12 - 17, Monday - Saturday Finals Week
December 17, Saturday Semester Ends

Spring Semester 2006
January 17, Tuesday Classes Begin
March 13 - 17, Monday - Friday Spring Recess
May 6, Saturday Finals Week
May 13, Saturday Semester Ends/Commencement

Summer Session 2006
June 5, Monday Classes Begin
July 29, Saturday Session Ends

Academic Programs
College of Business and Management
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Accountancy 206-6541
Business Administration
BBA 206-6780
MBA 206-7920
Economics 206-7174
Management 206-6712
Management Information Systems 206-8067

College of Education and Human Services
Dean 206-6764
Educational Leadership 206-6306
Human Development Counseling 206-8504
Human Services 206-8504
Social Work 206-8524
Teacher Education 206-8682

College of Liberal Arts and Sciences
Dean 206-6512
African-American Studies 206-8582
Astronomy/Physics 206-6721
Biology 206-6630
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Chemistry 206-6589
Clinical Laboratory Science 206-8589
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History 206-6779
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Music 206-8570
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Psychology 206-6865
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Visual Arts 206-6790
Women’s Studies 206-6982

College of Public Affairs and Administration
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Criminal Justice 206-6301
Doctor of Public Administration 206-6876
Environmental Studies 206-6720
Environmental Sciences 206-6720
International Studies 206-8646
Labor Relations 206-8646
Legal Studies 206-6535
Political Studies 206-8646
Public Administration 206-6531
Public Affairs Reporting 206-7444
Public Health 206-8646

Academic Affairs
Provost/Vice Chancellor 206-6615
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Center for Teaching and Learning 206-6503
Assessment 206-7125
Computer Training Coordinator 206-7450
Credit for Prior Learning 206-6962
Educational Technology 206-6550
Library
Archives 206-6520
Circulation 206-6605
Hours Line 206-7687
Information Desk 206-6933
Office of Technology-Enhanced Learning 206-7317
Peoria Center (309) 694-5339
TV Office/Access 4 Springfield 206-6799
Visual Arts Gallery 206-6506
WUIS/WIPA-FM Radio 206-6516

Office of Admissions, Records and Financial Aid
Admissions 206-4847
Toll free (888) 977-4847
Undergraduate Admissions 206-4847
Academic Advising (Initial) 206-4847
Financial Assistance 206-8724
Records/Registrar 206-8709
Registration 206-8174
Graduate Admissions 206-7411
Assistantships Office 206-8544
Graduate Internships 206-8158
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Univesity of Illinois at Springfield
AFRICAN-AMERICAN STUDIES
Undergraduate Minor

Core Faculty Lionel Kimble (history emphasis), Kamau Kemayo (literature emphasis)
Associated Faculty Rachell Anderson, Janis Droeckamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor, James Stuart
Adjunct Faculty Durward Long, Abdul-Rasheed Na'Allah, Luz Solano

Contact: (217) 206-6962, aas@uis.edu or www.uis.edu/africanamericanstudies

African-American studies explores the creation and development of Black life, history, and culture in the United States. The program provides an interdisciplinary examination of the directions and trends of African-American culture and experience from the arrival of the first Africans to the shores of North America to the complexities of contemporary American society. In addition, the program explores the culture and history of African civilizations and examines the African diaspora in Europe, Latin America, the Caribbean, and the Middle East. Students enrolled in African-American studies will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

AFRICAN-AMERICAN STUDIES MINOR
To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division course work at UIS.

Requirements
AAS 425 Overview of African-American Studies 4 Hrs.
AAS 427 African-American History 4 Hrs.
AAS 429 African-American Literature 4 Hrs.
One AAS elective 4 Hrs.
Total 16 Hrs.
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# AFRICAN-AMERICAN STUDIES

## Undergraduate Minor

**Core Faculty**  Kemau Kemayo (literature and cultural production focus)

**Associated Faculty**  Rachell Anderson, Janis Droegkamp, Hugh Harris, William Jordan, Marcellus Leonard, Deborah Kuhn McGregor

**Emeritus Faculty**  James Stuart

**Adjunct Faculty**  Durward Long, Abdul-Rasheed Na'Allah, Luz Solano

**Contact:**  (217) 206-6962, aas@uis.edu or www.uis.edu/africanamericanstudies/

The interdisciplinary African-American studies minor explores the creation and development of black life, history, culture, and thought in the United States. Coursework in the program examines the directions, trends, and products of African-American cultures, from the arrival of the first Africans to the shores of North America to contemporary manifestations of those cultures. In addition, the program provides an introduction to classical African civilization and society. Elective coursework may examine the African Diaspora in Europe, Latin America, the Caribbean, and the Middle East. Many African-American studies courses are cross-listed in other disciplines, in particular history, literature, and women's studies. Students enrolled in African-American studies courses will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

## AFRICAN-AMERICAN STUDIES MINOR

To earn a minor in African-American studies, students must complete a minimum of 16 hours of upper-division coursework at UIS. Note: The course requirements for the African-American studies minor are under review and may change. Contact the AAS adviser, Dr. Kemau Kemayo, for up-to-date information.

### Requirements

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<th>Course</th>
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<td>AAS 425</td>
<td>Overview of African American Studies</td>
<td>4 Hrs.</td>
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<td>AAS 427</td>
<td>African American History or one course from history offerings</td>
<td>4 Hrs.</td>
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<td>AAS 429</td>
<td>African American Literature or one course from literature/creative expression offerings</td>
<td>4 Hrs.</td>
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General Information

Academic Calendar 2006-2007

**Fall Semester 2006**
- August 21, Monday: Classes Begin
- October 14, Saturday: Thanksgiving Break
- November 20 - 24, Monday - Friday: Finals Week
- December 9, Saturday: Semester Ends/Commencement

**Spring Semester 2007**
- January 16, Tuesday: Classes Begin
- March 10, Saturday: Spring Recess
- March 12 - 16, Monday - Friday: Finals Week
- May 5, Saturday: Semester Ends/Commencement

**Summer Term 2007**
- June 4, Monday: Classes Begin
- July 28, Saturday: Session Ends

Campus Connections

A short list of campus offices and services to help you get connected to people who have answers to some frequently asked questions. When calling from on-campus, omit the "206" prefix.

- Academic Advising (Initial): UHB 1030, 206-4847
- Admissions: UHB 1030, 206-4847
- Bookstore: PAC 122, 206-6766
- Campus Police: PDB 10, 206-6690 (Nonemergency), 206-7777 (Emergency)
- Campus Tech Support: HSB 127, 206-7357
- Cashier: PAC 194, 206-6738
- Chancellor's Office: PAC 585, 206-6634
- Counseling Center (Personal): HRC 84, 206-7122
- Credit for Prior Learning: BRK 487, 206-6695
- Disabilities Services: HRC 80, 206-6666
- Adaptive Computer Lab: HRC 80, 206-6668
- Financial Assistance: UHB 1015, 206-6724
- Health Services/Nurse: BSB 20, 206-6678
- Housing Office: HRC 109, 206-7718
- ID Card: HRC 52, 206-6678
- Multicultural Student Affairs: CPV 163, 206-6333
- Parking (Decals/Tickets): PAC 110, 206-7509
- Provost's Office: PAC 530, 206-6615
- Records/Registrar: UHB 1080, 206-6709
- Registration: UHB 1080, 206-6174
- Student Accounts: BSB 87, 206-6077
- Student Affairs (Vice Chancellor): SAB 23, 206-6568
- Student Life: SLB 22C, 206-7715
- Veterans' Adviser: UHB 1015, 206-6724

Academic Programs

**College of Business and Management**
- Dean: UHB 4000, 206-6533
- Accountancy: UHB 4091, 206-6541
- Business Administration: UHB 4054, 206-6780
- MBA: UHB 4049, 206-7920
- Economics: UHB 4091, 206-7174
- Management: UHB 4080, 206-6712
- Management Information Systems: UHB 4091, 206-6687

**College of Education and Human Services**
- Dean: BRK 363, 206-6784
- Educational Leadership: BRK 377A, 206-6305
- Human Development Counseling: BRK 332, 206-6504
- Human Services: BRK 332, 206-6504
- Social Work: BRK 332, 206-6504
- Teacher Education: BRK 330, 206-6682

**College of Liberal Arts and Sciences**
- Dean: UHB 3000, 206-6512
- African-American Studies: UHB 3038, 206-6962
- Astronomy/Physics: HSB 305, 206-6720
- Biology: HSB 223, 206-6630
- Capital Scholars Honors: HSB 101, 206-6301
- Chemistry: HSB 314, 206-6589
- Clinical Laboratory Science: HSB 314, 206-6589
- Communication: UHB 3010, 206-6700
- Computer Science: UHB 3010, 206-6770
- English: UHB 3050, 206-6779
- History: UHB 3050, 206-6779
- Individual Option: UHB 3038, 206-6962
- Liberal Studies: UHB 3038, 206-6962
- Mathematical Sciences: UHB 3100, 206-6770
- Modern Languages: LTH 101, 206-7246
- Music: UHB 3040, 206-6570
- Philosophy: UHB 3050, 206-6779
- Psychology: UHB 3144, 206-6586
- Sociology/Anthropology: UHB 3010, 206-6790
- Visual Arts: CPV 62, 206-6540
- Women's Studies: UHB 3038, 206-6962

**College of Public Affairs and Administration**
- Dean: PAC 440, 206-6523
- Criminal Justice: PAC 384, 206-6301
- Environmental Studies: PAC 322, 206-6720
- International Studies: PAC 366, 206-6646
- Labor Relations: PAC 366, 206-6648
- Legal Studies: PAC 340, 206-6535
- Political Studies: PAC 366, 206-6646
- Public Administration (MBA/OPA): PAC 418, 206-6310
- Public Affairs Reporting: PAC 326, 206-7494
- Public Health: PAC 384, 206-6301

**College of Public Affairs and Administration**
- BRK = Brokans
- BSB = Business Services Bldg.
- CPV = Communication, Psychology & Visual Arts Bldg.
- HRC = Housing Commons Bldg.
- HBB = Human Resources Bldg.
- LTH = Lincoln Residence Hall
- PAC = Public Affairs Center
- PDB = Police Department Bldg.
- SAB = Student Affairs Bldg.
- SLB = Student Life Bldg.
- UHB = University Hall Bldg.
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The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement.
## AFRICAN AMERICAN STUDIES

**AAS 241 Survey of African American History 3 hours**
This course explores the African American “struggles and their efforts to humanize the world, i.e. shaping it in their own interests.” [see Karenga, 2002] In doing so, it uses a multidisciplinary approach to qualify and analyze the diversity of those experiences. The focus of this course is the culture, perspectives and experiences of the people of African American descent living in the United States both in the past and present.

**AAS 261 Survey of African American Literature 3 hours**
This course surveys the great diversity in African American literature form the colonial era up to the present. Special attention is given to the vernacular tradition and its effects on the creative production of Black people in the U. S. although some Caribbean and African authors maybe read. Various interdisciplinary and critical frameworks will be presented to facilitate comprehension and discussion of course material, including audio/visual selections.

**AAS 403 Minority Women: Issues and Perspectives 4 hours**
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. Same as HIS 453, SWK 462, and WMS 403.

**AAS 425 Overview of African-American Studies 4 hours**
Overview of the field of African American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African American people.

**AAS 432 African Americans and American Politics 4 hours**
Examines political, economic, and social factors that affect African American participation in national, state, and local politics. Same as POS 404.

**AAS 433 Civil Rights Movement of the 20th Century 4 hours**
Examines the development of the Civil Rights Litigation Movement and the modern Civil Rights Movement. Issues of Black nationalism, reparations, pan-Africanism, socialism, communism, and Black Power are also reviewed. Major personalities such as B.T. Washington, Marcus Garvey, Asa Randolph, Queen Mother Moore, Angela Davis, and Helen Edmonds are explored and analyzed.

**AAS 439 African And Diaspora Music 4 hours**
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hip-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

**AAS 440 Special Topics in African American History and Culture 4 hours**
Selected topics of special interest in African American History. Specific topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

**AAS 450 Special Topics in African American Studies 4 hours**
Selected topics of special interest in African American Studies. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

**AAS 460 Topics in Africana Literature 4 hours**
Selected topics of special interest in African American Literature and Culture. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

**AAS 464 Women's Spirituality 4 hours**
Exploration of women's spirituality through novels, poetry, autobiographies, and essays by such authors as Gloria Naylor, Starhawk, Mary Daly, Audre Lorde, Judith Plaskow, and Carol Christ. Emphasis on students developing their own spiritual autobiographies. Same as WMS 464, ENG 464.

**AAS 499 Tutorial 1 TO 12 hours**
May be repeated to a maximum of 12 hours.

**AAS 537 Treating Children from Diverse Populations 4 hours**
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. Same as HMS 537. Restricted to Graduate students.
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UNIVERSITY OF ILLINOIS AT SPRINGFIELD
198
AFRICAN-AMERICAN STUDIES
Undergraduate Minor

Core Faculty  Kemau Kemayo (literature and cultural production focus), Angela Winand (history)
Associated Faculty  Rachell Anderson, Hugh Harris, William Jordan, Marcellus Leonard, Durward Long, Deborah Kuhn McGregor, Livinus Odozor, James Stuart, Annette Van Dyke
Adjunct Faculty  Luz Solano

Contact: (217) 206-6962, aas@uis.edu or www.uis.edu/africanamericanstudies/

Overview of the Program
The interdisciplinary African-American studies minor explores the creation and development of black life, history, culture, and thought in the United States. Coursework in the program examines the directions, trends, and products of African-American cultures from the arrival of the first Africans to the shores of North America to contemporary manifestations of those cultures. In addition, the program provides an introduction to classical African civilization and society. Elective coursework may examine the African Diaspora in Europe, Latin America, the Caribbean, and the Middle East. Many African-American studies courses are cross-listed in other disciplines, in particular history, English, and women's studies. Students enrolled in African-American studies courses will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Requirements of the Minor
Students fulfilling the minor in African-American studies will complete an introductory interdisciplinary core course, plus curriculum in history, literature/creative expression, plus upper-division elective hours. The minor consists of at least 15 hours, including:

One of the following introductory courses
- AAS 425 Overview of African American Studies 4 Hrs.
  or AAS 301 Interdisciplinary African American Studies 3 Hrs.

and one of the following
- AAS 427 Overview of African American History, or one course from the AAS 440 offerings 3-4 Hrs.
  or AAS 241 Survey of African American History 3 Hrs.

and one of the following
- AAS 429 Overview of African American Literature or one course from the AAS 460 offerings 3-4 Hrs.

or AAS 261 Survey of African American Literature 3 Hrs.
or AAS 262 Caribbean Literature and Culture 3 Hrs.

Plus upper-division elective African-American studies coursework or approved courses from other disciplines to total at least 15 hours.

Courses offered
- AAS 241 Survey of African American History
- AAS 261 Survey of African American Literature
- AAS 262 Caribbean Literature and Culture
- AAS 301 Interdisciplinary African American Studies
- AAS 403 Minority Women: Issues and Perspectives (same as HIS 453, SWK 462, WMS 403)
- AAS 432 African Americans and American Politics (same as POS 404)
- AAS 433 20th Century Civil Rights Movements
- AAS 440 Special Topics in African American History & Culture
  May be repeated when topics vary.
- AAS 450 Special Topics in African American Studies. Interdisciplinary
  May be repeated when topics vary.
- AAS 460 Special Topics in African American Literature & Creative Expression
  May be repeated when topics vary.
- AAS 499 Independent Study
UIS Course Descriptions
GRADUATE • UNDERGRADUATE
2007/2008

University of Illinois at Springfield

www.uis.edu
General Information

Academic Calendar 2007-2008

Fall Semester 2007
- August 20, Monday: Classes begin
- September 3, Monday: Labor Day, campus closed
- October 13, Saturday: Midpoint
- November 19 - 23, Monday - Friday: Thanksgiving break
- December 8, Saturday: Classes end
- December 10 - 15, Monday - Saturday: Finals week
- December 15, Saturday: Semester ends

Spring Semester 2008
- January 14, Monday: Classes begin
- January 21, Monday: MLK observance, campus closed
- March 8, Saturday: Midpoint
- March 10 - 14, Monday - Friday: Spring recess
- May 3, Saturday: Classes end
- May 5 - 10, Monday - Saturday: Finals week
- May 10, Saturday: Semester ends

Summer Term 2008
- June 2, Monday: Classes begin
- July 26, Saturday: Session ends

Campus Connections
A short list of campus offices and services to help you get connected to people who have answers to some frequently asked questions. When calling from on-campus, omit the "20" prefix.

Academic Advising (Initial) UHB 1080, 206-4847
Admissions UHB 1080, 206-4847
Bookstore PAC 122, 206-6766
Campus Police POB 10, 206-6690 (nonemergency) 206-7777 (emergency)
Campus Tech Support HSB 127, 206-7357
Cashier PAC 184, 206-6738
Chancellor's Office PAC 556, 206-6654
Counseling Center (Personal) HRB 64, 206-7122
Credit for Prior Learning BRK 487, 206-6686
Disabilities Services HRB 80, 206-6666
Adaptive Computer Lab HRB 90, 206-6668
Financial Assistance UHB 1015, 206-6724
Health Services/Nurse BSB 20, 206-6676
Housing Office HBC, 206-6190
ID Card PAC 109, 206-7718
International Student Services HRB 92, 206-6678
Multicultural Student Affairs VPA 163, 206-6333
Parking (Decals/Tickets) POB 10, 206-7509
Provost's Office PAC 530, 206-6615
Records UHB 1076, 206-6709
Registration UHB 1076, 206-6174
Student Accounts BSB 87, 206-6077
Student Affairs (Vice Chancellor) SAB 23, 206-6581
Student Life SAB 20, 206-6665
Veterans' Adviser UHB 1015, 206-8724

Academic Programs

College of Business and Management
- Dean UHB 4000, 206-6533
- Accountancy UHB 4031, 206-6541
- Business Administration
  - MBA UHB 4054, 206-6790
- Economics UHB 4034, 206-7920
- Management UHB 4080, 206-6712
- Management Information Systems UHB 4021, 206-5087

College of Education and Human Services
- Dean BRK 363, 206-6794
- Educational Leadership BRK 377A, 206-6306
- Human Development Counseling BRK 332, 206-6504
- Human Services BRK 332, 206-6504
- Social Work BRK 332, 206-6504
- Teacher Education BRK 330, 206-6662

College of Liberal Arts and Sciences
- Dean UHB 3000, 206-6512
- African-American Studies UHB 3038, 206-6582
- Astronomy/Physics HSB 140, 206-6721
- Biology HSB 223, 206-6650
- Capital Scholars Honors UHB 101, 206-7246
- Chemistry HSB 314, 206-6589
- Clinical Laboratory Science HSB 314, 206-7348
- Communication UHB 3010, 206-6790
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- Sociology/Anthropology UHB 3010, 206-6790
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College of Public Affairs and Administration
- Dean PAC 430, 206-6523
- Criminal Justice PAC 384, 206-6301
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- Political Studies PAC 365, 206-6646
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- Public Affairs Reporting PAC 365, 206-7494
- Public Health PAC 384, 206-6301

Campus Connections
- Academic Advising (Initial) UHB 1080, 206-4847
- Admissions UHB 1080, 206-4847
- Bookstore PAC 122, 206-6766
- Campus Police POB 10, 206-6690 (nonemergency) 206-7777 (emergency)
- Campus Tech Support HSB 127, 206-7357
- Cashier PAC 184, 206-6738
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- Counseling Center (Personal) HRB 64, 206-7122
- Credit for Prior Learning BRK 487, 206-6686
- Disabilities Services HRB 80, 206-6666
- Adaptive Computer Lab HRB 90, 206-6668
- Financial Assistance UHB 1015, 206-6724
- Health Services/Nurse BSB 20, 206-6676
- Housing Office HBC, 206-6190
- ID Card PAC 109, 206-7718
- International Student Services HRB 92, 206-6678
- Multicultural Student Affairs VPA 163, 206-6333
- Parking (Decals/Tickets) POB 10, 206-7509
- Provost's Office PAC 530, 206-6615
- Records UHB 1076, 206-6709
- Registration UHB 1076, 206-6174
- Student Accounts BSB 87, 206-6077
- Student Affairs (Vice Chancellor) SAB 23, 206-6581
- Student Life SAB 20, 206-6665
- Veterans' Adviser UHB 1015, 206-8724
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The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. Same as HIS 453, SWK 462, and WMS 403.

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Overview of the field of African American studies; historical and contemporary social, religious, educational, cultural, political, and economic experiences of African American people.

AAS 432 African Americans and American Politics 4 hours
Examines political, economic, and social factors that affect African American participation in national, state, and local politics. Same as POS 404.

AAS 433 Civil Rights Movement of the 20th Century 4 hours
This discussion course examines a body of literature which represents the connections between the intellectual contributions of African American essayists to traditions of thought in United States history in the twentieth century and the political activism of educated professionals and grass-roots community figures. Same as LSC 433.

AAS 439 African And Diaspora Music 4 hours
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 440 Special Topics in African American History and Culture 4 hours
Selected topics of special interest in African American History. Specific topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

AAS 450 Special Topics in African American Studies 4 hours
Selected topics of special interest in African American Studies. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

AAS 460 Topics in Africana Literature 4 hours
Selected topics of special interest in African American Literature and Culture. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office and in the Schedule Addendum. May be repeated if topics vary.

AAS 464 Women's Spirituality 4 hours
Exploration of women's spirituality through novels, poetry, autobiographies, and essays by such authors as Gloria Naylor, Starhawk, Mary Daly, Audre Lorde, Judith Plaskow, and Carol Christ. Emphasis on students developing their own spiritual autobiographies. Same as WMS 464, ENG 464.

AAS 499 Tutorial 1 to 12 hours
May be repeated to a maximum of 12 hours.

AAS 537 Treating Children from Diverse Populations 4 hours
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. Same as HMS 537. Restricted to Doctoral - Springfield, and Graduate - Springfield.
Guide to Programs
GRADUATE UNDERGRADUATE
2008/2009

University of Illinois at Springfield
AFRICAN-AMERICAN STUDIES
Undergraduate Minor

Core Faculty Kemau Kemayo (literature and cultural production focus), Angela Winand (history)
Associated Faculty Rachell Anderson, William Jordan, Marcellus Leonard, Durward Long, Deborah Kuhn McGregor, Livinus Odozor, James Stuart, Annette Van Dyke
Adjunct Faculty Luz Solano

Contact: (217) 206-6962, aas@uis.edu or www.uis.edu/africanamericanstudies/

Overview of the Curriculum
The interdisciplinary African-American Studies minor explores the creation and development of black life, history, culture, and thought in the United States. Coursework in the department examines the directions, trends, and products of African-American cultures from the arrival of the first Africans to the shores of North America to contemporary manifestations of those cultures. In addition, the curriculum provides an introduction to classical African civilization and society. Elective coursework may examine the African Diaspora in Europe, Latin America, the Caribbean, and the Middle East. Many African-American studies courses are cross-listed in other disciplines, in particular History, English, and Women and Gender Studies. AAS currently features strong offerings in the area of popular culture. Students enrolled in African-American studies courses will receive a broad education in the appreciation of ethnicity, culture, history, and political and social philosophy.

Requirements of the Minor
Students fulfilling the minor in African-American studies will complete an introductory interdisciplinary core course, plus curriculum in History, Literature/Creative Expression, and upper-division elective hours. The minor consists of at least 15 hours, including:

The following introductory course
AAS 301 Interdisciplinary African American Studies 3 Hrs.

and one of the following
one course from the AAS 440 offerings 3-4 Hrs.
   or AAS 241 Survey of African American History 3 Hrs.

and one of the following
one course from the AAS 460 offerings 3-4 Hrs.
   or AAS 261 Survey of African American Literature 3 Hrs.
   or AAS 262 Caribbean Literature and Culture 3 Hrs.

Plus upper-division elective African-American Studies coursework or approved courses from other disciplines to total at least 15 hours.

Select LSC courses may count toward the minor. See the minor adviser, Dr. Kemayo.

Courses offered
AAS 241 Survey of African American History
AAS 261 Survey of African American Literature
AAS 262 Caribbean Literature and Culture
AAS 301 Interdisciplinary African American Studies
AAS 403 Minority Women: Issues and Perspectives (see HIS 453, SWK 462, WMS 403)
AAS 432 African Americans and American Politics (see POS 404)
AAS 433 20th Century Civil Rights Movements
AAS 440 Special Topics in African American History & Culture
   May be repeated when topics vary.
AAS 450 Special Topics in African American Studies. Interdisciplinary
   May be repeated when topics vary.
AAS 460 Special Topics in African American Literature & Creative Expression
   May be repeated when topics vary.
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Human Services

Individual Option

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Management

Management Information Systems

Mathematical Sciences

Modern Languages

Music

Philosophy

Political Studies

Psychology

Public Administration

Public Affairs Reporting

Public Health

Social Work

Sociology/Anthropology

Teacher Education

Theatre

University Courses

Visual Arts

Women and Gender Studies

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement.
AFRICAN AMERICAN STUDIES

AAS 241 Survey of African American History 3 hours
This course explores the African American “struggles and their efforts to humanize the world, i.e. shaping it in their own interests” [see Karenga, 2002]. In doing so, it uses a multidisciplinary approach to qualify and analyze the diversity of those experiences. The focus of this course is the culture, perspectives and experiences of the people of African American descent living in the United States both in the past and present. Same as HIS 241. This course fulfills a general education requirement at UIS in the area of Social and Behavioral Sciences.

AAS 261 Survey of African American Literature 3 hours
This course explores the diversity in African American literature from the colonial era up to the present. Special attention is given to the vernacular tradition and its effects on the creative production of Black people in the U.S. Although some Caribbean and African authors may be read. Various interdisciplinary and critical frameworks will be presented to facilitate comprehension and discussion of course material, including audio/visual selections. This course fulfills a general education requirement at UIS in the area of Humanities. Humanities course.

AAS 262 Calabash: Caribbean Literature and Culture 3 hours
Surveys the great diversity in Caribbean cultural expressions with a focus on literature, music and film. This course fulfills a general education requirement at UIS in the area of Humanities. Humanities course.

AAS 301 ECCE: African American Studies 3 hours
This course explores the interdisciplinary nature of African American Studies. It exposes students to the main topics, contributing fields of study and central paradigms associated with the discipline, i.e. the historical and contemporary social, religious, creative, cultural, political and economic experiences of people of African descent living in the United States. Although the focus is on the US, it necessarily presents a Pan-Africanist/diasporan orientation that pervades the discipline. This course fulfills an Engaged Citizenship Common Experience requirement at UIS in the area of ECCE U.S. Communities or ECCE Elective.

AAS 403 Minority Women: Issues and Perspectives 4 hours
The experience of women of color is at the center of this course. Interdisciplinary consideration of the intersection of race, class, and gender in the lives of women past and present. Same as HIS 453, SWK 462, and WGS 403.

AAS 432 African Americans and American Politics 4 hours
Examines political, economic, and social factors that affect African American participation in national, state, and local politics. Same as POS 404.

AAS 433 ECCE: Civil Rights Movement of the Twentieth Century 4 hours
This discussion course examines a body of literature which represents the connections between the intellectual contributions of African American essayists to traditions of thought in United States history in the twentieth century and the political activism of educated professionals and grass-roots community figures. This course fulfills an Engaged Citizenship Common Experience requirement at UIS in the area of U.S. Communities or ECCE Elective.

AAS 439 African And Diaspora Music 4 hours
Examines the influence of African music in the United States, Latin America, and the Caribbean. Important African and diaspora rhythms of hi-life, congo, blues, jazz, soca, salsa, samba, and many others are discussed.

AAS 440 Special Topics in African American History 4 hours
Selected topics of special interest in African American History. Specific topic is reflected in class title in each semester schedule. Description of topic will be available in Department office. May be repeated if topics vary.

AAS 450 Special Topics in African American Studies 4 hours
Selected topics of special interest in African American Studies. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office. May be repeated if topics vary.

AAS 460 Topics in Africana Literature 4 hours
Selected topics of special interest in African American Literature and Culture. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office. May be repeated if topics vary.

AAS 463 ECCE: Counseling in Black Literature 3 hours
This course takes an interdisciplinary, multi- and cross-cultural approach to the analysis of African American culture, using it as a basis for introducing students to the basic philosophy of Professional Counseling, developing sensitivity and awareness to the variety of social and psychological issues affecting the Black community, especially as conceived and expressed creatively in literary forms by Black writers. Close readings of literature, particularly novels that provide useful character and plot development, will be viewed as case studies to be discussed and analyzed. Students will also engage in a field project to explore course issues in the local community. This course fulfills an Engaged Citizenship Common Experience requirement at UIS in the area of ECCE U.S. Communities or ECCE Elective.
AAS 464 Women's Spirituality 4 hours
Exploration of women's spirituality through novels, poetry, autobiographies, and essays by such authors as Gloria Naylor, Starhawk, Mary Daly, Audre Lorde, Judith Plaskow, and Carol Christ. Emphasis on students developing their own spiritual autobiographies. Same as WGS 464, ENG 464.

AAS 499 Tutorial 1 to 12 hours
May be repeated to a maximum of 12 hours.

AAS 537 Treating Children from Diverse Populations 4 hours
Exploration of ethnicity issues confronting parents from diverse populations. Focus is on health and mental health agencies and in education and training facilities; economic, law enforcement, and religious institutions will also be considered. Problems of abuse, neglect, delinquency, and abandonment will be studied, focusing on understanding the typical solutions to these problems. Same as HMS 537. Restricted to Doctoral - Springfield, and Graduate - Springfield.
LEADERSHIP.............................................SECTION 6
INCLUDES VITAES
The following faculty members were employed within Afro-American studies or were key affiliate faculty that helped to grow the African American studies minor:

**1983-1984: Darryl Thomas.** Associate Professor within Department of African American studies at Penn State University. Former Assistant Professor within the Department of Political Studies and 2nd Convener of Afro-African American Thematic Sequences Activity at University of Illinois Springfield within the School of Innovative and Experimental Learning. Dr Thomas (vitae attached) replaced Dr David McBride, who was 1st Convener.

**1994-1998: Maria Mootry (deceased).** Former Associate Professor of English and African American studies. First Convener of African American studies program at the University of Illinois Springfield (obituary attached).

**1997-2003: Vibert White.** Professor of History at University Central Florida. Former Chair of African American studies program and Professor of History at the University of Illinois Springfield (vitae attached).

**2000-2001: Cynthia Lehman.** Professor of History at Antelope Valley College. Former assistant professor of African-American studies and History. Taught the first introduction course on Black studies at University of Illinois Springfield. Lehman left the University after a year because she experienced difficulties from black faculty as a white academic teaching Black studies courses (no further information available).

**2003-2004: Abdul-Rasheed Na'Allah.** Chairperson, Department of African-American Studies at Western Illinois University. Former Chair of African American studies minor at the University of Illinois Springfield (vitae attached).

**2004: Marcellus Leonard.** Associate Professor of English Writing. Center for Teaching and Learning and former Interim Chair of the African-American studies minor at the University of Illinois Springfield (vitae attached).
2004-2005: Lionel Kimble. Assistant Professor of Philosophy and Political Science at Chicago States University. Former professor of Political Science within the Department of African American studies at University of Illinois Springfield. Dr Kimble’s hire was significant signaling the first time more than one faculty was employed to teach in Department of African American studies (no further information available).

2004-present: Kamau Kemayo. First tenure and Chair of the Department of African studies minor at University of Illinois Springfield. Dr Kemayo is also the first fulltime-hired faculty member within the Department of African American studies. Like Dr Kimble, Dr Kemayo’s appointment was significant signaling the first time more than one faculty was employed to teach within the Department (vitae attached).

2006-present: Angela Winand. Assistant Professor of African American studies minor. Dr Winand is the third faculty member and first female to be hired exclusively without joint appointment within the Department of African American studies. However, it important to note that as of 2009, Ms Winand became part time faculty within gender and women studies (vitae attached).

What follows are some administers who worked closely (or helped to expand) Afro-American Studies:

Student Affairs

*1976- 2005: Ms. Terri Jackson (deceased). Former Director, Office of Minority Student Affairs (*1976- 2005). Chris Miller, former Vice President of Student Affairs, was hired in 2005 after Ms Jackson’s passing (obituary attached).

Academic Affairs

1972-1991: LeRoy Jordan (retired). Former Assistant Director. Dean of Innovative and Experimental Cluster and Vice President of Academic Affairs. He collaborated with Drs Darryl Thomas and McBride to develop Afro American Thematic Sequence Activity, the predecessor program to the current African American studies minor (vitae attached).
Provost

2001-2004: Michael Cheney. Senior fellow. Institute of Government and Public Affairs, University of Illinois Urbana. Professor Communication and Associate Professor of Economics at University of Illinois Springfield. He was former provost and Vice Chancellor for Academic Affairs (2001-2005). As Provost, Cheney was keenly interested in the expansion of the African American studies department, including its faculty (vitae attached).
CURRICULUM VITAE

DARRYL CLARK THOMAS
Associate Professor
Department of African and African Studies
205 Willard Building
Pennsylvania State University
University Park, PA
(814) 863-2427
dct10@psu.edu

EDUCATION

Ph.D. The University of Michigan (Political Science) 1987
The Theory and Practice of Third World Solidarity: From Afro-Asianism, Non-Aligned to the

M A The University of Michigan (Political Science) 1975

B A Florida A and M University (Afro-American Studies and
American History) 1972

RESEARCH AND TEACHING INTERESTS

World Politics/International Relations Theory
African Americans Politics and American Foreign Policy
Comparative Politics and Political Economy
Democratic Transitions in Developing Countries
Urban Politics/African American Entrepreneurship
Political Theory/Comparative Black Political Thought/Political Philosophy
International Politics of Third World/Africa
Globalization/Inequality/Economic & Social Justice
African Diaspora/Global Black Radical Movements
Racial Capital/Racial Formation/Black Entrepreneurship & Business Development

EMPLOYMENT

2005 – Present The Pennsylvania State University
Associate Professor, The Department of African and African American Studies

1986 – 2005

**Binghamton University**

1994 – 2005, Associate Professor Departments of Africana Studies
Political Science & Philosophy, Interpretation and Culture
Graduate Program

1997 – 2003, Head, Africana Studies Department

1987-1993, Assistant Professor, Department of Political Science and the Department of Afro-American & African Studies

1986-1987, Lecturer - Departments of Political Science and Afro-American and African Studies

1980-1986

**Sangamon State University**

1980-1986, Assistant Professor, Department of Political Science and the School of Innovative and Experiential Learning the University of Illinois at Springfield

**PUBLICATIONS**

**Book**


**Book Chapters**


Edited Journal


Co-Edited Journals


Articles


Thomas, Darryl and Dennis Canterbury “Global Africa and the Challenge of Globalization, Democratization and Transition, In International Journal of African Studies, Volume 3.1,


Manuscripts Submitted for Publication


Work in Progress


Book Manuscripts

With H.L.T. Quan, The Color of Accumulation: The Theory and Practice of Black Capitalism
With H.L.T. Quan, *Economic New Jacks: The Historical and Political Development of Black Capitalism in the United States: A Multi-City Project of Major Metropolitan Areas in the Northeast, Midwest, South and West Coast.* (a multi-volume project)


**Articles**

With H.L.T. Quan, "From Black Capitalism to Racial Capital and Black Capital Formation: Black Entrepreneurship and Business Development in the Globalization Era,"

"Global Hegemonies, Empire, and Violence: Terms of Order in the Age of Globalization and the Global War on Terrorism,"

**SELECTED PROFESSIONAL ACTIVITIES**

**Presentations and Meetings**


**SELECTED SEMINARS AND WORKSHOPS**

Member of Pennsylvania State University’s Interdisciplinary Workshop on Globalization 2006/2007

Member of the Pennsylvania State University Interdisciplinary Seminar on Comparative Slavery in Africa and the United States 2006/2007


**COURSES TAUGHT**

**Pennsylvania State University 2005 - Present**

AAAS 083 - Freshman Seminar Fall term 2005
AAAS 100 - Blacks in the 20th Century Spring term 2006
AAAS 445Y Politics of Affirmative Action Spring term 2006
AAAS 100 Blacks in the 20th Century Fall 2006
AAAS 409 Inequality In the United States Fall 2006
AAAS 445Y Politics of Affirmative Action Spring 2007
AAAS 100 Blacks in the 20th Century Spring 2007
AAAS 100 Blacks in the 20th Century Fall 2007
AAAS 409 Inequality in the United States Fall 2007
AAAS 100 Blacks in the 20th Century Spring 2008
AAAS 423 Black Liberation and American Foreign Policy Spring 2008

Binghamton University 1986 - 2005

Politics of Black Liberation
Comparative Black Political Thought
Politics of Sub-Saharan Africa
International Relations of Africa
Political Development
Political Participation in America
Urban Politics
Black Politics in America
Introduction to Africana Studies
Globalization, Democratization and Transitions in Developing World
Political Economy of Development
International Politics of the Third World
Politics, Democracy and Transitions in the Developing World
Globalization, Democratization and Transitions in the Developing World Workshop
Globalization, Africana Studies and Interdisciplinary Approaches to Knowledge Workshop
The African and the African Diaspora Interconnections with Asian and Latin American Diaspora

Sangamon State University 1980 - 1986

World Politics
American Foreign Policy - Graduate Course
Issues in World Politics
The Struggle for Southern Africa
The Struggle for South Africa
African Politics
Black Political Participation
Comparative Politics Graduate Course
International Organization - Graduate Course

PROFESSIONAL ACTIVITIES
Serve as an external reviewer for hiring and promotion to Full Professorship African American & African Diaspora Studies and Political Science Indiana University at Purdue University & Indianapolis Spring term 2007
Reviewed articles for the Canadian Journal of Development Studies July 2005
Reviewed Articles for the Economic Development Quarterly 1997-2005
Reviewed articles for Urban Studies Quarterly 1990-2005
Read manuscripts for Longman and SUNY Press 1987-2005
Dissertation and Examining Committees for Doctoral students in Political Science, Sociology, Anthropology, History and Philosophy, Interpretation and Culture Graduate Program 1986 and Continuing

PROFESSIONAL MEMBERSHIP

African Studies Association
American Political Science Association
Executive Board New York African Studies Association
Institute of Global Cultural Studies Newsletter Editorial Team
Midwest Political Science Association
National Conference of Black Political Science
New York African Studies Association
President of the New York African Studies Association
Secretariat for the New York African Studies Association
Society for the Study of Islamic Philosophy and
Society for the Study of Ancient Greek Philosophy
Third World Studies Association - Chicago, Illinois

HONORS, FELLOWSHIPS, RESEARCH PROJECTS AND SABBATICAL LEAVE

Research Leave Spring Term 2004

Sabbatical Leave Fall Term 2003

Director of Africa and African Diaspora Workshop 2001-Present

Fellow at the Center on Democratic Performance and on the Advisory Board of the Center on Democratic Performance 2000-2005

Director – Globalization, Africana Studies and Interdisciplinary Approaches to Knowledge Workshop 1997-2001 Academic Years

Director - Globalization, Democratization and Transitions in the Developing World
Competed for Binghamton University’s Harpur College of Arts & Sciences Funding for Faculty Organizing Interdisciplinary Research Workshops for Faculty, Undergraduate and Graduate Students 1997-2003
1997-98 academic year: Ford Foundation Africana Studies Consortium Collaborative Research Grant: "Globalization and Development in the Black World: The Impact of Industrialization and Technological Imperative on Black and Hispanic Communities." with Professor Donald Ohadike to develop a working paper and preliminary bibliography on this topic. ($2500)

Sabbatical Leave Fall Term 1996

Research Leave -Spring Term 1991

Braudel Center Research Working Group on Southern Africa 1987-91

Visiting Scholars Program - Center for Latin American Studies, the University of Chicago Summer 1987

Research Associate Fernand Braudel Center for the Study of Economics, Historical Systems, and Civilizations 1987-2005

The National Endowment for the Humanities Summer Fellowship, the University of Chicago Summer 1982

The University of Michigan Southern African Committee Research Grant Winter Term 1980

The University of Michigan Horace Rackham Block Grant Fall Term 1976

Phi Gamma Mu - Social Science Society, Florida Chapter 1974

The University of Michigan - Institute for Social Research Grant for Statistical Analysis Summer 1974


UNIVERSITY SERVICE

Pennsylvania State University


Co-Chair of Graduate Curriculum Committee, Department of African & African American Studies 2007/2008


Co-Chair Graduate Curriculum Committee, Department of African and African American Studies 2006/2007
2006/2007 Member/Promotion and Tenure Committee, Department of African and African American Studies
2005/2006 Chair – Curriculum Committee, Department of African and African American Studies
2005/2006 Member of the Seminar/Conference Committee

Binghamton University

Department of Political Science

1987-1988 Senior Faculty Search Committee
1986-1987 Graduate Curriculum Committee
1986-1990 Director of International Studies - Undergraduate Program

The Africana Studies Department

1998-2005 Harpur College of Arts and Sciences Rules Committee
1998-2000 Faculty Senate
1994-1996 Faculty Senate
1993-1994 Director of Undergraduate Studies, Department of Africana Studies
1990-1991 Curriculum Development Committee
1990-1991 Search Committee for Chair Africana Studies Department
1989 Director of Undergraduate Studies
1987-1989 Harpur College of Arts and Sciences Admission Committee
1987-1989 Harpur College of Arts and Sciences American Studies Committee
1986-1994 Faculty Adviser Black Student Union
1986-1989 Harpur College of Arts and Sciences Council
1986-1988 Africana Studies and Sociology Search Committee

Institute for Student Centered Learning

2002-2005 Faculty Associate

Institute of Global Cultural Studies

1992-2005 Faculty Associate

Latin American and Caribbean Area Studies Program

1989-2005 Faculty Associate
Philosophy Department - Philosophy Interpretation and Culture

2005  Research Associate--Center for Interdisciplinary Studies in Philosophy, Interpretation and Culture
1997-2005  Associated Faculty – The Graduate Program

Committees

2005  Global Studies Search Committee
2005  Harpur College Humanities Taskforce
2004-2005  IGCS Faculty Research Committee
2001-2005  University Subcommittee on Assessment and Evaluation of General Education
2001  Search Committee for the Vice Provost and Dean of Graduate School
2001  Search Committee for the Director of EOP
2001  Undergraduate Assessment and Evaluation Subcommittee
2000-2001  Harpur College Humanities Taskforce
1997  Global Studies Committee
1991-1996  Martin L. King Celebration Committee
1989-1997  Minority Recruitment Committee - Graduate School
1989-1991  University Minority Student Retention Committee
1987-1988  Search Committee for the Vice Provost

Sangamon State University

1983-1986  Director of Afro-American Studies
1980-1986  Associate Faculty Individual Option Program
1980-1983  Director of International Studies

COMMUNITY SERVICE

2001-2005  The Southern Tier Underground Railroad Commission
1999-2002  The Minorities and Women Business Enterprise Development Center, Inc. Chair-Executive Board
1997-2003  The City of Binghamton Community Development Block Grants Citizen Advisory Committee
1994  Broome County Urban League Neighborhood Task Force
1994  Citizen Action of Broome County CRA Coalition – Consultant
1989-2005  Citizen Action of Broome County Executive Board
MOOTRY, MARIA
OBITUARIES

State Journal-Register, The (Springfield, IL) - Wednesday, May 31, 2000
Section: LOCAL
Page: 11
Dr. Maria K. Mootry

SPRINGFIELD - Dr. Maria K. Mootry , 56, of Springfield died Monday, May 29, 2000, at St. John's Hospice.

She was born Jan. 3, 1944, in Nashville, Tenn., the daughter of Primus J. Mootry Sr. and Helen R. Matchett Rushing.

Dr. Mootry was a graduate of Farragut High School in Chicago. She attended Roosevelt University, where she received her bachelor's degree. She taught in the Chicago school system and received her master's degree from the University of Wisconsin. She later received her doctorate from Northwestern University in Evanston. She taught at Southern Illinois University in Carbondale and Grinnell College and was a professor at the University of Illinois in Springfield. She published five books and other works including various plays and poetry. She also did research in bioethics.

Survivors: a daughter, Aisha Joy Mootry of Evanston; a son, Jonathan P. Ikerionwu of Springfield; mother, Helen M. Rushing of Chicago; grandmother, Bishop Helen M. Lewis of West Palm Beach, Fla.; a brother, Primus J. (wife, Carolyn J.) Mootry of Anderson, Ind.; three sisters, Constance L. (husband, Kevin) Yokley, Beverly M. Ware and Janice D. (husband, Leif B. Sorensen) Nolan, all of Chicago; five aunts; four uncles; and several nieces, nephews and cousins.

Memorial services: 4 p.m. Friday, Grace United Methodist Church, the Rev. Beverly Wilkes officiating.

Funeral services: 11 a.m. Monday, Cedar Park Funeral Home and Cemetery in Chicago. James D. Memorial Chapel is in charge of arrangements.
WHITE, VIBERT
Vibert L. White, Jr.

Office: 534-F, Colborn Hall, Department of History
University of Central Florida
Orlando, Florida
(407) 823-1025
vwhite@mail.ucf.edu

Current Position: Director & Associate Professor of Public History (University of Central Florida), Affiliated Faculty Member of the Institute of Public Affair/Lincoln Center (University of Illinois), Springfield, Illinois; Affiliated Faculty Member, Heritage Institute–Department of Archeology, University of Maryland, College Park, Maryland; Director–New Philadelphia Project, University of Illinois at Springfield.

ACADEMIC PREPARATION:

Ph.D. in American History, The Ohio State University, Columbus, Ohio, June 1988
M.A. in American History, Purdue University, West Lafayette, Indiana, 1982
B.A. in History, Bethune-Cookman College, Daytona Beach, Florida, 1980

AREAS OF EXPERTISE:

- Twentieth Century American History
- Constitutional and Legal History
- African-American History
- Labor and Social History
- Post Dissertation Expertise: Afro-Hispanic & The Black Latino/Caribbean Experience

DISSERTATION:

- "Developing A 'School' of Civil Rights Lawyers: From the New Deal to the New Frontier

DISSERTATION COMMITTEE:

Dr. Warren Van Tine
Dr. Amos Loveday
Dr. Brad Chapin
Dr. Henry Taylor
Second Language:
Conversational Portuguese

PUBLICATIONS:

BOOKS:


IN PROGRESS:


"The Relationship Between Black and Jewish American in the 20th Century, (Article)." Currently, being revised for publication.

ARTICLES:


"Por Dentro Da Nacao Do Isla," *Cultural Vozes.* Volume 95, Number 3, 2001. Rio de Janeiro, Brazil. (Written in Portuguese).


**ARICLES IN THE REVIEW PROCESS:**


"The Lynene Brotherhood: The Transition of African Islam to Haitian Vodun."

**NEWSPAPER/MAGAZINE**


"Art of Asia Provides Insight into Islam," Call and Post, Cincinnati, OH (March 9, 1991), p. 25.

SCHOLARLY PRESENTATIONS:


"Radical Middle Eastern Muslims and Black America," UI Alumni Association, St. Louis, May 29, 2002.


"Terrorism in America: What Does It Mean to Brazil?" Bahia State TV–Academic Discussion, Bahia, Brazil. January 9, 2002.


"Teaching Afro-Brazilian History in Brazilian Colleges and Universities." Meeting of Brazilian Scholars and Educators Conference, ACBEU-Pituba, Salvador, Bahia, Brazil, August 16, 2001.


"Teaching Instructors How to Teach Culture & History," Brazilian Conference for Professors, AERBU, Salvador, Brazil, August 7-10, 2000.


Reviewed Papers: Social History Conference, University of Cincinnati, Cincinnati, OH,
November 9, 1991.


Reviewed Papers on Third World Environmental Problems, American Society for Environmental History Conference, University of Houston, Houston, TX, February 28, 1991.

"Forging a Network of Lawyers, Academicians and Associations for the Civil Rights Struggle," The Association for the Study of Afro-American Life and History, Chicago, IL, October 27, 1990.

"Vanguard League of Columbus, Ohio," Department of Sociology Colloquium, University of Cincinnati, Cincinnati, OH, May 7, 1990.


"Blacks in the Global Community," The Black Male Think Tank, University of Cincinnati, Cincinnati, OH, January 12, 1990.


"The Black Elite and the Civil Rights Litigation Movement in the 1930's," The Association for the Study of Afro-American Life and History, October 10, 1988, Cherry Hill, NJ.

"Vanguard League of Columbus, Ohio," Ohio Academy of History Conference, April 16, 1988, Wittenberg University, Wittenberg, Ohio.


"The Building of Black Cincinnati," Hasker Nelson Black Memo Show, WCPO TV-CBS,
Cincinnati, OH, February 27, 1993.


"Spike Lee: Did He Do the Right Thing with Malcolm X?" University of Cincinnati Medical School, University of Cincinnati, Cincinnati, OH, February 9, 1993.


"Graduate Students and Non-Whites," Graduate Student Teaching Seminar, University of Cincinnati, Cincinnati, OH, August 12, 1993.


Discussion on Black Leaders in Cincinnati, Northern Kentucky University Television, Covington, KY, February 12, 1992.


African American and Their Role in European America," Delta Sigma Delta Sorority, University of Cincinnati, Cincinnati, OH, February 27, 1991.


"Blacks in the Persian Gulf," Delta Sigma Theta, University of Cincinnati, Cincinnati, OH,
February 24, 1991.


"God and Apartheid," St. Andrew's Episcopal Church, Cincinnati, OH, April 1, 1990.

"The Genesis Experience: In the Beginning Everything was Black," The 1990 Black Caucus Ball, University of Cincinnati, Cincinnati, OH, March 6, 1990.


"Africans in Antiquity," United Black Association of Faculty, Administrators and Staff, University of Cincinnati, OH, February 27, 1990.


"Education and the Underclass," Upward Bound Program, July 8, 1989, University of South Florida, Tampa, FL.


"Martin Luther King and Revolutionary Theology," Black History Program, Four-H Youth Progressive Club and the Penn State University-Luzerene County, Wilkes-Barre, PA, January 29, 1989.

"Black History and Black Males," Black History Program, Retreat Correctional Center, Hunlock Creek, PA, January 19, 1989.


Martin Luther Panel Discussion, Panel Discussions, Program Celebrating King's Birthday, Black Cultural Society, Bloomsburg University, Bloomsburg, PA, January 15, 1989.


"Integration v. Separation," Minority Student Services, Office of Student Life, the Ohio State University, Columbus, OH, May 25, 1988.


"Howard University and the Civil Rights Movement," Bloomsburg University, Bloomsburg, PA,
February 8, 1988.


MUSEUM EXHIBITS:


Pullman Porters and Recaps of Cincinnati, Cincinnati Historical Society, Union Terminal, Cincinnati, Ohio, 1994.

Natti Town: First 150 Years of Black Cincinnati, Black History Museum, Ohio Historical Society, Union Terminal, Permanent Exhibit, Cincinnati, Ohio, 1995.


Paul Laurence Dunbar: The Man, His Time, His Life, Ohio Historical Society/Ohio Bell, Columbus, Ohio, 1988.

THINK TANK:


University of Minnesota, St. Paul, Minnesota, 2003-2004

ACADEMIC COMMITTEES:


Lincoln Center and Library Committee, University of Illinois, Springfield, Illinois, 2001-continuous.


College of Arts and Sciences, Tenure and Promotion Committee, University of Illinois at Springfield, Illinois, 2001-2002.


Black History Month Committee, African-American Studies Department, University of Cincinnati, Cincinnati, OH, March, 1992.

Search Committee for Associate Dean of the College of Arts and Sciences, University of Cincinnati, Cincinnati, OH, 1991-1992.

Search Committee for Assistant Professor in the Department of Educational Foundations, University of Cincinnati, Cincinnati, OH, 1991-1992.

Governor's Task Force on African-American Males, Columbus, OH, 1991-present.

Search Committee for Head/Chair of African-American Studies Department, University of Cincinnati, Cincinnati, OH, 1989-1991.


Committee on African-American Cultural, Research and Education Center, University of Cincinnati, Cincinnati, OH, 1990-1991.


Search Committee for a Chair, African-American Studies Department, University of

Search Committee for Assistant Professor in American History, African-American Studies Department, University of Cincinnati, Cincinnati, OH, 1989-1990.


Martin Luther King Committee, Bloomsburg University, Bloomsburg, PA, 1988-1989.

Human Relations Committee, Bloomsburg University, Bloomsburg, PA, 1988-1989.

BOARD MEMBER:


Middle States African Studies Association, Charleston, West Virginia, 1998-Present.

CIVIC AND TEACHING AWARDS:


Leadership Award. Omega Psi Phi Fraternity, Cincinnati, Ohio, 1993

Leadership Award. Phi Beta Sigma Fraternity, Cincinnati, Ohio, 1994

Outstanding Citizenship Award, African American Cultural Center, Ohio State University, Columbus, Ohio, 1996


ACADEMIC AWARDS:


NEH Grant, University of Illinois, Springfield, IL, 1996-1997 ($10,000).

Rotary International Grant, 1999-2000 ($10,000)

Illinois Humanities Council and NEH, 1996 ($2,000)

University of Cincinnati, Teaching Grant, 1994 ($3,000)
NEH Grant, Participant in Study on Ethic and Morality, University of Cincinnati (Four-week summer seminar), 1993 ($2500).

University of Cincinnati, Teaching Grant, 1991 ($1500)

Presidential Award, United Black Association of Faculty, Administrators and Staff, University of Cincinnati, Cincinnati, OH, September, 1990.

Taft Grant Research Award, University of Cincinnati, Cincinnati, OH, Summer, 1990 ($3500).

Research Assistant, Purdue University, 1980-1982.

Teaching Assistant, Purdue University, 1981-1982.

The Ohio State University Minority Fellowship, 1983-1984.

The Ohio State University, Office of Minority Affairs, Research Award, 1986.

Teaching Assistant, The Ohio State University, 1984-1987.

The Ohio State University, Office of Minority Affairs, Dissertation Award, February 1988.

The Ohio State University Graduate School Scholarship, spring, 1988.

PROFESSIONAL EMPLOYMENT:

Associate Professor, Chair of African-American Studies Department; Associate Professor of the Institute of Public Affairs, University of Illinois at Springfield, Springfield, IL, 1996 to 2003.

Adjunct Professor, Blackburn College, History Department, Carlinville, IL, 1996.

Adjunct Professor, University of Cincinnati, History Department, Cincinnati, OH, 1994-1996.

Assistant Professor of Afro-American Studies, Afro-American Studies Department, University of Cincinnati, Cincinnati, OH, 1989-1996.

Assistant Professor of History, History Department, Bloomsburg University, Bloomsburg, PA, 1988-1989.


Visiting Scholar, Continuing Education and History Departments, Penn State University-Middleton, Middleton, PA, Summer, 1989.


PROFESSIONAL TEACHING EXPERIENCE:

I.

Caribbean and Cultural History,


The American Black Experience, Union College, Cincinnati, Ohio, 1995.


Black Africa, Bloomsburg University, summer, 1989.


Reconstruction Period to the Present, Bloomsburg University, summer, 1989.
Contemporary Issues, Bloomsburg University, Summer, 1989.
Reconstruction Period to the Present, Bloomsburg University, 1988-1989.
Contemporary Issues, Bloomsburg University, Summer, 1988.
Pre-Civil War American History, Ohio State University, 1986.

II.

Black Migration and Lincoln’s Views on Race, Specialized Course for Early Entry High School Students, University of Illinois, Springfield, Illinois, Summer 2002.

CONSULTATION SERVICES:

The Apercu Group (Think Tank/Ethnic Consultation), Woodbury, MN, Present.
The Phil Donahue Show, New York City, New York, Present.
African American Cemetery Project, DuSable Museum & University of Chicago, Present.
Consulting Historian: Presidential Lincoln Library, Springfield, IL, 1999 to Present.
Consultant for Black History Board, Bloomsburg University, Bloomsburg, PA, 1998.
Consultant: Ohio Historical Society, Columbus, Ohio. 1986.

PROFESSIONAL RESEARCH:


Authored bibliography on Paul Laurence Dunbar for Ohio State Historical Society, Columbus, OH, 1986.


GOVERNMENT APPOINTMENTS:

Appointed: Governor's Commission on Travel and Tourism, Columbus, Ohio 1995-1996.


Appointed: (Senator John Glenn) White House Committee on Travel & Tourism, Washington, DC, October 30-31, 1995.

NEWSPAPER/MAGAZINE/JOURNALS/Radio/Television

SUBJECT: VIBERT WHITE

I.
Chronicles In Higher Education
Publisher's Weekly
The Journal of Black Studies
Academia: On-Line Magazine and Resource for Academic Librarians
Nightline Magazine, Carbondale, Illinois
Islamic Society of North American Journal, Indiana
The Pantagraph, Bloomington, Illinois.
Voices Newspaper, London.
The Jerusalem Post, Israel.
The News Journal, Daytona Beach, Florida
Wall Street Journal, New York City, NY.
Cincinnati Jewish Times, Cincinnati, OH.
New York Times, New York City, NY.
St. Petersburg Times, St. Petersburg, FL.
Los Angeles Times, Los Angeles, California
Herald News, Paterson, NJ.
Philadelphia Enquirer, Philadelphia, PA.
Jerusalem Journal, Jerusalem, Israel.
Bahia Journal, Bahia, Salvador, Brazil.
Illinois Times, Springfield, IL.
Affirmative Action Newsletter, University of Cincinnati, Cincinnati, OH.
Applause Magazine, Cincinnati, OH.
Bloomburg Times, Bloomburg, PA.
Bloomburg University Student News, Bloomburg, PA.
Call and Post, Cincinnati, OH.
Call and Post, Columbus, OH.
Chicago Defender, Chicago, IL.
Cincinnati Enquirer, Cincinnati, OH.
Cincinnati Post, Cincinnati, OH.
Cincinnati Historical Society Newsletter, Cincinnati, OH.
Columbus Dispatch, Columbus, OH.
Baha News, Springfield, Illinois
Current Record, University of Cincinnati, Cincinnati, OH.
Final Call, Chicago, IL
Horizons, University of Cincinnati, Cincinnati, OH.
News Record, University of Cincinnati, Cincinnati, OH.
NIP Magazine, Cincinnati, OH.
Northsider, Cincinnati, OH.
Capital Investment, University of Illinois at Springfield, Springfield, Illinois
Tampa Tribune, Tampa, FL.
This Week, University of Cincinnati, Cincinnati, OH.
Wilkes-Barre Times Leader, Wilkes-Barre, PA.
Rotary Club Magazine of Springfield, Illinois
The Wildcat, Bethune-Cookman College Newspaper, Daytona Beach, Florida

II.
C-Span
CNN
National TV-NBC
National TV-CBS
National TV-ABC
National Public Radio
BBC-TV, England
BBC-Radio, England
WBUR-Boston
WIZ-Cincinnati
WBBN-Cincinnati
WGN-Chicago
WNBC-New York City
BET--Washington
Radio--Springfield, Illinois
Radio--Bloomington, Illinois
Radio--Brazil
WYNC-New York City
WUIUC-University of Illinois, Champaign, Illinois
WUIS-University of Illinois, Springfield, Illinois
NOTE: Cited on several web sites.
INTERNATIONAL PUBLIC ADDRESSES:


"Brazilian and American Relations," Rio De Janeiro, Brazil, August 2001.


BOARD MEMBERSHIP:

Middle States African Association, West Virginia State University, 1997-Present.

African American Scientific Research Institution, University of Chicago, 2002-Present.

LOCATIONS OF LECTURES GIVEN:

FLORIDA
St. Petersburg, Tampa, Miami, Jacksonville, Daytona Beach, Winter Haven, Orlando, Bradenton, Palmetto

DELWARE
Smyrna, Concord, Seaford

MARYLAND
Baltimore

NORTH CAROLINA
Kings Mountain, Charlotte, Gastonia
CALIFORNIA
Los Angeles

ILLINOIS
Chicago, East St. Louis, Springfield, Monmouth, Carbondale, Urbana, Champaign, Bloomington, Decatur, Bellville, Jacksonville

GEORGIA
Atlanta,

MISSOURI
St. Louis, Springfield

NEW YORK
New York City

PENNSYLVANIA, Bloomsburg, Wilkes-Barre, Williamsburg, Harrisburg, Chambersburg, Philadelphia, Dallas, Hunlock Creek, Chambersburg

NEBRASKA
Omaha

KANSAS
Topeka

KENTUCKY
Mammoth Cave, Louisville, Covington, Lexington

OHIO
Cleveland, Columbus, Cincinnati, Dayton, Delaware, Athens, Toledo, Oxford, Middletown, Hamilton, Youngstown

TEXAS
Dallas, Houston

WASHINGTON, DC

COLORADO
Aspen, Denver

INTERNATIONAL
Panama, Jamaica, Haiti, Costa Rica, Antigua, Sudan, Egypt, Libya, Brazil, Germany, France, Malta, Trinidad and Tobago, Ghana, Senegal, The Gambia, Dominican Republic, Virgin Islands, Bahamas, England

LECTURES GIVEN TO SPECIALIZED INTEREST GROUPS AND ORGANIZATIONS:

African Methodist Episcopal Church
Church of God In Christ
Bahia Religious Assembly
Catholic Church(s) (USA)
United Methodist Church
Nation of Islam
Islamic Society of North America
Daughters of the American Revolution
Republican Clubs (USA)
Democratic Clubs (USA)
Job Corp (USA)
American Mission of Muslims (USA)
Sangamon Theater, Question & Answer Discussions, Springfield, Indiana
Ministry of Education (The Gambia)
Ministry of Education (Brazil)
Ministry of Tourism (Brazil)
Ministry of Education (Ghana)
Rotary International
Black Man Think Tank (Cincinnati)
Big Brothers and Big Sisters Organization
Frontier's Organization (Springfield, Illinois)
Dallas Maximum Correctional Facility (Pennsylvania)
United Way
Upward Bound
Gateway
Internal Revenue Service (Cincinnati)
Substance Abuse Centers (Cincinnati, Cleveland, Philadelphia, Chicago, Springfield, Tampa)

ADVISORY ORGANIZATIONS:

Advised five dissertation contracts and ten master projects, University of Illinois and the University of Cincinnati (1991-present).


Black Cultural Society, Bloomsburg University, Bloomsburg, PA, 1988-1989.


PROFESSIONAL MEMBERSHIPS:

• The Association for the Study of Afro-American Life and History
• Organization of American Historians
• American Historical Association
• The American Association for State and Local History
• The Black Studies Association
• The Association of Caribbean Studies
• African-American Travel Association
• BRASIL (Brazilian Academic Association)

CIVIC MEMBERSHIPS:

• National Association for the Advancement of Colored People
• Phi Beta Sigma Fraternity
• Trans-Africa
Habitat for Humanity
Rotary International
IMAGE (Association of Hispanic/Caribbean Americans)
The Evening Republican of Springfield

HOBBIES:

Running (Marathoner)
Capoiera (Afro-Brazilian Martial Arts)
Kick Boxing
Dancing (Salsa, Soca, Meringue, Samba, Chicago-Stepping)
NA' ALLAH, ABDUL-RASHEED
THE AFRICA SOCIETY
PROFILE
DR. ABDUL-RASHEED NA’ALLAH

Dr. Abdul-Rasheed Na’Allah was born in 1962, in multicultural Ilorin in northern Nigeria. He received Quranic education, and later attended elementary schools in Ilorin and in Sokoto. He was a Boy Scout in elementary school, and became Troop Leader of the 1st Birnin Yauri Troop in the 1979/80 session. Later, he trained as a Grade II teacher at the Government Teachers College in Birnin Yauri, where he graduated in 1981.

Dr. Na’Allah taught for the Ilorin school board from 1981 - 1984. In 1984 he attended the University of Ilorin, where he received his B.A. (Hons) in Education and English in 1988. In 1989 he completed the Nigerian Youth Service Corps at University of Ilorin, in the Department of Modern European Languages. Between 1989 and 1994, he was a teacher at the University of Ilorin in oral literature, African literature, English, and practical phonetics (Hausa). In April 1992 he received his M.A. Literature in English from the University of Ilorin. He received his Ph.D. in Comparative Literature from the University of Alberta in 1999.

Both as a student and in his professional life Dr. Na’Allah actively engaged in civic activities. He was President of the Progressive Unity Club, Ilorin, between 1980-1983. Between 1986 and 1993, Abdul-Rasheed Na’Allah organized, presented and moderated a literary and current affairs discussion program on Radio Kwara, a state government short and medium-wave radio station. Among those featured were Dapo Adelugba, Zulu Sofola, Niyi Osundare, David Cook, and Olu Obafemi. Because of its critical commentary after the national election was annulled by then President Ibrahim Babangida, the radio station program was forced off the air by the Nigerian authority on the June 12, 1993. Subsequently Dr. Na’Allah came to Alberta as a graduate student. While a graduate student in the Department of Comparative Literature, he was President of Nigeria Union of Students (1997-98). He was also co-founder and the first Coordinator of the Africa Society at the University of Alberta. Abdul-Rasheed continued his pioneering practices by founding the Creative Writers’ Society at Western Illinois University in 1998.

Dr. Abdul-Rasheed Na’Allah has done extensive research into traditional oral forms of literature on Africa. He firmly believes that African tradition must inform any effort to mobilize the African peoples for sustainable development. He argues that most people who claim to speak for Africa do not really know Africa. However, such knowledge is needed to contextualize their yearnings for the continent. He writes of researchers into Africa oral literature:

“It is an interesting fact that despite the vibrant and varied practice of oral performance throughout Africa, scholars of oral tradition, especially Western scholars (but not excluding teachers of oral literature in African universities), insist on imposing foreign criteria on traditional African performances. Instead of allowing oral forms to speak with their own voices, academic researchers of orature are eager to show that traditional African forms observe the same laws of genre (i.e., the epic, the lyric, and panegyric) and style (i.e., narrative structure, metaphor and images) that exist in Western literature. African oral forms are gradually being forced to conform to non-oral conventions in classrooms.” (Interpretations of African Orature” (Comparative Poetics, #17, 1997, p. 125-6).

As a graduate student activist in Edmonton, Abdul-Rasheed helped mobilize the boycott of Shell Oil in Nigeria, and led demonstrations in Edmonton and Calgary demanding that Shell pull out of Nigeria. He also helped to mobilize support to get the Canadian Government to do more about human rights issues in Nigeria. In a book he edited as a response to the murder of Ken Saro-Wiwa and eight other Ogoni activists by the military government in Nigeria, he writes, “Slavery was vehemently defended for centuries by those who benefitted from it, exactly
as Shell Oil defends its atrocities in Nigeria. International trade is not an aberration. There is nothing wrong with Shell or any international company doing business in any part of the world. But when such business is being done as a game of re-enslavement, conscientious peoples of the world, as their brothers’ and sisters’ keepers must ask questions and insist on answers.” (“Introduction” Ogoni’s Agonies, 1998, p. 27).

Dr. Na’Allah has been nominated for and received numerous awards, including the Gold Key Recognition Award, University of Alberta Student Union, 1998; the Graduate Student Service Award, GSA, University of Alberta; The Alberta Heritage Charles S Noble Award for Student Leadership, 1998, the Province of Alberta, Canada; and the Black Achievements Award, Post-Secondary--Scholastic, 1998, the Black Achievement Awards Society of Alberta.Dr. Abdul-Rasheed Na’Allah is the author and co-author of numerous books, including: coauthor with Ladan Sulaiman and Ahmad Sambo, Functional Literacy Primer in Hausa, sponsored by the European Economic Commission and Federal Government of Nigeria, 1992; coauthor, Instructors’ Guide to Functional Literacy Primer in Hausa, 1992; coauthor with Bayo Ogunjimi, Introduction to African Oral Literature (Oral Prose), University of Ilorin Press, 1991; author, Introduction to African Oral Literature (1994); and Editor, Ogoni’s Agonies: Ken Saro-Wiwa and the Crisis in Nigeria (Africa World Press, 1998)

A sample of Dr. Na’Allah’s scholarly papers published world-wide include:


Dr. Na’Allah is currently editing a book on the Commonwealth Poet Laureate, Niyi Osundare and teaching African and African American Literature at Western Illinois University, Macomb, Illinois, USA.

For more information:

Dr. Malinda S. Smith                 Nancy Hannemann
Coordinator, The Africa Society       Global Education Coordinator, UAI International Centre
E-mail: malindas@athabascau.ca        E-mail: Nancy.Hannemann@ualberta.ca
Tele.: Edmonton: 780-438-5708
Toll Free (US & Canada): 1-888-282-4005

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LEONARD, MARCELLUS
Curriculum Vitae

Name: Marcellus J. Leonard
Associate Professor of English
Writing Specialist in the Center for Teaching and Learning
University Ombudsman

Address: 21 Hazel Lane, R. R. 3
Springfield, Illinois 62707

Telephones: (217) 529-8819 Home
(217) 206-7452 Office
(217) 206-7452 Fax upon notice

E-mail: mleon1@uis.edu

Education:
2001 Course, Lincoln Christian Seminary: The Scripture in Context
1985-91: Doctor of Arts (renamed Ph.D.) in English,
Specialization: The Teaching of English Composition
Illinois State University, Normal, Illinois 61761; 
Dissertation: The Classroom Writers' Forum:
Teaching in the Cultural Context
1982-83: Master of Art in English, Chicago State University
Chicago, Illinois 60621
1981-82: Bachelor of Art, cum laude, Chicago State University;
Major: Board of Governors, Awarded Concentration in
Business Administration, Course Concentration in English

Academic Honors:
1986-90: ICEOP Fellow, Illinois Consortium for Educational
Opportunities
Program, $40,000 in a 4-year $10,000 annual stipend
1987: Outstanding Faculty Award, Illinois State University,
Black Student Union
1983: Student Newspaper Appreciation Award,
TEMPO, Chicago State University
1982: Honor Society; Allan J. and Frances S. Beasley
Scholarship;
Student Activities Service Award; Certificate of
Academic Excellence; Board of Governors Outstanding Merit
Award;
Vice President's High Honors List: Chicago State
University

Service Awards:
2002 Certificate of Participation, Planning and
Developing Academic Service Learning

Courses, Faculty Development and Instructional Design Center, Northern Illinois University, July 19, 2002

1999:
- Nominated for US Professor of the Year Award,
  Chancellor Naomi Lynn, Nominator, University of Illinois at Springfield
- Pearson Faculty Award, University of Illinois at Springfield

1998:
- Nominated for the Pearson Faculty Award
- Nominated for the University Scholars Program Award, University of Illinois at Springfield, March 1998;

1996:
- Outstanding Academic and Professional Achievement Award, University of Illinois at Springfield;
- Certificate of Appreciation, Springfield Golden K Club;
- Recognition of Outstanding Academic and Career Accomplishments Award, Illinois Minorities Graduate Incentives Program (IMGIP) and Illinois Consortium for Educational Opportunities Program (ICEOP) Nov 8, 1996

1995:
- Outstanding Academic and Professional Achievement Award, University of Illinois at Springfield, Fall Awards Ceremony

1992:
- Distinguished Service Award, Certificate of Appreciation, Minority Graduate Assistants Program, Sangamon State University;

1991:
- Special Achievement Award for Outstanding Performance, Adolescent Responsibility Program, Springfield Urban League, Inc.

Service:

2002:
- UIS Ombudsperson, Summer 2002 to present

2001:
- Chair, Advisory Board for Credit for Prior Learning Program, UIS, Fall 2001 to present
- Chair, English Program, UIS Fall 2001 to the present
- Friends of the Auditorium: UIS Sangamon Auditorium
- First Night Planning Committee, Springfield Area Arts Council
- Advisor Writers' Repertory, Student writing group
- Search Committees, chancellor of UIS
- Member, parliamentarian, and steering committee, campus senate, African-American Studies Professor
- Member, University of Illinois joint senate conference
- Chair, Black Caucus
- Member, Student Scholarship Committee (1996-now)

Teaching Experience:

2004-Now: English: ENG 102D Composition and ENG 470 Creative Writing
- (1) Poetry Writing Online, (2) Playwriting

2001-2003: Chair of the English Program
University of Illinois at Springfield
Freshman Writing, Capitol Scholars

1993-1996  Writing-Across-the-Curriculum, Facilitator
1990-now:  Associate Professor of English and Writing Specialist,
           University of Illinois at Springfield;
           Online Expository Writing Using Web Board
           Creative Writing Poetry Online Using Black Board
           Courses: Poetry Writing, Short Story
           Writing, Play Writing, Advanced Expository
           Writing, African American Literature, Major
           Figures in American Literature: Toni
           Morrison and John A. Williams

1985-90:   Coordinator, English Composition,
           High Potential Students' Program of Illinois State University
           Freshman composition, regular, intensive, basic writing,
           and Minority Professional Opportunities program;
           Advanced composition,
           Illinois State University
           Writing instructor,
           Summer Enrichment, and High Potential Students Programs,
           Writing instructor, doctoral assistant in the Department of English,
           Illinois State University

1983-85:   Freshman Composition, six semesters, Chicago
           State University

1983-85:   Business Writing Seminar for U. S. Postal
           Workers, Office of Continuing Education, Chicago State
           University

1985:      Business Writing Workshop, U. S. Postal
           Workers, South Suburban MCC, Illinois

Consultant:

2000:      Effective Written Communication: Resumes, Cover Letters,
           Writing Samples and Personal Statements
           UIS Office of Minority Student Affairs, 2000 Minority
           Career Options Seminar, Friday, February 11, 2000

1992-93:   Writing: Department of Child Family Services,
           Springfield, Illinois, Revising Manual,
           Patricia Davis, Contact;
           Writing: Illinois National Guard, Employee
           Development, SPMO, Springfield, Illinois, Effective
           Writing and Research Writing, Class, Captain Rick
           Hankins, Contact.

Other Experience:

2004:      Keynote Speaker, Banquet, St. Paul AME Church, Springfield, Illinois, 87th
           Anniversary, excerpts from My Brother the Moon, autobiographical fiction,
           memoirs related to the Black Church, Mar 2004

2003:      UIS Gospel Festival: Make a Joyful Noise, Mar 9-10, 2003, University of
           Illinois at
           Springfield, Studio Theatre
           Featured Poet, Logan Correctional Center and Lincoln Correctional

2002:      Poet Master of Ceremonies, Voices of Love, Joy and Peace 22nd Annual
           Scholarship

           Award, Zion Baptist Church, Springfield, Illinois (Monetary Student Musical
           Scholarships)
           UIS Ombudsman, summer 2002 to present.
Member, United States Ombuds Association, USOA, October 2002
Member, University and College Ombuds Association, UCOA, November 2002

Commissioned Poet, Springfield Liturgical Arts Festival, 2001,
“I Unfold My Wings,” “The Wind Blows Where It Wishes,” and “Make My Wings Red.”

Guest Poet, “Celestial Nightingales: The Romance of Nicholas Vachel Lindsay and Sara Teasdale: featuring Gary Vitale and Marygael Cullen, 2 p.m., April 21, 2002.
Old State Capitol, Springfield, Illinois

2001
Featured Poet, Festival Del Caribe/Fiesta De Fuego,
Santiago De Cuba, Cuba, July 3-11, 2001.

2000
Featured Reader, Winter Reading Program,
February 2, 2000, Lincoln Land Library, Springfield, Illinois

1999:
120th Anniversary of Vachel Lindsay’s birth. fundraiser First Christian Church 6th at Cook Street, Spfld, IL, July 31, 1999.
Keynote Speaker, Write Stuff IV, Lincoln Library’s Young Adult Literary Magazine, Springfield, Illinois May 6, 1999

Martin Luther King, Jr. Day Speaker, Jan 20
Black History Month Speaker, Feb 13,
Taylorville Correctional Center, Taylorville, Illinois

Black History Month Speaker,
Knox Presbyterian Head Start, Springfield, Illinois Feb 19,
Jane Addams Elementary School, Springfield, Illinois Feb 26,

1998:
Sabbatical: Travel to Jordan, Egypt and Israel to collect impressions for writing novel, My Brother The Moon (in progress, Cardboard Ears and Nubian Cousins (Glass Cage Press), and The Bus Back Home to Robbins (in progress), Aug 30 – Oct 3
Black History Month Speaker,
Logan Correctional Center, Lincoln, Illinois, Feb 21
Multi-Media Interpretations of Poetry,
Performed Original Poems to Dance for the Springfield Liturgical Arts Festival,
First Presbyterian Church, May 4, 1998
Presenter-pre-show discussion for Theatre in the Park,
Lincoln's New Salem Historic Site, July 25, 1998

1997:  
**Black History Month Speaker,**  
Logan Correctional Center, Feb 15,  
**Illinois Authors Book Fair, Program Chair**  
Illinois State Library, October 1997

1996:  
**Black History Month Speaker,**  
Logan Correctional Center, Mar 15  
**Judge of Writing Submissions, The James Jones Society,**  
Conference, November 16, 1996, University of Illinois, Springfield  
**Guest Poet, Robbins First Annual Authors Day,**  
**Retreat: The Institute for Writing and Thinking, Writing Retreat for Teachers,** July 7-13, 1996,  
Bard College, Annandale-on-Hudson, New York  
**Planning Committee and Poetry Workshop Coordinator**  
Illinois State Library Book Fair  
**Reading:** Langston Hughes' "Negro History Poem" and an original poem "Shake The Thunder Down," Langston Hughes Committee  
Memorial Fund Raiser, Lincoln, Illinois

1983-85:  
**Publications Editor and Photographer,**  
Office of Public Relations, Chicago State University

1978-81:  
**Store Manager,** Winkelman Stores, Inc.  
Detroit, Michigan

1977-81:  
**Store Manager,** The Limited, Inc., Columbus, Ohio

1964-71:  
**Merchandise Manager,** Unit Buying Control  
**Manager,**  
**Division Manager and Salesperson,** Sears, Roebuck and Company,  
Midwest Territory, Skokie, Illinois

1960-64:  
**Administrative Secretary,** Carpet Laying Service, Inc., Chicago, IL

Conferences:

2001:  
**Writing Research /Participating Poet:**  
21st Festival Del Caribe, Fiesta De Fuego, Santiago De Cuba,

2003:  
7/3 - 7/9/01 "Africania y contexto caribeno," my poem 7/4/01 The Pigeons Flew Up,

2004:  
Las Palomas se fueron volando, interpreter Veronica Espina, UIS student

1999:  
**Featured Poet:** ICEOP/IMGIP Joint Conference,  
Kalamazoo, Michigan

1996:  
**Accomplishment Award:** Illinois Minorities Graduate Incentives Program (IMGIP) and Illinois Consortium for Educational Opportunities Program (ICEOP) Nov 8, 1996

1991:  
**Presented:** "Teaching in the Cultural Context," Illinois Association of Teachers of English Conference, Pere Marquette Hotel, St Louis, Missouri.

1989:  
**Presented** "Discourse Community: Theoretical Basis for Using the Format of a Writers' Forum to Teach Basic Writing Skills to Minority Students" and Organized a panel on "Storytelling As a Heuristic," Illinois Community College and University Articulation Conference, University of Illinois at Urbana-Champaign Allerton House, Monticello, Illinois

1988:  
**Recorder** for Illinois Association of Teachers of English, University of Illinois at Urbana, Champaign  
**Produced and directed radio programs, 'Jujus' Jubilee,**  
students' and renowned Black poetry, WGLT Radio,
Illinois State University

1987:
**Presented,** "The Myer-Briggs Personality Index and Teaching English Composition, "The Illinois Association for Personalized Learning; Illinois Committee for Black Concerns in Higher Education

**Read Original Poetry: The Rag,** newspaper, poetry and music festival, Bradley University, Peoria, Illinois; *The Word Fest*, Illinois Wesleyan University, Normal, Illinois

**Presented:** "The Myer-Briggs Personality Index and Teaching Composition Effectively," Illinois Association for Personalized Learning Program, IAPLP, University of Illinois, Urbana-Champaign, Allerton House, Monticello, Illinois

**Presented:** “The Myer-Briggs Personality Index and Teaching Composition Effectively,” Illinois Committee on Black Concerns in Higher Education (ICBCHE), Elgin Community College, Elgin, Illinois

**Keynote Speaker:** "Black English: An Example of Slave Ingenuity," 7th Annual Dr. Martin Luther King, Jr. Birthday March, Student Chapter of the NAACP, Illinois State University, Normal, Illinois

**Panel member:** "Teaching English Composition with Computers"; Illinois Association of Teachers of English

**Teaching Interests:**
Online Writing Courses in all Genres, African-American Literature; Toni Morrison, Gloria Naylor, John A. Williams, Langston Hughes and Zora Neal Hurston , Overview of Black Writers of America; Academic and Creative Writing, Writing Assistance Center, and Writing-Across-the-Curriculum

**Publications:**

2005


“Shirley’s Eyes,” “Hymn To The Cat,” and “I Rise Renowned.” Eureka Literary Magazine. (Accepted for 2002).

1999:

*The Bus Back Home to Robbins.* *Warpland.*

“Two Way Street” and “City Life” . *Je ne sais quoi*

“Keeper of The Key,” *River King Poetry Press,*


1998:

Poem: “I Over Heard.” *Elm City Blues.*

1996:

Poems: “Shake The Thunder Down,” “Cool Hot, and “Affirmative Action: The Question.” *Elm City Blues,*

1995:

Poem: “I Unfold My Wings,” Sounds from the Sangamon,

1994:

*Play Produced: The Better Half,* Eastside Theater of Springfield, IL

1993-Now:

**Television Show: Marcellus and Friends, Marcellus Reads and Wade and The Writer**
Access Four, Community Cable Television Springfield, IL
1993: **Poetry Reading:** Norb Andy's Tabarin, Springfield, IL

1994: "**Wheelies,** *The New Press*

1993: **Poems:** "**On Hearing That AIDS is a Prospective Cure for AIDS**" and "**Asleep on My Knees,** *Rhino*

1989: **Editor and short story, literary:** *The ICBCHE Creative Writing Journal*, Illinois State University

1988-89: **Editor and Poems, Jujus' Jubilee**, Illinois State University

Three photographs, *The Pikestaff Forum* #9, Fall 1988, Illinois State University


1987: **Poems, Druid's Cave, Jujus' Jubilee** Illinois State University

1986: **Poems, Druid's Cave,** Illinois State University

1986: **Poems and photographs, Menagerie,** Chicago State University

1984: **Short story and poems, Menagerie,** Chicago State University

**Academic Service:**


1991-1994: **Sangamon State University:** Facilitator Writing-Across-the-Curriculum, Faculty Development; **Advisor**, African-American Student Organization; **Member**, Strategic Task Force Planning Committee, Board of Regents and Illinois Community Colleges Articulation Committee Department of English Appeals Committee, African-American Curriculum Committee; **Search Committees:** Professor, Library Science, Director of African-American Studies, Two Professors, Department of English, Dean, College of Arts and Sciences, Professor, Art/Art History; **Video:** Students' Perceptions of Faculty Classroom Cultural Sensitivity

1985-90: **Illinois State University:** Search committees: Director of Financial Aid, Committee for Selection of the Lincoln Scholar Award, **President**, Black Student Union; **Founder and Director**, Black Writers' Forum, Illinois State University

1983-85: **Tutored** severely under prepared writing student for provost, Chicago State University **Editor**, TEMPO, Student Newspaper **Founder and Director**, Black Writers' Forum:
Memberships:


Recommendations:

William Bloemer
Dean, College of Liberal Arts and Sciences
University of Illinois at Springfield
Brookens 472A, MS BRK 472
Springfield, Illinois 62703-5407
(217) 206 6512

Doug Woken
Center for Teaching and Learning
University of Illinois at Springfield
Brookens 452, MS 461
Springfield, Illinois 62703-5407
(217) 206-6503

Chris Miller
Vice Chancellor of Student Affairs
University of Illinois at Springfield
Springfield, Illinois 62703-5704
(217) 206 6582
KEMAYO, KAMAU
Kamau Kemayo
University of Illinois at Springfield, UHB 3038
(217) 206-8248, kemayo.kamau@uis.edu

Education

St. Louis University, 1999: Ph.D. American Studies
Dissertation: An Afrocentric Theory of Literary Criticism Applied to Three African American Novels
Director: Professor Elizabeth Kolmer, A.S.C. Committee: Dr. Paul Shore, Dr. Donald Matthews
• University Teaching Certificate (1998)

UCLA 1986: M.A. Afro-American Studies, Concentration: Education & Psychology

University Positions

University of Illinois at Springfield
Assistant Professor, African American Studies
Convenor/Chair, African American Studies 8/04 - current

James Madison University
Assistant Professor, English (African American Literature)

Western Illinois University
Assistant Professor, African American Studies 8/98 – 12/98

Harris-Stowe State Teacher’s College
Adjunct Lecturer; Education and English Departments 1/98 – 8/98

Saint Louis University (American Studies, Ph.D. program)
Minority Graduate Fellow, Competitive - teaching/research not required 8/95 – 5/99
Graduate Assistant, Teaching, research or administrative duties as assigned 8/94 – 5/95
Adjunct Lecturer, School for Professional Studies 1/97 – 5/98 8/94-5/99

University of California – Santa Cruz (UCSC)
Faculty Advisor/Lecturer, Oakes College instruction, advising, administration
Residential Preceptor, Merrill College programming advising, on-call 9/88 – 8/91
Lecturer, American Studies lecturing/instruction, 1-2 graduate TA’s Spring 90 – 93
Lecturer, SAA/EOP Summer Bridge facilitation of one section, learning skills 1992 10/87 – 6/93

University of California Los Angeles (UCLA)
Minority Fellow, African American Studies Department 9/83-6/85
TA/Section Leader, Intro to Psychology [Psych 10], Freshman Summer Program, 5-8/84
Lead one section, curriculum/test development, writing instruction/feedback
Head Research Assistant, Civil Rights Project under Dr. H. Fairchild, 10/84 – 5/85 Data collection & entry, supervision of 6 RA’s 9/83 – 6/85
Publications


Book Reviews


*The Butterfly Way: Voices from the Haitian Diaspora in the United States.*

Danticat, E. (Editor) for Macomere (2001)

*The Debt.* Robinson, Randall, R. for Black Issues Book Reviews

*The African American Predicament.* Foreman, C. (Editor.) for Black Issues Book Reviews

In process

Voices from the Margins: The Fiction of John A. Williams. A monograph. 3 chapters complete


Achieving the Dream: Springfield 10 years later. Larry Golden and Jim Lewis (coordinating editors)

Contribution chapter on “Education”

Color Me Blue: Ralph Ellison’s Non-fiction and Invisible Man. Presentation to be prepared for publication

Ralph Ellison Symposium, Texas Southern University 4/1/05

University and Community Service

University of Illinois at Springfield

*IN THE MIX: Cross-Dialogues Regarding HipHop Culture*

General Education Council

Capital Scholars Steering Committee

--Faculty representative at Salute to Academic Acheivement, Chicago Hilton, 12/05

Search Committees: World Literature, 06/07 hire; Chair, AAS Historian/Gender, 06/07 hire

M.A. Thesis Committee Member, English Department, Edward Beekman-Myers

Faculty Advisor & member, World Percussion Ensemble

Faculty Advisor, Sankofa/Black Students Union

Guest Lecture to CAP 111 *The -emics and -etics of African American Popular Culture*, 10/31/05

Library Focus Group, 10/25/05

Online/Hybrid Course Assessment Workshop, NIU, 6/9/05

General Education Working Group 2004-5

College Liberal Arts and Sciences, College Personnel Committee 2004-5

Kamau Kemayó, vita/page 2
Folklore—Juneteenth Celebration

*Rites of Passage: Lying in Popular Culture*, Black History Month Brown-bag Speaker
Lincoln Land Community College, 2/10/05
Reader, Feishans-Edison Magnet School, 2/07/05
Guest speaker, ROAD, 10/12/04

University and Community Service, continued

University of Illinois at Springfield

We Have Known Rivers (panelist), Abraham Lincoln Presidential Library, 10/14/04
Western Illinois University’s Creative Writers Society Fall 2004 visiting writer,
*The Experience of a Black Writer: Culture, Language and Globalization* 12/9/04
Coordinator/Contributor, “In Celebration of Black History Month” February 2005 [planned for 2006]

James Madison University:

Steering Committee Member, Furious Flower Poetry Conference (2004)
Committee Member, General Education Cluster II. 4/99-current
Special Program Writing Instructor: African American Male Academy 1999-2003
Freshman Reading Program: Facilitator: *Home, '00; Hope in the Unseen*, 01, 02, *Things They Carried* 03
Focus Group Leader—Nguzo Saba CMISS 12/00
Judge, Annual Homecoming Stepshow, 1999, 2000
Direction & Production assistance* for Spring 99 *Amen Corner* *Emergency stand-in

Western Illinois University:

Production/direction of student ensemble production of African American literary expressions.
*Afrocentricity in Contemporary Black Studies Scholarship* (guest of Dr. Womack) 12/98
*Educating African American Youth* (Guest of Dr. Caroline) 10/98
*Afrikanity in US Society* (Guest of Dr. Welsh) 9/98

University Courses Taught

University of Illinois at Springfield

*Independent Studies* (AAS 499) [three students] The African American Novel. 8-10 contemporary novels
(AAS 499) African Novelists. Achebe and Head

*Overview of African American Studies (AAS 425)*
An introduction to the discipline. Texts: Karenga; Hayes; and Urban League’s State of Black America

*Overview of African American History* (AAS 427) A survey of African American History. Texts: *From Slavery to Freedom*, and *When and Where I Enter*

*Overview of African American Literature* (AAS 429)
Primary text: Norton Anthology of African American Literature.
Equiano to present, a survey of the complex range of African American literary (and oral) expressions. Includes criticism/essays, one novel, short story, folklore, music, sermons, speeches, poetry, and drama.


*Black Women Writers* (LSC 429)
Selected novels, short stories, poetry, and criticism by and/or about Black women writers. Including Bambara, Butler, Campbell, Christian, Clifton, McDowell, Morrison, Naylor, Alice Walker, S. A. Williams & others.

*African American Popular Culture* (LSC 430) [Peoria campus & UIS main campus]
Survey and analysis of significant media (film, popular fiction, comedy, TV, music, fashion, sports, etc) Texts: G. Dent/M. Wallace; B. Kitwana; G. Tate, plus selected readings

Kamau Kemayo, vita/page 3
What is Power (CAP 226)
Team-taught Capital Scholars Program seminar. Texts: Andersen & Collins Race, Class and Gender; Maasik & Solomon Signs of Life in the USA; M. Freden Ideology; M. Steger Globalization

University Courses Taught, continued
Eastern Illinois University

Negritude to Afrocentricity (AAS 4100)

James Madison University (Assistant Professor)

Honors Theses (ENG 495) [four students]
Independent Studies (ENG 499) [twelve students]
Black Women Writers (ENG 412J) Seminar.
Selected novels, short stories, poetry, and criticism by and/or about Black women writers. Including Bambara, Butler, Campbell, Christian, Clifton, McDowell, Morrison, Naylor, Alice Walker, S. A. Williams & others.

Psychological Perspectives of African American Literature (ENG 412J—seminar & 302P—lecture)
Used the theories of Erikson, Bronfenbrener, Maslow, Cross, Thomas, Jones, Parham, as a foundation to analyze selected works by Campbell, Naylor and Baldwin. Interdisciplinary, participatory.

Offered two times. Selected novels, essays, plays, and poetry by Baldwin. A variety of criticism. Multimedia.

Major American Writers: Toni Morrison/Gloria Naylor (ENG 510—graduate level, ENG 410) Seminar.
Selected novels by these two masters and various criticism. Also Playing in the Dark.

Major American Writers: Alice Walker (ENG 410A) Seminar.
Selected novels, short stories, poetry and essays by Alice Walker.

Major American Writers: James Baldwin/John A. Williams (ENG 410) Seminar.
Selected novels, essays and short stories by these two masters.

Crossing Boundaries: African American Science Fiction and Detective Fiction (ENG 360A) Seminar.
Surveys the works of Butler, Delany, Himes, Mosley, Neely, Wesley. Subtitled “Crossing boundaries” as texts and selected criticism were assessed to analyze whether or not (or how well) these authors/novels fit within the genres of science fiction and detective fiction, or within “the norms of African American fiction writing.”

Major Black Writers: Fiction (ENG 360A)—African American Fiction (ENG 361) Seminar, three sections.
Selected novels and short stories by Bambara, Naylor, Campbell, Margaret Walker, Reed, Charles Johnson, Morrison, Sherley Anne Williams, Baldwin, & others.

Major Black Writers: Poetry (ENG 360B)—African American Poetry (ENG 362) Seminar, offered four times.
An intensive exposure to contemporary African American poetry and poets. Furious Flower, Every Shut Eye Ain’t ‘Sleep’ plus selected readings, videos and audio recordings.

African American Experience (ENG 302A) An interdisciplinary overview of African American essays and social thought. Primary texts were Turbulent Voyage, Black Women in White America, The Black Family (Staples) and Introduction to Black Studies, plus supplemental readings.


Black Poetics (ENG 302P) Seminar. An overview of African American cultural expressions with particular focus on recurrent imagery, symbols and popular culture. Afro-American Literary Study in the 1990s, Crossing the Danger Water, plus selected readings.


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University Courses Taught, continued

Western Illinois University  (Assistant Professor)

Psychology of Race and Education (AAS 475) Seminar.
Primary text: Jones' Black Psychology. Supplemented with a variety of autobiographical readings and theoretical essays or excerpts including Fanon, Freire, Kunjufu, Kawaida theory, Woodson among others.

Introduction to African American Studies (AAS 0100) General Education. Lecture/discussion. Two sections. An interdisciplinary overview of African American essays and social thought. Primary texts were Turbulent Voyage, Black Women in White America, and Introduction to Black Studies, plus supplemental readings.

Harris-Stowe State Teacher's College  (Adjunct Lecturer)

English/American Literature (Eng 0207) General Education. Seminar. Two sections. Contemporary focus.
Primary text chosen by department: Being and Becoming.

Designed to provide prospective teachers with exposure to multicultural theory as well as specific content. Students developed lesson plans on topical areas: African American, Latino/a Chicano/a, Asian/Pacific Islander American, and Native American culture, history and contributions to the U.S. multicultural milieu.

Introduction to Black Studies (Educ 0100) General Education. Seminar.
Departmental syllabus. Actually a course on African American history. Primary text: From Slavery to Freedom.

Saint Louis University, School for Professional Studies  (Adjunct Lecturer)

Psychology of Oppression (Psych 433) Seminar. Three sections.
Various approaches to "stigma," learned helplessness, self-esteem and identity issues, and Black psychology.

African American History & Culture (HSA 493)
Primary texts: From Slavery to Freedom, Souls of Black Folk, Jubilee, The Chaneyville Incident.

Introduction to African American Studies (AAMA-200)
An interdisciplinary overview of the field of African American Studies. Primary texts Turbulent Voyage, Black Women in White America, and Introduction to Black Studies, plus supplemental readings.

University of California Santa Cruz  (Lecturer)

Values and Change in a Diverse Society, (Oakes 80) Writing-intensive seminar. Team taught. Course reader.
Using multiculturalism as a unifying theme, students produced a variety of essays, epistles and a research paper.

The Afro-American Experience, (American Studies 25A or 80A) Major lecture, 80-100 students. Four sections. An interdisciplinary overview of African American essays and social thought. Primary texts were Black Women in White America, Introduction to Black Studies, Tar Baby, The Chaneyville Incident, and There is a River.

Independent Studies including: Senior Theses [eight students]; African Tutorial Project (ATP); Ceremonies of Dark Old Men; College Success Seminar; ISAKE: Black Performing Arts Workshop; The Port Chicago Incident; Theory, Practice, & Prod of Gospel Music (African Gospel Ensemble); T P & P of Black Arts (Celebration)

UCSC Student Affirmative Action/Equal Opportunity Program, (Core Instructor)
Writing instruction designed to prepare special admit/at risk SAA/EOP students in the Summer Bridge Program for college level writing and critical thinking.

University of California Los Angeles  (Teaching Assistant)

Introduction to Psychology [Psych 10], Freshman Summer Program 1984. Full responsibility for discussion section.

Kamau Kemayo, vita/page 5
A survey of general psychological theories and principles. Primary text: *Psychology and Life.*

**Educational and Research Projects**


- **Project W.I.T.** [a ONELOVE Production] 6/03—ongoing. Curricular supplement for critical thinking, verbal, research and test-taking skills. I am searching for sites to pilot this project in Illinois school systems.


**Conference Presentations and Appearances**

*The Black Man: Global Citizen, A Pan-African Analysis of John A. Williams’ Novels* [proposed] NCBS 2006

*Transition from the Civil Rights Era to the Black Power Movement in John A. Williams’ Novels* [proposed] Race, Roots, and Resistance: Revisiting the Legacies of Black Power Conference UIUC March 06

*IN THE MIX: Cross-Dia
glogues Regarding HipHop Culture.* Founder/Coordinator UIS November 2005

*Information Technology and African American Studies,* Panelist ASALH 10/07/05

*Color Me Blue: Ralph Ellison’s Non-fiction and Invisible Man.* Ralph Ellison Symposium, TSU April 2005

*Dare to Dream: Civil Rights Movement as reflected in John A. Williams’ Fiction* SCAASI February 2005

Excerpted one chapter in progress from a larger monograph on Williams

**Adinkra Poetry in the New World** Furious Flower Poetry Conference, September 2004

Surveyed US and Caribbean Black poetry for elements of the West African Adinkra form.

**An Afrocentric Literary Theory** NCBS National Conference March 2004

Excerpted parts of *Emerging Afrikan Survivals* dealing with a model of Afrocentric literary theory.

**Strangers in the Temples of Our Familiar: Notions of Exile in Alice Walker & Paule Marshall** Exile Conference JMU 10/25/02

Excerpted from a longer project that analyzes how Paule Marshall and Alice Walker treat issues of exile and displacement, the effects on identity, and reference group orientation within and across the diaspora.

**Literature and Psychology: A Pedagogical Perspective** AIS Conference, Roanoke, VA 10/4/01

Discussed the challenges associated with a Black studies scholar and a psychologist co-teaching a course cross-listed with Psychology and English Departments. The course, Psychological Perspectives on African American Literature, was very well received by students from both majors. But both sets came into the class lacking specific disciplinary skills or knowledge.

**Jacob’s Moral Dilemma** NCBS Conference, Charlotte NC 3/23/01

John A. Williams’ little-known novel *Jacob’s Ladder* presents the dilemma of an African American raised in Africa who must make a decision between his responsibilities as a military officer, his status as a Black man in a White world and his friendships with the Africans who were his extended family.

**John A. Williams’ Heroes** SCAASI Conference, Greensboro NC 2/23/01

Kamau Kemayo, vita/page 6
An analysis of four of Williams’ novels: *The Man Who Cried I Am; Captain Blackman; Sons of Darkness, Sons of Light;* and *Jacob’s Ladder.* Each novel has a character who revises traditional representations of the heroic type.

**Afrocentric Literary Criticism**

Black Writers Conference, Jackson State University 10/28/00

Presents an overview of my theory that proposes extended family and storytelling, ancestral communion and expanded awareness (“magic realism”), and Afrikan consciousness as cultural markers that are emerging in contemporary African American literature.

**Diversity in the Workplace Table Moderator**

JMU, 9/22/00

**Niyi Osundare Through an African American Lens**

ALA Lawrence KS 4/15/00

Proposes a cultural and poetic kinship with West African poet Niyi Osundare and compares his work with African American poet Haki Madhubuti (Don L. Lee.) Functioned as a tribute to Osundare and he was in the audience. Featured an impromptu percussion session during introductory poem “Akoben.”

**Transformative Poetry**

Madison Conference--Panel Moderator: JMU March 2000

Nationalism in Baldwin's *Tell Me How Long the Train's Been Gone*

Howard University 2/11/00

Assesses the Black Nationalism present in Baldwin’s novel. In the light of Baldwin’s associations with the Civil Rights Movement, this raises some questions about the origins of other texts like *Evidence of Things Not Seen.*

**The Black Underbelly of Blues Poetry**

CLA Fayetteville, NC 4/17/99

Traces the musical heritage of blues poetry through the sixties and seventies. Uses Henderson’s concept of “Black Linguistic Elegance” in conjunction with traditional toasts, HipHop music, H. Rap Brown, and Funkadelic.

**Ancestral Communion in Contemporary African American Literature**

SCAASIU Houston TX 2/18/99

Traces the motif of contemporary African American characters that find, follow or revisit their ancestors’ lives and in some manner replicate them in their own lives. Surveys ten novels from 1972 to 1991.

**Rites of Passage in Mules and Men and Mudbone**

SCLA Conference (9/97) UGA, Athens GA

Grad Student Conference (5/97), Simmons College, Boston MA

Multicultural Literature Conference (4/19/96) San Antonio College, TX

Discusses the pattern of “ritual lying” described by Sterling Brown (among others) in such diverse texts as *Invisible Man; Gorilla, My Love; Mules and Men;* and Richard Pryor’s autobiographical alter ego Mudbone.

**Black Studies in the Predominately White University: Afro-centricity in the “Multicultural” Classroom,**

NCBS National Conference, Oakland CA June 1-5, 1995

Assesses the problem of a multiculturalism that threatens to undermine Afrocentrism while professing to be “for” diversity. The result looks more like the “mainstream,” is less threatening, and moves both ideas and people out of academia because of competition for limited resources. Divide and conquer? Institutional sabotage?

**90’s Women: Superwomen or Set Up?**

NACADA Pacific Region Conference S.F. CA 4/16-17/93

The majority of students requesting approval for excessive units are female. While this may represent an aggressive motivation, it also sets these women up for failure as grades, health and general well being suffer when they have bitten off more than they can chew. As advisors and administrators, what are our responsibilities to this population?

**Invited Lectures and Workshops**

*African American Popular Culture: Resistance and Social Change* Pan African Student Leadership Conference Mankato, MN 2/22-25/06

*Elluminate and Diversity: Collaboration with CSU* OTEL Mini-symposium, UIS 11/3/05


*Folkloric Voices of the Harlem Renaissance,* Delta Sigma Theta Juneteenth Celebration, Peoria June/05

*Rites of Passage: Lying in Popular Culture,* Black History Month Brown-bag Speaker LLCC 2/10/05

*The Experience of a Black Writer: Culture, Language and Globalization* WIU Creative Writers Society 12/9/04

*Poetry reading and lecture* AME Zion Church, Nelson County VA February 15, 2004

*Why College should be in your Future* Harrisonburg Young Achievers December, 2003


Kamau Kemay6, vita/page 7
Emergent Myths in Contemporary African American Literature JMU Honors Brown Bag Series 3/03

Codes, Sign, & Signals: Communication Patterns in the Underground Railroad Blue Ridge 2/21/2002

Daddy, Read Me a Story—Read Your Own: Literacy & Parenting Shiloh Optimist Club JMU 12/1/01

An Everyday Success African American Education Conference Blue Ridge College 4/20/2001

Harlem Renaissance Poets Blue Ridge College 2/13/01

A New Set of Eyes: Diversity & Creativity in Prison Education Virginia Prison Educators 6/5/00

Toastmasters Special Awards Ceremony -- Staunton Correctional Facility May/2000

Black History Month Lecture & Poetry Reading -- Staunton Correctional Facility 2/2000

Black History is Everyone’s History Keynote--SLU Women’s Commission Luncheon 2/17/98

Folk Ways, Folk Wisdom Laney College (Oakland, CA) October 1998

Sheroes & the Metaphorical Other (Panelist) SLU Women’s Commission Luncheon 2/19/97

Invited Lectures and Workshops, continued

An Everyday Success National Council Negro Women-St. Louis Chapter Black History Month Lecture, 2/15/97 St. Louis Juvenile Detention Center

Four Paradigms in African American Cultural Phenomena Laney College March 1996

The Who Am I? Pie & Cultural Pursuit Multicultural Education (guest of Dr. Beard) SLU, Fall 1995

St. Louis Afro-Centric Education Summit, Panelist, Community Forum, Black Expo 8/19/95

Afro-centric Education in Real Life & Beyond School, Panelist, University City Library, 8/22/94

Afro-centric Education’s Relationship to Desegregation Issues, Panelist, Black Expo 8/20/94

The Chaneyville Incident Black Books/Black Writers Series, Walnut Park Library 4/2/94

MLK and His Legacy: How It Affects You Today Centennial Church, St. Louis, 1/16/94

Aspects of African & Afro-American Oral Tradition Santa Cruz County Recreation Dept 8/14/93

Poetry & Politics: Signifying or Solutions? Lecture, Afro-Am Dept CSU Chico 3/26/93

Civil Rights Movement: It’s Effects On You Today NAACP San Jose Youth Chapter 3/13/93

Kwanzaa: “Kujichagulia” Televised News Feature 12/27/92

Rap Music & Historical Aspects of African Oral Tradition Berkeley High School, CA 3/12/92

Cross-generational influences of Black Oral Traditions Temple Beth El, Aptos, CA 2/27/92

Lectures, Panels, Presentations, & Workshops

We Have Known Rivers (panelist), Abraham Lincoln Presidential Library, 10/14/04

Emergent Myths in Contemporary African American Literature JMU English Dept Research Group 11/02

John Williams’ Heroes James Madison University English Dept Research Group 7/2/02

The Role of Creativity in Transformation JMU Honors Program Brown Bag Series 10/4/00

JMU Conference on Diversity Roundtable Facilitator Sept, 2000

A Tribute to Black Womanhood: a multimedia presentation Alpha Phi Alpha March/2000

Spinach for the Corporate Culture: Diversity in the Contemporary Workplace 12/7/99

Kamau Kemayo, vita/page 8
The African American Oral Tradition: A lecture and reading CMISS October/99
Black Love, Black Family and the Next Millenium  AKA Sorority lecture/forum, 2/22/99
Ngugi Wa Thionga's A Grain of Wheat  Black Voices (guest of Dr. Knipp) SLU, Fall 1995
Education & Liberation mock class/lecture, SAA/EOP pre-admission visit, UCSC 4/15/93
Recruitment/Retention of African-American Students  Statewide A/BSA Conf' UCSC 4/25/92
Cultural Pursuit  Porter College Residential Staff  4/22/91
Mo' Better Blues lecture/forum on Spike’s Lee’s films, College Eight  2/28/91
Bobby Seale’s Address to Merrill Students MC/Facilitator  2/26/91
Education & Administration  San Benito High Career Day, Hollister CA  11/7/90, 11/13/92
Racism 101/Cultural Pursuit: Combating Racism  Merrill Residential Staff, 9/16/90
Afrikanity: The Rationale & Need in Higher Education  F-Dorm, Oakes College, 2/89
The Culture of Resistance of Resistance  F-Dorm, Oakes College  spring 89
Brother from Another Planet, Oakes Core Course lecture, Fall 1988 w/Ed Guerrero
Black Male/Female Relationships: Initiating Discourse  w/ Akilah Kemayo  Spring 1990
Workshops on the Business of Being Black (Dr. Pat Canson, primary facilitator): Black Male Concerns on
   Campus; Black Male/Female Relationships; and Blacks at Major Institutions
KZSC -- Sexism & Rap Music 9/16/90; Reproductive Rights & the Minority Community, Panelist 7/89;
   Do the Right Thing: Trends in Media & Film Criticism, 8/89; History of Black Poetry, May & June 89

Awards, Memberships, Credentials, and Certificates

Faculty Development Grant, in conjunction with Dr. Sandra Opoku-Jackson from CSU: Spring 2005
Trainer, ADL World of Difference/A Classroom of Difference
Member, College Language Association (CLA)
Member, Southern Conference on African American Studies, Inc. (SCAASI)
Member, National Council of Black Studies (NCBS)
Editorial Board, Collegiate Press consulting on Turbulent Voyage
Member, N’COBRA Washington D.C. Chapter
Member, St. Louis Region Coalition for African Centered Education (ACE),
Member, Southern Comparative Literature Association,
Awards, Memberships, Credentials, and Certificates, continued

University Teaching Certificate – St. Louis University’s University Teaching Seminars 1996
Northern UC Representative, National Association of Academic Advisors, Pacific Region
Certificate of Appreciation for Service to the Community 1992 African American Grads (UCSC)
Josie King Award for Community Service, UCSC June 1990
Certificate of Achievement: Academic Excellence 1984 Ass’n of Black Faculty & Staff, So Cal Chapter
Founder/Treasurer, Stanford Black Psychology Student Association 1977
Red Cross First Aid and CPR Training certificates

Creative Expressions

Though my focus moved a way from producing and performing poetry, Springfield has been a fertile ground for
my creative being. I have started writing poetry again. I have performed and read on UIS campus, Lincoln Land
campus, Abundant Faith church, and with Expressions in the Dark. I will be reading and performing at a Student
leadership conference in Minnesota in February. I am faculty advisor to and a performer with UIS’ World
Percussion Ensemble.

Volunteer Activities

I continue to deliver Kwanzaa, African and African American Folklore lectures, readings and presentations in
local schools in addition to various presentations/workshops on diversity issues, Black History, drug awareness

Kamau Kemayo, vita/page 9
and positive lifestyle choices. I regularly provide Black history and cultural materials to public and private school teachers, churches and civic groups like Harrisonburg's Young Achievers. My diversity workshop, The *Who Am I? Pie*, has been adapted and facilitated in Santa Cruz CA, St. Louis MO, Richmond VA, and Harrisonburg, VA.

**Faculty Development Activities**

2nd Annual 2005 Faculty Diversity Summit
WINAND, ANGELA
Angela Michelle Winand

Campus Address:
African American Studies Program
University of Illinois at Springfield
One University Plaza, MS UHB 3038
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Fax: (217) 206-6217
awina2@uis.edu

Home Address:
1612 Toronto Road, #1
Springfield, IL 62712-3706
(217) 585-1748
winandangela@yahoo.com

Birthplace: New Orleans, Louisiana
Birthdate: March 15, 1966

Academic Education

University of Michigan, Ann Arbor, April 2003, Ph D in American Culture
Advisor: Earl Lewis, Department of History
Committee: David Scobey, Taubman School of Architecture
Michael Awkward, Department of English, University of Pennsylvania
Robin D.G. Kelley, Department of History, New York University

Fields at Preliminary Oral Examination (Fall 1991):
African American Cultural History from Reconstruction to the Present
Southern United States History and Culture from Reconstruction to the Present
Twentieth-Century African American Biography and Autobiography
Twentieth-Century African American Cultural and Literary Criticism

University of Michigan, Ann Arbor, 1988--1990, M.A. American Culture
University of New Orleans, 1985--1988, B.A. Political Science/American History (Honors)

Academic Employment

Assistant Professor, African American Studies Program, University of Illinois at Springfield, August 2006—present

Lecturer, Department of History, Wayne State University, Fall 2005—Winter 2006

Postdoctoral Fellow, Center for Africanamerican Urban Studies and the Economy (CAUSE), Carnegie Mellon University, Fall 2004 to Summer 2005
Visiting Assistant Professor, Center for Black Diaspora, DePaul University, Fall 2003 to Summer 2004

Visiting Assistant Professor, Department of History and African American Studies Program, University of Texas at El Paso (UTEP), Spring 2002—Spring 2003

Adjunct Instructor, Department of History, State University of West Georgia (SUWG), Spring 2000

Instructor, Department of History, Spelman College, Fall 1995--Spring 2001

Instructor, Department of English and African American Studies Program, Xavier University, Fall 1994--Spring 1995

Teaching Assistant, Winter 1993, Program in American Culture, University of Michigan (American Cultures 205: A Study of Cultural Interactions, taught by Stephen Sumida, Associate Professor of English Language and Literature and Program in American Culture)

Teaching Assistant, Fall 1992, Program in American Culture, University of Michigan (American Values 201, taught by David Scobey, Associate Professor of History and Program in American Culture)

Teaching Assistant, Summer 1992, Program in American Culture, University of Michigan (American Culture 210, Topics in Ethnic Studies: Autobiographies by Women of Color)

Teaching Assistant, Winter 1992, Program in American Culture, University of Michigan (American Cultures 205: Literature of Colonization, taught by Stephen Sumida)

Teaching Assistant, Fall 1991, Center for Afro-American and African Studies, University of Michigan (Introduction to Afro-American Studies 100, taught by Nesha Haniff, Associate Professor of Sociology and Program in Women's Studies, and Earl Lewis)

Research Assistant, Summer 1990--Summer 1991, Center for Afro-American and African Studies, University of Michigan (to Earl Lewis)

**Fellowships and Awards**

National Endowment for the Humanities Institute on Black Film Studies, University of Central Florida, July 1999

"Shakespeare and the Question of Difference," Faculty Resource Network Seminar, New York University, June 1998

Mellon Multimedia Teaching Project Grant, Comprehensive Writing Center, Spelman College, May 1997- May 1998
Faculty Resource Network Visiting Scholar-in-Residence Fellowship, New York University, Department of History, Fall 1996

Rackham Dissertation Grant, Winter 1994

Michigan Merit Predoctoral Fellowship, 1990-1994

CIC Minority Predoctoral Fellowship, 1988-1990

Travel to conference grant, Horace Rackham Graduate School, October 1992. Awarded to support my attendance at the American Studies Graduate Student Conference, Boston University, October 1992.


Recent Professional Presentations


Professional Presentations

"Going to the Show: Black Female Spectatorship, Subjectivity and Sexuality in the Harlem Renaissance," accepted at the Black and White: Representing the Other in Early Cinema Conference, Huston School of Film and Digital Media, National University of Ireland, Galway, Ireland, October 2004.


Invited Presentations

Participant in Rethinking the Civil Rights Movement: Reflections Thirty Years After the Assassination of Martin Luther King Jr. Symposium, "Martin Luther King Jr. and America's Future Hope," Clark Atlanta University, April 1998


"The Civil Rights Movement and Women's Leadership," presentation to Sonia Maria Pereira Nascimento, President, Geledes-Black Women's Institute, Sao Paulo, Brazil, International Affairs Center, Spelman College, April 1997


"Grassroots Activism in the Civil Rights Movement," presentation to Maria Olivia Santana, President, UNEGRO-UNIAO de Negros Pela Igualdade (Black Society for Equality), Salvador, Bahia, Brazil, International Affairs Center, Spelman College, January 1997

"History of Racism and Intolerance in the United States," presentation to Hungarian Gypsy Mothers' Association, International Affairs Center, Spelman College, Spring 1996

"African American Women's Activism in the Post-Reconstruction South," Colorado College Seminars, Spelman College, Spring 1996

Publications

“Mammies or Mommies?: Representations of African American Sexuality, Domesticity and Motherhood in Hollywood Film,” accepted in Hollywood Motherhood, edited by Elaine Roth, Indiana University South Bend, Heather Addison, Western Michigan University, and Mary-Kate Goodwin-Kelly, Saint Mary’s College.

“Alice Dunbar-Nelson: Race, Class, and Creole Identity in Stories of New Orleans,”
accepted in Contested Again: Historical, Cultural, and Pedagogical Implications of Race, edited by Valerie Kinloch, Teachers College, Columbia University and Jia-Yi Cheng-Levine, University of Houston.

Book Reviews


Review of Margaret McKee and Fred Chisenhall, Beale Black and Blue: Life on Black America's Main Street (Baton Rouge: Louisiana State University Press, 1993), in Gulf Coast Historical Review, Volume 13, Number One (Fall 1997): 103—106.

Reviewer for The Louisiana Weekly (1994 --1995), New Orleans, LA

Academic Service

American Studies Association Women's Committee, June 1997--June 2000

Play of the Mind: The Women's College Promise Conference, Saint Mary's College, Notre Dame, IN, January 1997

African Diaspora and the World Curriculum Committee, Spelman College, Fall 1995--Spring 2001

Johnnetta B. Cole Institute for Community Service and Community Building Committee, Spelman College, Spring 1997--Spring 2001

Library Auxiliary Committee, Learning Resources Committee, Faculty Council, Spelman College, Fall 1995--Spring 2001

Domestic Exchange Auxiliary Committee, Curriculum Committee, Faculty Council, Spelman College, Fall 1996--Spring 2001


Writing Across the Curriculum Workshop, Spelman College, June 1999

Intellectual Focus Workshop Convenor, Program in American Culture, Spring 1993

Internal Review Committee, Program in American Culture, Winter 1992

Graduate Admissions Committee, Program in American Culture, Winter 1991
Professional Memberships

American Studies Association
American Historical Association
Organization of American Historians
Phi Alpha Theta International Honor Society in History, Alpha Epsilon Sigma Chapter
National Council for Black Studies
Southern Conference on African American Studies, Inc.
National Women’s Studies Association

Courses Taught
AAS 450 Special Topics in African American Studies: African Americans in New Orleans History (UIS)
AAS 440/LSC 437 Special Topics in African American History and Culture: Black Women in Film History (UIS)
AAS 433 Civil Rights Movement of the Twentieth Century (UIS)
AAS 301 Interdisciplinary African American Studies (UIS)
AAS/HIS 241 Survey of African American History (UIS)
CAP 121 How Do You Know?: American Culture (UIS)
CAP 122 Who Am I?: Exploring Identity and Community (UIS)
History 2050 U. S. History since 1877 (Wayne State)
History 3150/6010 African American History, 1865 to the Present (Wayne State)
ADW 111, 112 African Diaspora and the World (Spelman)
History 221 Survey of African American History to 1865 (Spelman)
History 222 Survey of African American History from 1865 to the present (Spelman)
History 322 African American Intellectual History (Spelman)
History 323 African American History in the Twentieth Century (Spelman)
History 421  In Our Own Words: African American Women's Biography and Autobiography (Spelman)

History 423  Reading the Big Easy: Images and Myths of New Orleans in Literature and Popular Culture (Spelman)

History 1301  U.S. History to 1865 (UTEP)

History 1302  U.S. History since 1865 (UTEP)

History 2112  U.S. History from 1866 (SUWG)

African and African American Studies (AFST) 2301 Theories in African American Studies (UTEP)

AFST/Women's Studies 3390  In Our Own Words: African American Women's Biography and Autobiography (UTEP)

History 281  U.S. History from 1800 to 1900 (DePaul)

History 248  African American History from 1900 to the Present (DePaul)

Women’s Studies (WS) 290/African and Black Diaspora (ABD) 290  Special Topics: Black Women in Film (DePaul)

WS 290/ABD 290  Special Topics: Black Women’s Biography and Autobiography (DePaul)
References

Michael Awkward, Augustus Baldwin Longstreet Professor of English and Afro-American Studies, Department of English, Emory University, N-302 Callaway Center, 537 Kilgo Circle, Atlanta, GA 30322 Atlanta, GA (404) 727-6420 or 404-727-6613; mawkwar@emory.edu.

Maceo Dailey, Professor, Department of History, and Director, Program in African American Studies, University of Texas at El Paso, Liberal Arts Building, Room 401, 500 W. University Avenue, El Paso, TX 79968-0663, (915) 747-7822 or (915) 747-8650; mdailey@utep.edu

Michael Gomez, Professor of History and Africana Studies, New York University, King Juan Carlos I of Spain Building, 53 Washington Square South, Seventh Floor, New York, NY 10002; (212) 998-8600; Michael.Gomez@nyu.edu

Robin D.G. Kelley, Professor of Anthropology and African American Studies, Institute for Research in African-American Studies, 758 Schermerhorn Extension, Mail Code 5512, Columbia University, 1200 Amsterdam Avenue, New York, NY 10027; (212) 854-7080; rdk21@columbia.edu

Earl Lewis, Provost and Executive Vice President for Academic Affairs and the Asa Griggs Candler Professor of History and African American Studies, Emory University, 201 Dowman Drive, Atlanta, Georgia, 30322; (404) 727-6123; lewis@emory.edu

Mona Phillips, Associate Professor of Sociology, Spelman College, 350 Spelman Lane SW, Campus Box 1702, Atlanta, GA 30314-4399, (404) 270-5639 or (404) 681-3643, ext. 2163

David M. Scobey, Associate Professor, Taubman School of Architecture/Arts of Citizenship Program, University of Michigan, 1220 South University, Suite 215, Ann Arbor, MI 48104-2585, (734) 615-0609 or (734) 764-7480; scobey@umich.edu

Stephen H. Sumida, Professor of Ethnic Studies, University of Washington, Box 354380, Seattle, WA 98195-4380, (206) 543-5401

Joe W. Trotter, Mellon Professor of History and Department Head, Department of History, Baker Hall 246 C, Carnegie Mellon University, Pittsburgh, PA 15213 Phone: 412.268.2875; Email: trotter@andrew.cmu.edu
JACKSON, TERRI
Terri R. Jackson
State Journal-Register, The (Springfield, IL) - Saturday, February 23, 2008
Section: LOCAL
Page: 15

Terri R. Jackson

SPRINGFIELD – Terri R. Jackson, 50, of Springfield left us to celebrate her life on Wednesday, Feb. 20, 2008.

Terri, T.J., or TiTi, was born on April 7, 1957, the day before her mother's birthday and throughout her life continued to be a gift to everyone she encountered.

She was born and raised in Springfield, the third of six children of George and Ruth Jackson. Terri was a graduate of Southeast High School, received her bachelor's degree from Sangamon State University and was enrolled in the graduate program at the University of Illinois at Springfield (formerly Sangamon State University).

TiTi's greatest joy was her son, Damien E. Jackson, followed closely by her enthusiasm for her grandchildren, Cici, Cam and Harmonee.

She was committed to her career with the University of Illinois at Springfield, where she served as director of multicultural student affairs. T.J. viewed her students and the staff as truly a second family.

Her love and devotion spilled over into her activism in the community. Terri shared her talents with both local and national organizations, including Delta Sigma Theta Sorority Inc., Springfield Human Rights Commission, Springfield Urban League, the Springfield Chapter of NAACP and the Illinois Department of Public Health Division of Minority Services. She was a founding member of Community Working Together for a Cure and of Women United and was appointed by Gov. Rod Blagojevich to the Abraham Lincoln Bicentennial Commission. Terri was a member of Monroe Street Christian Church.

She goes to join a sister, Michelle Y. Jackson, and a grandchild, Journee A. Jackson.

She leaves to lead the celebration, parents, George S. and Ruth J. Jackson of Springfield; a son, Damien Jackson of Springfield; two brothers, George E. Jackson and Eugene (wife, Tracy) Jackson both of Springfield; two sisters, Jennifer C. Jackson of Rock Island and Vanessa J. Jackson of Atlanta, Ga.; a nephew, Adrien Jackson of St. Clair County; a niece, Danielle Jackson of St. Clair County; three grandchildren, Camden Jackson, Harmonee Cunningham and Ciara Jackson of Springfield; five aunts, Ada Wolford of Springfield, Florence Davis of Wisconsin, Maggie Moore of Iowa and Della Reese and Maryetta Jackson, both of Springfield; seven uncles, Jim, Otis, George and Tolies Crawford of Springfield, William Crawford of Ohio, Carl Crawford of Iowa, and Rahman Ali of Springfield; and numerous cousins and friends.

Cremation will be accorded by Butler Cremation Tribute Center.
Family will receive friends from 5 to 7 p.m. Sunday, Feb. 24, 2008, at Kirlin-Egan & Butler Funeral Home, 900 S. Sixth St.

Funeral ceremonies will be held at 10:30 a.m. Monday, Feb. 25, 2008, at Studio Theater in The PAC on the campus of UIS. Pastor Bobby Moore, Pastor Paul Davis and the Rev. James Johnson will be officiating.

Memorial donations may be made to one of the following: Hospice Care of Illinois, 720 N. Bond St., Springfield, IL 62702; University of Illinois at Springfield, Office of Multicultural Student Affairs, 1 University Plaza, SLB 22, Springfield, IL 62703; Illinois Breast and Cervical Cancer Program, IL Department of Public Health, Office of Women's Health, 535 W. Jefferson St., Springfield, IL 62761; or National City Bank, Educational Fund for Terri's grandchildren.

Please visit Terri's online life story at www.butlerfuneralhomes.com to offer your condolences.

Caption: Terri R. Jackson
Memo: Paid Content
JORDAN, LEROY
LEROY A. JORDAN

2051 Randall Court  
Springfield, Illinois 62703  
(217)753-0010

e-mail: lejor@aol.com

PROFESSIONAL EXPERIENCE

1998- Present  
Retired-Teacher Retirement System/State University Retirement System

1998- Present  
Co-Coordinator, Illinois Governmental Internship Program- part-time  
Coordinator, Black Catholic Ministry Program- part-time  
Springfield Catholic Diocese in Illinois

1991 to 1998  
Director of Research, Assessment and Development  
Springfield Public Schools District #186  
Springfield, Illinois

Responsible for all facets of the department's operations including:  
conducting educational research related to the district programs; administer the district's  
standardized and local assessment programs, report results and findings of research and assessment  
to the Superintendent, other cabinet members, Curriculum Council, principals, teachers, members of  
Board of Education, and the general public; plan and coordinate, implement, and evaluate the  
district's staff development programs for teachers and administrators; assist in the development of  
innovative programs and innovative approaches; serve as a member of the Superintendent's cabinet.

1986 to 1991  
Assistant Vice President of Academic Affairs  
for Educational Services and Outreach  
Sangamon State University  
Springfield, Illinois

Define educational and public service needs within the local community and across the state and  
assist the Division to develop and implement programs to meet the designated needs. Identify  
groups that are not currently well served by the University or are unable to avail themselves of  
academic/university services, and assist the University in developing and implementing programs to  
better serve these groups.

1981-1986  
Dean, Innovative and Experimental Studies Cluster  
Sangamon State University  
Springfield, Illinois

Chief Academic Officer for the Innovative and Experimental Studies (IES) Cluster. Responsible  
for all facets of the cluster operations, including program and cluster budgets; personnel matters  
(performance, salary and retention recommendations, promotion, tenure and professional  
development). Served as a member of the Academic Cabinet on matters related to academic and  
University policy. Served on IES Cluster liaison to other units of the University. Provided services  
to students regarding waivers, petitions, complaints and disciplinary actions.
1974-1981

Director, Applied Study/Experiential Learning
Sangamon State University
Springfield, Illinois

Administered all facets of the Experiential Learning program, including budget, personnel, community services, intra-institutional coordination and cooperation. Facilitated the development of new experiential learning programs.

1972-1974

Assistant Director, Applied Study Program
Sangamon State University
Springfield, Illinois

Assisted the Director of Applied Studies in administering all facets of the Applied Study Program. Represented the University to community organizations, businesses, media and governmental agencies. Served as liaison between the community and the University. Developed new and innovative curriculum options in the Applied Study Program.

1969-1972

Consultant Research and Development Unit
State Board of Vocational Education
Division of Vocational Technical Education
Springfield, Illinois

Administered research and development monies of the Vocational Educational Act for the State of Illinois. Responsible for exemplary project emphasis in the State. Provided consultant services on a state-wide basis to school districts interested in establishing research, developmental and exemplary projects. Approved and negotiated project budgets and monitored project activities.

1965-1969

Elementary Teacher (Ills School)
Springfield Public Schools District #186
Springfield, Illinois

Taught self-contained class for 4th, 5th and 6th grade students. Responsible for after school program and extra-curricular activities.

Night Principal, Adult Education Program, Springfield Public Schools District #186, Springfield, Illinois.

Taught self-contained class for 6th, 7th and 8th grade students. Taught Adult Education GED classes. Assisted with the overall administration and promotion of the Adult Education Program. Specifically responsible for all facets of the evening program, including budget, personnel, class offerings and liaison with School District.

1964-1965

Elementary School Teacher
Hopkins Park, Illinois

CONSULTANT SERVICES

1972-1990

State of Illinois Vocational Education Team Leader - On-site Evaluation of Vocational Programs at the following locations:

- Community College Trustees Association
- Carl Sandburg Community College
- Galesburg Mental Health Center
- Graham Correctional Center
- Centralia Correctional Center
- East St. Louis School District #189
- Dwight Correctional Center
- Joliet Correctional Center
- Statesville Correctional Center
- Pontiac State Prison
- Illinois Soldiers and Sailors Children's Home
- Dallas City Public Schools
- Sheridan Industrial School for Boys
- Valley View Youth Center
- St. Jacob-Triad School District
- Vandalia Correctional Center
- Cranc High School
- Wilbur Wright College
- Harrison High School
- Schultz High School
- Simean High School
- Chicago Vocational Center
- Pekin High School District
- Madison Public School District
- Juarez High School
- Corliss High School
- Elkhart, Indiana Public School System

1990-Present Springfield College in Illinois, Springfield, Illinois
Indianapolis Public School District, Indianapolis, Indiana
Decatur Public School District, Decatur, Illinois
- Springfield City Government- Diversity Training
- State of Illinois- VISTA Program- Diversity Training

COMMUNITY SERVICE
2000 Member, City of Springfield Racism Committee

1998-Present Member, Racial Justice Task Force, Springfield Catholic Diocese
1996-1998 President, Board of Directors, Springfield Urban League
1992-1998 Board of Directors, Springfield Urban League
1996-1998  Member, National Catholic Campaign for human Development, National Catholic Conference

1991-Present Land of Lincoln Girl Scout/Council Member

1990-1997 Land of Lincoln Girl Scout Council, Board Member


1989-1990 Chairman, Board of Directors, United Way of Springfield and Sangamon County, Springfield, Illinois

1987-1989 Member, Springfield Chamber of Commerce, Springfield, Illinois

1987-1991 Member, Board of Directors, United Way of Sangamon County,


1979-Present Member, Corporation Board of Directors, Memorial Medical Center, Springfield, Illinois

1978-Present Member, Board of Directors, Citizens for Voter Education and Community Participation, Springfield, Illinois

1975-1983 Member, Board of Directors, President (1981-82), Statesmen Drum and Bugle Corps, Springfield, Illinois


1975-1981 Member, Board of Control, Chairperson (1978-1980), Capital Vocational Center, Springfield, Illinois

1979-1980 Member, Board of Directors, Springfield Big Brother/Big Sister, Springfield, Illinois

1975-1979 Member, Education Advisory Committee, Springfield Junior League, Springfield, Illinois

EDUCATION

1972 Illinois State University and the University of Illinois, Graduate Studies
    Sangamon State University, Springfield, Illinois, M.A. Educational Administration
1966-1969 Southern Illinois University, Edwardsville, Illinois, Graduate Studies
1964 Southern Illinois University, Carbondale, Illinois, B.S., Elementary Education

PROFESSIONAL AFFILIATIONS
Springfield Urban League
Springfield Branch NAACP
Council for the Advancement of Experiential Learning (CAEL)
Illinois Council on Educational Services
National Society for Field Experience Education
American Association of Higher Education
American Association of Supervision and Curriculum Development
Society for Government Meeting Planners

SOCIAL ORGANIZATIONS
1961- Present Life Member, Kappa Alpha Psi Fraternity, Inc.

AWARDS AND HONORS
Springfield Branch NAACP Community Service Award
Outstanding Illinois Black Educator Of The Year Award. State Treasurer Judy Barr Topinka

1998 Land of Lincoln Girl Scout Council,
    Life Membership Award
1997 Springfield Urban League, Presidential Award
1996 Visiting Nurses Association, Presidential Award
1994 Omega Psi Phi Fraternity Community, Service Award
1993 Springfield Chamber of Commerce, Service Award
1990 Outstanding Educator Award, St. John's AME Church, Springfield, Illinois
1989 Outstanding Alumni Award, Sangamon State University Alumni Association
1989 Certificate of Appreciation, United Way of Sangamon County, Springfield, Illinois
1989 Sangamon State University Black Caucus, Outstanding Leadership Award, Sangamon State
    University
1988 Sangamon State University Minority Services Center, Appreciation Award
1987 Education Award, Springfield Branch NAACP
1986 Great American Family Award
1983-1984 Certificate of Appreciation, Land of Lincoln Girl Scout Council, Adult Education
School House Award, Adult Education Program, Springfield Public Schools District #186

1982 IASB Award of Merit, Springfield Public Schools District #186

1981 Community Service Award, Pilgrim Rest Missionary Baptist Church

1980 Community Service Award, Springfield Urban League

1979 Arthur W. Ferguson Outstanding Leadership and Community Service Award, Sangamon
State University

1978 Certificate of Appreciation, Board of Control, Capital Area Vocational Center

PUBLICATIONS

"A Master Plan for Research, Development and Exemplary Activities in Vocational Technical
Education."

"Research, Development and Exemplary Activities in Vocational and Technical Education."
Innovations in Illinois.

CHENEY, MICHAEL
Michael R. Cheney

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Email Address: cheney.michael@uis.edu

Home Address:
2701 N. Fieldcrest Drive
Urbana, IL 61802
217-384-2018 (home)
217-553-4163 (cell)
Email Address: michael.cheney@gmail.com

Professional History

2005 – Present
Senior Fellow, Institute of Government and Public Affairs, University of Illinois

2005 – Present
Associate Professor of Economics, University of Illinois at Springfield

2001 – Present
Professor of Communication, University of Illinois at Springfield

2001 – 2004
Provost/Vice Chancellor for Academic Affairs, University of Illinois at Springfield

1993 – 2001
Associate Provost/Director of Research, Drake University, Des Moines, IA.

1998 – 2000
Special Assistant to the President, Drake University.

1993 – 1993
Dean, School of Journalism & Mass Communication, Drake University.

1989 – 2001
Professor of Journalism & Mass Communication, Drake University.

1985 – 1989
Associate Professor of Journalism & Mass Communication, Drake University.

1981 – 1985
Assistant Professor of Journalism & Mass Communication, Drake University.

1977 – 1981
Assistant Professor of Communication, Rutgers College, New Brunswick, NJ.

Experience:

2005 – Present
Senior Fellow
Institute of Government and Public Affairs

Associate Professor of Economics

2001 – Present
Professor of Communication

Senior fellow responsibilities include developing policy papers and speaking on a range of new media and politics issues, fundraising, and working with the Office of Public Leadership on various workshops.

Professorial responsibilities include teaching in Communication, Liberal Studies and Economic History.
Senior Fellow and Professor of Communication (continued):

Grants/Scholarship


"A History of Communications by Harold Innis," A diplomatic transcription of the 2,500 page unpublished document left in manuscript form at his death. Completed work will be distributed via DVD. (Expected completion date fall 2009)


"The Returned Soldier by Harold Innis." A diplomatic transcription of his master's thesis. Finished work will be included in The Unpublished Innis (November 2006).


"Reconstructing "The History of Communications," Media History Conference, Ryerson University, Toronto, CA (May 31, 2006).


Judge, Competitive Papers Session, History Division (2003 – Present) and Cultural and Critical Studies Division (2001 – Present), Association for Education In Journalism and Mass Communication.

Public Service

Member, Broadband Deployment Council, State of Illinois (Fall 2007 – Present)

Member, Intercollegiate Athletic Council, University of Illinois Springfield (Fall 2007 – Present)

Charter Member, Midwest U.S.-China Association, Chicago, IL (2004 – Present)

Board Member, Mayor's Committee on the Homeless, Springfield, IL (2003 – Present)

2001 – 2004

Provost/Vice Chancellor for Academic Affairs

University of Illinois at Springfield.

Responsibilities included co-coordinating the campus activities for the upcoming Campaign for the University of Illinois ($2.5 billion) which began with a National Commission of the Future of UIS and now includes developing donors, goals and strategies for the campaign; and fiscal oversight for the entire UIS budget ($50 million).

Responsibilities also included oversight of the four academic colleges – Business and Management, Education and Human Services, Liberal Arts and Sciences, and Public Affairs and Administration – with over 190 faculty and over 4,500 students. Oversight of Brookens Library, the Center for Public Policy and Leadership, the Enrollment Management Division, Institutional Research, Grants and Special Projects, and Sangamon Auditorium.

Grants/Scholarship


Judge, Competitive Papers Session, History Division (2003 – Present) and Cultural and Critical Studies Division (2001 – Present), Association for Education In Journalism and Mass Communication.

Public Service

Board Member, Community Health Initiative, Springfield, IL. (2001 – 2005)

Board Member, Mayor's Committee on the Homeless, Springfield, IL. (2003 – 2006)

1993 – 2001
Associate Provost and Director of Research
Drake University.

Responsibilities included facilitating a national commission on libraries and information resources at Drake and then leading the campus' fundraising efforts in the area of libraries and information technology during the "The Campaign for Drake" which raised over $190 million for the University; chairing a committee to review all research and program centers, and all academic support programs; and coordinating the University’s self study for the North Central Association.


Responsibilities for Director of Research included administering all internally funded grants, reviewing all requests for external grants and coordinating all institutional research data and surveys.

Grants/Scholarship

"Active Learning and the Challenge of Teaching," Southwest Federation of Administrative Disciplines, March 1997.
"Active Learning Methods of the College Classroom," Southwest Federation of Administrative Disciplines (March 1995).

Public Service

Member, Greater Des Moines Leadership Institute, Des Moines, Iowa. (1996 – 2001)
Site Team Member, ACEJMC. (1993 – Present)

1998 – 2000
Special Assistant to the President
Drake University

Responsibilities included chairing the Y2K Task Force and advising the President on faculty and university issues.

1988 – 1993
Dean, School of Journalism and Mass Communication
Drake University

Responsibilities included oversight of 14 faculty members, over 600 undergraduate and graduate students, and four staff.

Responsibilities also included completing the national commission on the future of the School of Journalism and Mass Communication; working to implement the recommendations from that commission; leading the School’s fundraising efforts during the “Campaign for Drake” which raised over $125 million for the University; establishing a national and local advisory board of alums and friends of the School; leading a curriculum review of each of the nine sequences; working with the faculty to incorporate the Boyer model of scholarship into the tenure and promotion process; coordinating the ACEJMC self-study which led to our successful re-accreditation; and increasing diversity in the curriculum and SJMC student body through recruiting efforts throughout the Midwest which also increased our total enrollment.
Dean, School of Journalism and Mass Communication (continued):

Grants/Scholarship
"Instructional Computing - An Academic Perspective," with Robert W. Lutz and Lawrence P. Staunton, COMPUTING
"Rethinking Hypertext Systems in Journalism Education" Association for Education in Journalism, August 1990.
"Authoring Software in Journalism and Mass Communication", The Computer Connection, Syracuse University,
Syracuse, NY March 1990.
Reviewer, JOURNALISM EDUCATION. (1988-1993)

Public Service
Member, Board of Directors, Iowa Resources for International Service (IRIS), Kellogg, Iowa. (1989 – 2003)

1985 – 1989
Associate Professor of Journalism and Mass Communication
Drake University.
Received President's Award for Outstanding Undergraduate Teaching, 1986.

Grants/Scholarship
"HyperCard and Journalism Education" The Computer Connection, Syracuse University, Syracuse, NY, November
1987.
(Book Review)
"THE ROLE OF STEREOTYPES and THE TV ARAB," JOURNAL OF BROADCASTING AND ELECT. MEDIA, (Spring
1987). (Book Review)

Public Service

Non-Academic Activities
Writer/Editor, CE Software, Des Moines, Iowa. (1986-1991) Corporate Communications Consultant, Place's, Bethany,
1981 – 1985
Assistant Professor of Journalism and Mass Communication
Drake University.

Developed a strategic plan and budget to move the electronic media sequence into the digital age.

Grants/Scholarship

Executive Producer, "The Iowa Courts Project," Drake University, Des Moines, Iowa. $20.5K (1982-1983)
"New Morals for the Cable Fable," American Culture Association Convention, 1983.
"Radio as Bard," (with Brian Wansink), American Culture Association Convention, 1983.
"Through the Past Brightly," Central States Speech Association Convention, 1983.
"Paradigms of Understanding and Explanation in the Study of Mass Communication," Association for Education In Journalism, 1981. (Published Abstract)
"Culture Writ Electronic: Themes in Television Advertising," Association for Education In Journalism, August 1981. (Published Abstract)

Non-Academic Activities

Writing Coach, Meredith Corporation, Des Moines, Iowa. (1984)

1977 – 1981
Assistant Professor of Communication
Rutgers College

Developed an integrated communication program that became the model for the country.

Grants/Scholarship

"The Political Economy of Mass Communication," (with Dr. Indu Singh), Canadian Communication Association Conference, May 1981. (Published Proceeding)
Assistant Professor of Communication (continued)

Grants/Scholarship (continued)

"MEDIAWORLD by John Phelan," JOURNAL OF BROADCASTING, (Fall 1978). (Book Review) Research Consultant,
FREESTYLE, The Annenberg School of Communications, University of Southern California, Los Angeles, California. (1977-1978)
Reviewer, INTERNATIONAL AND INTERCULTURAL YEARBOOK. (1980-1982)
Reviewer, COMMUNICATION QUARTERLY. (1978-1981)

Non-Academic Activities

Graduate Studies and Activities:

Ph.D.
Ph.D. The Department of Communication, The Ohio State University, Columbus, Ohio (December 1977).
Administrative Associate (1976-1977) / Teaching Associate (1975-1976), Department of Communication, The Ohio State University, Columbus, Ohio.
Received an award as an outstanding graduate student, 1977.

Grants/Scholarship
Writer, "The New Eden," (with Dr. Steve Barkin), The Ohio Educational Television Network, Columbus, Ohio 1976.
"The Middle School Teacher: A Study of College Curriculum and Career Preparation," The Ohio State Teaching Advisory Board, Columbus, Ohio, 1977.
Research Consultant, The Ohio State Teaching Advisory Board, The Ohio State University, Columbus, Ohio. (1976)
Production Consultant, Ohio Educational Television Network, Columbus, Ohio. (1976)

M.S.
M.S. The College of Communications, University of Illinois, Urbana, Illinois (October 1976).
Teaching Assistant, The College of Communications, The University of Illinois. (1973-1975)

Non-Academic Activities
Associate Producer/Writer, "Twelve Central," WILL-TV University of Illinois. (1974-1975)
Producer/Director, "Women Sing!" (1974)
Undergraduate Studies

B.S.

B.S. The College of Communications, University of Illinois, Urbana, Illinois (June 1973).
Received award as one of top 100 seniors (1973)
ORAL HISTORY........................................SECTION 7
A. CHENEY, MICHAEL
B. JORDAN, LEROY
C. KEMAYO, KAMAU
D. LEONARD, MARCELLUS
E. THOMAS, DARRYL
F. WHITE, VIBERT
G. WINAND, ANGELA
CHENEY, MICHAEL
Michael Cheney. Senior fellow. Institute of Government and Public Affairs, University of Illinois Urbana. Professor Communication and Associate Professor of Economics at University of Illinois Springfield. He was former Provost and Vice Chancellor for Academic Affairs (2001-2005). As Provost, Cheney was keenly interested in the expansion of the African American studies, including its faculty.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered.

TL: Could you state your name and title?

MC: Michael R Cheney. I am currently a Senior Fellow in the Institute of Government and Public Affairs and a Professor of Communications and a Associate Professor of Economics at University of Illinois Springfield.

TL: What was your position at the time at University Illinois Springfield when you had direct connection with the African American Studies Department?

MC: I arrived as Provost in June of 2001. I served as Provost through the end of the calendar year 2004. Then I took a 6-month leave and re-emerged as a Senior Fellow and a Professor. So I had a chance to redo or re-invigorate myself and that was after about 18 years in administration. So I have had more than enough time to work on some things and get some strategies in place.

TL: What connection did you have with the African American Studies Program?

MC: Let me give you some background- not sure how it all fits in. You mentioned before we started the tape in how I had an interest in getting more diversity at campus. I had actually spent 20 years at Drake University in Des Moines, Iowa, which is not the most diverse place in the country. And as a Dean, we went through accreditation, and we had stellar recommendations in every area except increasing diversity. We had it in the curriculum, we had it in the student body, but we did not have it in the faculty, and it was one of those wake up calls.

I served as Associate Provost at Drake from 93-2001 and during that time I put together a plan to increase the diversity of the faculty that was moderately successful. One of the things we tried to do immediately when we brought in faculty and staff of color was to try to connect them to the African American community within Des Moines that you might not otherwise knew existed unless you knew some people. We also had some very significant members of our board [of Trustees] who were African American who would also visit with every faculty member that we brought in. They would have private lunches where they would just talk- here are the issues, here are the concerns, so they don’t come here with the wrong expectations and leave two years later feeling frustrated.

Michael Cheney Interview
So, I came to Springfield in 2001, and despite what people say Springfield as a community is a very segregated if not racist community. I did some work with the Springfield Project, which is modeled after the Atlanta Project, where they went into the areas where they needed to have homes rehabbed and found the resources and put people to work and actually create some valuable housing stock for people who have otherwise not had it and also by changing housing stock, you change in some ways the dynamic of the community. As so I had some interest in that, but we had the problem with the faculty members, and I don’t recall the exact time, Marcellus [Leonard] may remember the exact time, and I don’t know how much people want to talk about this, but there was a moment when I was asked to come to a meeting with the Chancellor and all the African American faculty on campus, not only within the faculty in the African American Studies Program, but Michel Smalls in the College of Business and we had a couple faculty over in Education and Human Services, met and basically told the Chancellor – you’re not creating a diverse community for us, most of the faculty sitting at the table had been there for 10-15 years, so there was an old guard and they were wondering very frankly, when was the new guard coming in. We’re happy to keep working here but at some point we have to start getting some new blood in here to start moving the programs forward.

As I looked into the African American studies, I made a promise that we would do everything we can to add at least two faculty members in the African American studies Area, or in an allied area, where they could then support the program. I went back and did some work and then discovered that in many cases the program was viable, but it oftentimes had faculty that were all housed in one department, but they only teach one course in African American Studies program.

TL: The Affiliate faculty members with joint appointments?

MC: Yes. The problem was that these things weren’t always put down in contract language. So you had someone who was hired with the expectation that they would teach one course in African American Studies a year, but it never really have any teeth to it, [especially if] your home department is saying, hey we need you to teach all your courses this year. So it was not quite as binding a contract, plus there was not the critical mass of folks to do some of these things, so that was sort of the initiative. At that time, we had just gotten a grant from the Sloan Foundation to launch sort of a second wave of online initiatives, and this was to deal with programs that were not typically online that are viable. Things like Philosophy, and maybe English and History, and some of the other areas- areas that very honestly, we could bring in African American faculty members who have areas of expertise and have them work in virtual areas.

At the same time, we were also trying to bring in a Chair for African American studies, and one was hired during that search, but as we got into the search process – to look for people who could be Chairs, there were people who came forth who the committee felt were not Chair-ready, but would be stellar colleagues. I remember one day, Marcellus [Leonard] came to me and said, “Okay, we have this faculty member, we already have our commitment to the African American
studies Department Chair, is there any way that we can work to see if we can hire this faculty member?” This was one of those moments where I knew he was earnestly trying to help, and I said, “Let me see what I can do,” and what I discovered was that we could actually go back and leverage the Sloan money, to bring them in. So Lionel Kimble for example, was actually brought in as a History Professor under the Sloan Grant, because the Sloan Grant allowed us to hire in up to 20 faculty members.

TL: Back up for a few minutes, so that I can make sure I’m getting this correct. The Sloan Money was originally for online courses?

MC: Yes, but you could use it to hire on-site faculty that who would teach online and also work on-site. It was intended originally designed to hire people who would teach online, but the way I felt the online program had to be structured, none of these people were being hired to be 100% online. Their major commitment was to offer courses online, so they couldn’t commit to teach somewhere else online. However, in Springfield it was 3 courses a semester, you would not be hired to teach 3 courses online, each semester instead you would be hired to teach less, which then raises the question what do you do with your extra course? So, when we brought Lionel Kimble in, and a couple of other people started to realize that this was a way that they could bring in, some support. It was also something that we could. As a Provost I could justify having resources put into the basic salary that went above and beyond what the person, could do. It was with the expectation that this is a person that could really help us in two areas, as opposed to just one. Lionel wasn’t just a straight history professor, this was a history professor who could also teach African American Studies and some of the courses be cross-listed. So it was largely because of Marcellus coming forward, that we were able to start this process and over the next couple of years, we added a number of faculty, not all of them stuck, some of them went for various reasons. So that’s kind of the background for how it happened, and it was largely finding ways to leverage dollars that we had to hire faculty through the Sloan Grant, meanwhile, providing ways to get two for one, through the fact that they could teach in multiple areas.

During this time, we were also being asked to cut University budgets by 25%. And this was because after the Fall of 2001, for the next three years- in fact that’s why I have half the hair I used to have, my hair is gray- is because that was what I went home each night to try to figure out how to do that- and my major objective was not to compromise the ability of students to get a quality education or to bring in faculty of a diverse set of interests that could help students have a more diverse education but had to deal with some other areas. So that’s my story.

TL: Your response touched on the next question, but just for the record, what were any major decisions you made during your tenure that effected African American Studies? Was it fair to say the hiring of Dr. Kimble [MC: Right] specifically through the Sloan money that was made available.
MC: Right - this seemed to be a viable way of getting additional courses into the program but more significantly to getting additional people sitting around the table, which is something that can then be used to continue to bring in at some point be used to justify to the powers that be. And a lot of faculty that were in the older guard, and I say that with respect, we actually of that sort, and so it was a program really without a leader. This was a significant decision. We decided to hire a Chair in African American studies program who would be fully vested, as opposed to the part time faculty member that had been the case beforehand.

TL: It’s my understanding though a little bit of research that Maria Mootry [MC: Before my time] was the first Convener of the African American Studies minor back in 94-98.

MC: Was she a full time position in African American Studies?

TL: She was a former Associate Professor of English and African American Studies. So again, it was probably a joint appointment.

MC: And that was sort of my understanding of how the program had always been done. It had conveners or Chairs, but no one was 100% fully in the department.

TL: This leads to a different question. I’m trying to understand when the program made the shift from a program to a full department? Was that with the hire of Dr. Kamau Kemayo, the first full chair? Nobody seems to know when it made that shift.

MC: Right, and that had nothing to do with anything in the African American studies program level. It had to do with the fact that someone woke up one day and said that the University of Illinois Springfield- we’ve been a part of the UI since 1995- we have never revised our bylaws to conform to what the University of Illinois in total is, and the University of Illinois total does not allow for programs, it only has departments, and departments have to have Chairs, not conveners. So there was this exercise that went on, and it must have been 2005-2006 where every program within the University that had not already been a department, basically had to redo their bylaws and become a department and become a Chair.

For example, my other appointment is in Economics. Economics has always been departments. The Business College for some reason or another decided that they would always have departments whereas Arts and Sciences said no, we’ll set up programs, so there was a strange language I had to learn when I first got here- Conveners and it just didn’t fit, but that change per say didn’t have anything to do with what was going on in African American Studies. The more important fact is that Kamau was one of the first persons hired with a 100% appointment in African American Studies.

I think having one full time person there was a good start, my intention was at some point to have two or three. I had a game down the road of how we could build up this program as well as for other growing departments, as well. The Problem was that at a state school, there was not as
much interest in entrepreneurship, and so programs like African American Studies that were showing some growth, unfortunately, there weren’t mechanisms in place that always allowed putting additional resources there.

TL: My next question would be: prior to you leaving your Provost position, did you have any predictions on the future of the African American Studies Program? Did you envision that it would actually become a department for example? Did you envision that there was sufficient evidence to show that there would be growth at some point to a minor?

MC: And whether its department or program, the idea that it would be its own entity, which would have its own major and really for the University of Illinois Springfield folks, is really when you’ve made it. When you’re a minor, nobody really keeps track of what you are, but you can’t create a major until you have enough courses. It wasn’t like you were adding another 100 Computer Science students, which they already had more than enough computer science students, this was adding in other-and this was part of the reason for writing the Sloan Grant-finding ways to create more opportunities for the humanities side of the house to have a role in online education and to also give you a broad and rich faculty in those areas so that they could offer what they needed to offer.

TL: Were there any areas that could have been improved in the program of African American Studies and what were its strengths?

MC: its strength was that it was doing a lot with very little. It was creating at least some sense of cohesion and direction even though it didn’t have – they’d hired a full time person but didn’t have a full time faculty in the program/department. You didn’t have any faculty whose sole responsibility was to work in that department/program so it was doing a lot with very little, but I thought that the faculty that got together that were part of the collection that Marcellus and others would bring together, had a good community sense of what they tried to accomplish and respected each others differences and strengths. Was it the idea program? No, but it was not built initially –now hopefully it is- sort of here’s what we need to have in place it was just like it would be nice if we could offer some courses in this area, we hire some faculty, they teach a couple of courses, after awhile, oh, we have enough courses to make a minor, but I don’t think until we had a full time director who was actually in the program that we were in the position of saying what should be the shape of the program. In saying- do we have too many of these type of courses and not enough of these kinds of courses, and those questions can only be answered if you have enough people that you can count on to start to say some things, plus because they were always begging for part of faculty members lives, even if they wanted someone to be for example an expert in this particular area, it wasn’t going to happen, at least initially, until they had a little bit more of a critical mass among the faculty.

TL: Would you say that it is a fair assessment to say that the program of African American studies at the time was in a state of transition upon your departure?

Michael Cheney Interview
MC: It was transitioning. I think that it had already started in a meaningful direction. We have to put the program or the department’s progress in the overall arch of the University. I mean, we had lost faculty lines and so we were trying to rebuild the entire campus faculty base as well. So it was one of those things were they were making better than average progress with the resources that were immediately available, even if it was parts of a person. But the idea would be that in order to make it really work you need to have two or three fully vetted or vested faculty members in the department in order for it to have some longevity so there can be a handoff.

TL: In terms of some of the faculty members that were leaving the program at the time, besides money, do you think there were any other reasons that the faculty who were associated with the program at the were leaving within a couple of years of being hired?

MC: Well, Vibert [White] was a friend of mine so I guess I can talk about him for a while. He was becoming a star and as a star faculty member, you can do a lot better in terms of salary that was offered. University of Illinois Springfield still offers salaries that are moderately competitive at a certain level, but when you get people who have attracted some name recognition and some visibility and are showing up on TV regularly, its not long before they will go somewhere else. In fact, Dr White left at the same time that Professor Jenkins left Biology to go to the same University. That University was on a buying spree and they were looking for some of the hot names coming out of programs like University of Illinois Springfield.

TL: My last question will be is there any other information that you would like to share?

MC: One of things that I felt as we were talking about it and as I was thinking about it before hand is that a lot of what you’re doing is getting at a particular topic or subject area but also you are getting a handle for how academic departments or programs regardless of the discipline, how they can grow and change over time. In particular with African American studies it’s a program that came almost out of nothing. It wasn’t as if somebody said, we have to have this department. You know if you start a University they say we have to have an English Department, a History Department, but they don’t ever say we have to have an African American studies Department, but it came out of the same thoughts that African American studies should be a part of every students’ experience. And you have probably come across this- that there are some people who feel that African American studies should permeate far more than it does, and you don’t want to just partition it into an African American Studies Department which means that other students can avoid it. There are other ways that you can force it more into the agenda and this is something that probably worked with Women’s Studies program people- their department started the same way. But I watch what it does for students, particularly white students who come into class and come out with a completely different headset on and we have some good dialogue. So I’m supporting what you’re doing, and I hope whatever you find out has some value not only to your faculty member that you’re doing the research with, but gets back to the department and help other programs across the state.
TL: When I’m done with this sort of compilation it’s going to then be archived at University of Illinois Springfield and then online so that anybody can access it. Because I think that a report like this is not only giving visibility to say a school that isn’t considered one of the elite schools in terms of its African American studies Programs. One, because it doesn’t have a major it only has a minor. So it’s already like a stepchild to African American Studies Programs – such as even the most recent ones like at Northwestern. But Northwestern is bringing in some faculty members as well that will grow that department. Or Berkeley or Harvard, well Harvard is the first program- and Temple is the first Afro-centric one. But I think that was one of the reasons why I was attracted to the program at University of Illinois Springfield, partly because it wasn’t a school that wouldn’t necessarily be given the recognition if I was not taking Dr. Alkalimat’s course.

MC: That would be great.
LeRoy Jordan. Former Assistant Director. Dean of Innovative and Experimental Cluster. Vice President of Academic Affairs (1972-1992). Mr. Jordan is a graduate of Sangamon State University. He also collaborated with Drs Darryl Thomas and David McBride to develop the Afro American Thematic Sequence Activity. Interviewed October 2009.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered.

TL: Please state your full name

LJ: LeRoy Jordan

TL: What was your position within African American Studies?

LJ: If you don’t mind, I’m going to take a different approach and then you can gather what you want from it. I came to the University in 1972 as the Assistant Director of Applied Study. The Applied Study was a requirement of all undergraduate students. As you know, we were upper division [University] at that time, so anyone who was working toward their degree had to complete an Applied Study term for 8 semester hours, and I was Assistant Director for that.

We were a new faculty, in 1972, and the University opened in 1970. I was one of the first graduates; got my master’s degree here at Sangamon State then started working here [Sangamon States] in August 1972. However, before coming to Sangamon State, I was a charter graduate [student]. Basically, what I had done was go to Southern Illinois University-Edwardsville, commuting back and forth from Springfield, so when this University [Sangamon State] opened, I became a student so I didn’t have to do all that traveling. Also, when I started here in 1972 as Assistant Director of Applied Studies, there were about 6 black faculty and we formed the Black Caucus [see section 10 of report] that same year. Professors included Otis Morgan, Nancy Pitts, Osmond Guy, Cliff Hawker, and Homer Butler, Dean of Students. We got together and kind of started The Black Caucus.

<TL interjects>: Was it called the Black Faculty and Administrator Caucus?

LJ: Yes. The Black Faculty and Administrator Caucus was formed because there was no organization at the University for black faculty, staff or administrators. So that’s how we got started. We started out as a lunch group, and then sought official recognition through the University. So fast forward a little bit, because at that point there was a faculty member, his name was Mark Conley. He offered a course called the Mood of Black America. Mark’s course was the first [approved] course that was offered here at Sangamon State having to do with the black community or African Americans so to speak. In fact when I took my PAC [Public Affairs Colloquial] requirement, which everyone had to do, [including graduate students] I took Mood of Black America with Mark.

In the following summer of 1971- no it was later than that- 1975, the school district contracted with the University to offer an intersession course for six weeks geared toward school integration. It was around that time when the school district underwent desegregation and I was President of the School Board. It was also at that time when there was a slow growth in black studies [at the University], including adding more and more faculty teaching different courses. [For example,]
Cliff Harper taught in the literature program and offered a course on Richard Wright and other literary people. Otis Morgan [also] taught. He was in Teacher Education offering courses like *Working with disadvantaged Students* and lots of things like that. Eventually what happened was we started offering [through the School of Experimental Learning] PACs with Black studies content.

TL: You mentioned that you came in as Master’s Level student? Or were you an upper level undergrad student?

LJ: I came in as a Master’s student.

TL: But you were taking undergraduate courses? How did that work?

LJ: The courses in your major were 400 level. PACs could have been 300, 400 level. So you could take a PAC at a 300 level and have it count towards your Masters.

TL: Oh, I see. Another question of clarity: you mentioned that the *Mood of Black America* was offered, who was responsible for introducing black studies courses? Did the faculty offer the PAC with Black studies content because they weren’t directly relate/or accepted within their home department? Is fair to say that these [Black studies] PAC courses were a precursor to the current minor concentration in African-American studies?

LJ: Yes. The PAC requirement was handled through the faculty. They were interdisciplinary and had representation from all programs, faculty and schools. The [PAC] Committee approved all PAC courses. So each faculty would submit their proposal [to that Committee] and to the Department where they wanted to teach. They also needed approval from their Department who approved their course load: lets say 16 hours- 3 courses or 4 courses- PAC had to be a part of that course load.

TL: Oh I see so their Department had to approve?

LJ: Yes—both the Department and the PAC Committee. And that was the way the Afro-American Thematic Sequence Activity started, as spinoffs of PAC courses. For example, there was a Thematic Activity dealing with Staging Social Change. So the PACs grouped together several courses that could serve as a concentration [in this example, Staging Social Change]. There was also an Environmental Studies Thematic Sequence, so if I taught a PAC in Environmental Science, and if somebody else taught one, they could be pulled together up to lets say 24 hours. Then a student could have a concentration in Environmental Studies. Environment Studies eventually became a full [degree] program, but was initially a Thematic Activities without having to go through the Board of Regents.

At the time, the University also comprised clusters/schools: Academic Affairs had the Innovative and Experimental Cluster. There was also Liberal Arts and Science, and Public Affairs Administration. It was a real division of the university, like you would find at a traditional University [although we were not one!]. Within my school, all programs that had innovation or experimentation [such as the PACs, thematic options, television courses, radio courses] all fell under me.

TL: How did the Afro-American Thematic Sequence Activity start?
LJ: Darryl Thomas, professor of History, and David McBride, professor of Political Studies and I got together in the early 1980’s to talk about forming a Thematic Activity in African American Studies. Historically, when you start talking about Black studies or African American studies, they usually normally would come through history or political science departments. So we initially got together and other faculty joined like: Janice Jordan from the library, Doris Franklin from Teacher Education, and others, let me think of others.

<TL interjects>; Here are some catalogues with faculty names from 1982/1983.

LJ: There was also Marjorie Fonza, Alma Lowery-Palmer, Charles Sampson, Darryl Thomas.

<TL interjects>: What happened from this meeting?

LJ: After that, then we started with a few courses until it was approved through the Curriculum Committee/Faculty Senate at the University to be posted in the University catalog. Once it got approved for the catalog [in 1984], then it was there.

TL: Just to back up a little bit, because I haven’t been able to figure this out yet. Why was it decided to focus initially on a Thematic Sequence and not a Minor/Degree?

LJ: Part of the reason was that we didn’t have enough faculty members to teach these courses. Low students also. Even if we had enough students, we had to have the faculty. We also used a lot of people who were based in the community in various fields and occupations. And then too, if you were to go and request a minor or something there would have been a whole other process. Also you wanted to build up a history, so that when you wrote up your curriculum and all of that, sought approval through the governance system, the Board of Higher Education, then the Regents and all that, you had to have it pretty much – I want to say documented. I want to say it was a very rigorous process. And this was basically more experimental at that point.

TL: The next question I have to ask is going to be slightly changed from the original because there was not a department of African American studies at the time when you were here. As the Dean Innovative and Experimental Cluster, were you sole responsible for bringing in faculty who taught African American studies courses?

JL: As the Dean of Innovative and Experimental Cluster there were professors who were assigned to my department/school. Most of the Black faculty that came into the University came in through my department. Most of them had joint appointments. For example Darryl Thomas was jointly appointed in Political Studies and Innovative Experimental. So part of his faculty load was in my department. David McBride was in History and in my school.

<TL interjects>: So what would be the home department of the hired faculty if jointly appointed? Was it the department that initially hired the faculty member? Was there course load equity – two: one. For example, two courses in the home department and one in the other? I guess I’m trying to figure out if there was more work expected in one department over the other?

LJ: No. Couldn’t be. If one third of my assignment was in liberal arts and two-thirds was in Psychology, then from a tenure standpoint, I would do more in my two third appointments, the route of my initial appointment. But by having experiential coursework for example, I taught a course on working with juvenile delinquents. So if that’s the course, I could have my course listed...
in any program that I wanted to that was willing to accept my course within their catalog. So that’s why you saw in the first catalog for African American studies, Alma Palmer who was in Nursing, but she also taught courses on health issues related to African Americans.

TL: I see.

LJ: It’s confusing because it was non-traditional. For example, Daryl Thomas and David McBride also had NIAs (Non-Instructional Assignments). So let’s say that a full teaching load for an instructor was four courses. If an instructor had an NIA with me, that person would be responsible for administering a program. Daryl coordinated the Afro-American Thematic Sequence Activity. If he also had to present a course before the Curriculum Committee, he would do that. Sometimes we switched up who headed Afro-American Thematic- David one year, Darryl the next.

TL: Gotcha.

LJ: Just remember- non-traditional experimental studies.

TL: Was there any significant decisions made during your tenure, I’m assuming that its safe to say deciding to develop the thematic courses in African American studies was definitely one of your significant decisions made?

LJ: As Dean, anything that related to the Afro-American Thematic Sequence Activity had to have my signature on it. I was an advocate for it, including hiring, tenure decisions, you name it.

TL: Now, during your tenure as the Dean of Innovative and Experimental Cluster [not African American studies because there wasn’t one], were there any courses missing that could have added to the thematic courses on African American studies specifically?

LJ: I’m trying to think. We didn’t have any courses in literature. Once Nancy Fitch left, we didn’t have any one teaching in that area. I know Daryl’s main interest was Pan Africanism [sic], so he wanted to teach classes more in that vein, but I think the program kinda [sic] restricted him in terms of the semester and his load and what he could teach.

TL: Upon your departure from the University, how would you describe the state of University? For example, did you think the university was leaning towards a minor and are you surprised that there is a minor in place right now?

LJ: I’m not surprised because the groundwork had been laid. It was just a matter of time. The real key was having the faculty to teach it and having them available over a consistent basis. If you’re going to offer a minor there had to be enough curricular offerings over a two year period for the students to take. So as we began to get more and more faculty on board who were interested in teaching, then yes then it became a reality. I knew it would be a minor eventually. And when I said more and more teaching, I was talking about the first thematic activity – specifically during David and Daryl’s leadership. There were white faculty members also well teaching different courses.

TL: Was there a black student organization that worked with the PAC or the Thematic Group at the time during your tenure and if so, what was its role, because all I have discovered in Archives is the current Black Student Association called Sankofa.
LJ: There’s always been a Black Student Caucus. Under the Governor’s System, you had the faculty caucus, the administrative caucus and under the student caucus there’s always been a Black Student Union. At the time, Homer Butler was the Dean of Students and the Black Student Union was active during the same time. So we have the Black Faculty and Administrative Caucus and the Black Student Union and we cooperated on all sorts of projects. In fact, The Administrative Caucus was like elders for students. So if a student got into some type of trouble for plagiarism or something, usually the Black Faculty Caucus got involved.

TL: What were some of the activities that you can recall the two groups doing specifically as it related to the Afro-American Sequence Thematic Activity?

LJ: Let’s see specifically, well I know we brought the Alex Haley dancers to campus and collectively we did a program related to liberal arts. As far as the PAC, liberal arts and science union selected speakers to come into different classes and make presentations and things of that nature. And Homer’s office- the Office of the Dean Students - there was an office called Black Student Services, and the name Terri Jackson is important, because she headed this Office.

TL: Do you remember when Terry came to the University?

LJ: “1979? 1978? It may have been as early as 1976 because when I ran for the school board, the Multicultural Center was my home campus base, because I used a lot of students to help out with my campaign.

TL: Why/ when did Terry leave the University?

LJ: She died

TL: Do you have any final thoughts to share?

LJ: Well, it was a very exciting time, being part of a new University and seeing how things could develop in Academic Affairs in terms of the sense of a new University. It changed its focus after President Woodlawn came - he was a different character, and then President Naomi Lynn and she kinda [sic] took the University from “Town and Gown University” to a “Gown University.” Town and Gown meaning people in the town actively engaged on the campus in various ways from the alumni association to different committees. It wasn’t a stretch of the imagination to find people that say for example, if we were going to be doing a program on anthropology, to find professionals from the field coming to be a part of the program. That’s what Town and Gown means. It changed from town and gown to gown to upper class.
KEMAYO, KAMAU
Kamau Kemayo. First tenure and Chair of the Department of African studies minor at University of Illinois Springfield. Dr Kemayo is also the first fulltime-hired faculty and his appointment was significant signaling the first time more than one faculty was employed to teach within the Department.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered. It is important to note that the original transcription was accidentally destroyed; what follows has been paraphrased.

TL: Please state your full name

KK: Kamau Kemayo

TL: What was your position within the African American Studies?

KK: Chair and Associate Professor of African-American Studies.

TL: What years were you affiliated with the department?

KK: I have been affiliated with the Department since my arrival in 2004

TL: Describe the culture of the department?

KK: It is a small - collegial. Service Institution. We provide services to different places within the University. For example, in the English Dept, they don’t have African American Studies courses – we do!

TL: How many faculty were/are in the department? Describe the relationship with the affiliated faculty members?

KK: There are two of us. One male-one female. We also have fairly warm relationship with the affiliate faculty. Those who are here and actually teach. We also have faculty emeriti/us and faculty who have been on the books for a while.

TL: Was there any significant decisions made during your tenure? If you made those decisions, what were the reasons behind them?

KK: The most important decision has been to maintain the curriculum to fulfill the general education requirements. We had put in a lot of courses at the lower level that weren’t in place before. The previous course offerings were fairly narrow. There was an Overview of African American studies, Literature, History, Women’s studies classes- taught external, etc. These were some courses that were offered. But we needed to make courses available to underclassmen. What we did was make the Overview courses available at the 200 level. There was also changes to the curriculum. Before you could take four courses- to say that one needed to complete 5 to 6 courses would not attract students to the minor. Therefore, having the minor at 15 hours is now an option.
TL: How do you think your ideologies or philosophies around African American studies relate/connect to dominate ideologies of the department? (University)?

KK: The larger University has always been geared towards and older students. Probably what we do know relates to undergraduate populations. For example, we have a Popular Culture and Hip Hop course that appeals to younger students. I also think we have changed. There is a new player in town. There is also an increase in academic rigor of the department.

TL: During your tenure what were some programs/classes that were missing from the department?

KK: We really need social science- political science, psychology. There is also a need for nonfiction courses. With a minor with two faculty members, we can’t teach everything. The courses are not listed as [African American] department courses, but we nonetheless teach the courses. These courses are situated in the Honors program. We have a three: three load, but we do not teach all courses in the department because two of those courses will be taken up by the honors courses/programs.

TL: What do you think is the future of the department?

KK: Given the budget situation, that is an extremely loaded question. A department of two can be seen as fairly expensive. The college is thinking potentially about collapsing our department into an more Interdisciplinary or Cultural studies or one or more of these programs. That is not really anything to do with the department because we are in a State that is in budget cuts. Where we want to go Pedagogy, we can’t afford to do that.

TL: What subject/research areas are central to African American Studies and how are/were they represented in the department?

KK: Our focus is pretty much popular courses. There are too many topical areas to cover. For example, Dr Maulana Karenga [at Cal State] goes through a lot - I would agree. We are limited to the faculty that teach [here at our University]. I also do not know if there are any faculty members that will be able to cover all the topic area. We do okay with some of the main area survey courses like literature or popular culture. I do not know if we have a focus beyond that. I do not think we are fully represented as a minor within the [larger] field [of African American studies]. The field is expanding. It is more than literature and history. 10 years ago, there was one African American program, now there are a dozen.

TL: Feel free to share any lasting thoughts

KK: Wish you luck in the final project. Attention to the discipline is key.
LEONARD, MARCELLUS
Marcellus Leonard. Associate Professor of English Writing. Center for Teaching and Learning. Former Interim Chair of the African-American studies minor at the University of Illinois Springfield. Interviewed October 2009 by phone.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered. It is important to note that because of the bad phone connection, part of the conversation could not be recorded.

TL: State your full name?
ML: Marcellus Julian Leonard

TL: What was your position within the African American Studies?
ML: That’s an interesting question because I was never really appointed Chair.

TL: Hold on please. Let me look up and sort of figure out my skeleton chronology leading to the development of the Department of African American studies. According to my notes, Dr. Kemayo was Chair as of 2004; Dr Vibert White was Interim Chair from 1997 to 2003; Dr Abdul Rashid Nallah was Chair from 2003 to 2004, which means you must have been Interim in 2004.

ML: Let me correct something: Dr. White was Chair not Interim

TL: You’re right. He told me that –my mistake- he was Chair ‘cause he took over after Maria Mootry

ML: Right and he was the Chair and I managed the Department. It’s important for me to get on tape that although I didn’t quite recall then that when I went through my notes of appointment, I was never appointed and never got paid.

TL: Really?

ML: Never appointed [just interim] and never paid, but I did do the work. I was never officially hired and never paid, but I did run the department until we could bring Kamau to campus, and it was for a little less than a year. I also brought to campus people to teach those courses in the Liberal Studies Colloquium. I, personally, taught an overview of African American literature [being that my background is in literature]. The first person that came to our campus to teach a complete [curriculum] of African American studies courses was Cynthia Lehman. She actually had a degree in African American Studies [from Temple]. But, she was rejected by many of the black faculty because she was white. Before Cynthia or Vibert, Maria Mootry had been Chair, but she was actually an English professor, expert in African American literature and creative writing-poetry. She was very well acquainted with African American Literature and did a really spectacular job. Unfortunately, she didn’t get tenure.

TL: That must have been the summer of ’98 when Maria Mootry was Chair.
ML: Yeah, it had to be '98 because when she did not get tenure, Vibert, her recently hired colleague in the minor became chair - yeah that was the Summer of '98. It was during that summer Maria passed.

TL: Okay. That make sense because Vibert said he was associated with the department from '97 before assuming Chair in '98. He mentioned working with Maria Mootry for a while before she passed, that’s when he became officially Chair.

ML: Right. Thanks for refreshing my memory.

TL: No, its ok, I’m just trying to get the chronology right. So if I’m wrong I want to make sure that this is correct.

TL: Next question. Describe the culture of the department. I mean, I guess it is fair to say that there wasn’t really a culture since it was in that sort of transition stage before Dr. Kamau Kemayo came onboard?

ML: I would say that there was a very loose culture. I wouldn’t say that there wasn’t any culture. A lot of people that wanted African American Studies to become a minor and I think we avoided the word program, because at our university at the time the word program meant that you could major in that discipline and you could only minor in this. We called it the African American Studies Minor. We barely used the word program. It was the African American Studies minor. First thing let me say, that the University of Illinois Springfield had a obligation to extend the African American worldview to the African worldview as their main concern. I think we were all aware of that. There was administrative cohesiveness of the program sorted from a university worldview that was something that was very unusual. At the time that I was a [new] Ph.D. and at the beginning running the program until they could get somebody in there. We were able to hire Kamau Kemayo and Lionel Kimble and would have hired a third person; all three of these gentleman applied were stellar and had wonderful applications.

TL: Next question. I have not been able to find any documentation for when the University made the shift from a program in African American studies to Department?

ML: Something that they always said that our program was is really geared towards the African American Studies minor. So it was never really [officially thought of as] a program. So when Maria Mootry was hired, you would be corrected if you said “program,” they would say “minor.” I don’t know how that ever got resolved, but that was the way it was. It has never been a program.

TL: Thank you for the clarity. I guess I was just hoping to get more of a clear explanation as to how people were sort of defining what I actually saw as a program but you’re kind of describing as being a minor. Officially it wasn’t a minor until '92, according to the Board of Regents.

ML: There was no program. Now they [Jordan, Thomas, McBride et all] called it a Sequence because there was no chair; there was no [directly affiliated] faculty. There were courses that were identified as African American that were cross-listed. So it was really kind of loose until Maria Mootry came along and decided to firm it up in the catalog and started calling it an African American Studies minor. I don’t know whether that information is going to be clear to
you in anybody’s records other than maybe Records and Registration itself [at the University].
Or going through the University catalogs for the last few years.

TL: Yeah, and that’s what I did. I went to Tom Woods’ office [Archivist] and I made copies of
all the catalogs from the timeframe. So I guess, I’m just trying to get this because it’s still kind of
fuzzy with me and that’s why I keep going back to this. Although the University hired Maria
Mootry to head the minor or program, it wasn’t officially a minor being advertised as part of the
University catalogs until 1992, when it was approved by the Board of Regents. So even though it
went though this kind of morphing from the Public Affairs Colloquium/Liberal Arts Colloquium to
Thematic Sequence Activity to official minor, this seems to be the official progression at least to
documentation. I am trying to officially sort of say in my report that this is what was going on,
this is sort of the chronology of the department, but at that same time, this is what was also going
on as far as, you know how faculty members were either defining the program as a minor at the
time, although it officially was not until so and so, if that makes any sense.

ML: Yeah it does. I think one thing that we can say, is that Maria Mootry was hired to help pull
all of the effort together. All of her work there emerged as the African American Studies minor
an effort that along with teaching to my mind was administratively prohibitive.

TL: That makes sense. That’s better.

TL: And that actually leads into my next question: what was missing from the department –
course-wise?

ML: Most of the courses that were taught [at the time] were classes that addressed African
Americans with regard to economics, social studies or whatever area of expertise cooperating
faculty were already teaching and could cross-list. We didn’t really have an African American
studies course until Maria Mootry started the Overview of African American Studies, although it
was heavily literature based.
THOMAS, DARRYL
Darryl Thomas. Associate Professor within The Department of African and African American Studies at Penn State University. Former Assistant Professor within the Department of Political Studies and 2nd Convener of Afro-American and African studies Thematic Sequence Activity within the School of Innovative and Experiential Learning at University of Illinois Springfield. Interviewed November 2009 by phone.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered.

TL: State your name please?

DT: Darryl Clark Thomas

TL: Some of these questions have been asked of several people that I’ve interviewed, and are more like clarity questions. The first question is, what was your position within African American studies and when were at the University of Illinois Springfield?

DT: I became the Convener of African American studies in 1983

TL: And during that time, was that when the Thematic Sequence Activities Courses developed? Was that during your time?

DT: Yes, that was when the original talk of the activity was designed. We began to offer some courses and pull some faculty together.

<TL: interjects> Now according to Mr. LeRoy Jordan, you, Dr Thomas and he basically sort of got the thematic sequence activity sort of on the books.

DT: Right. And so we [Dr Thomas and myself] were a couple of new faculty hired in the early 1980’s. We didn’t have departmental status; we didn’t have a real budget, we were part of other departments. We pulled together some courses.

TL: Just to be clear, what I have been able to figure out in terms of the historical shifts leading to the development of the Department of African American studies was from 1970 to 1983, courses with Afro-American sort of areas-specialty were taught through the Public Affairs Colloquium or Liberal Arts Colloquiums <DT interjects: Right> and from 1983 until 1992, the Thematic Sequence Activities was approved, and from 1992 until the present the Minor developed.

DT: There was some attention to the courses with different demographics. At the time, the black population at this school was very small; at least in the 1980’s and then none of the classes were required, so it was hard to get enough enrollment in some of the classes, except for the traditional history or American politics, or something like that.

TL: What was the thought process behind you, LeRoy Jordan and Dr McBride to create the Thematic Sequence Activity?

DT: I think Jordan was the Dean and he was trying to have courses in Black studies. There was also the Illinois Council of Black studies that was organized by Spencer Abdul who was here at...
the University of Illinois at the time. The Illinois Council of Black studies was kind of a statewide organization that focused on having Black studies on all the campuses. Also within Springfield, you had the Illinois Historical Society so there were a lot of documents related to Black history, and so we began to coordinate and have conferences.

TL: Ok, so when you say it was a combination of local, state factors, was there also national interest that was imbedded within you guys to create this program?

DT: We all came from a Black studies experience – Darryl out of Columbia, myself out of University of Michigan, so when we came here [Illinois] we wanted to work on black -issues, and since we were at a Public Affairs University, we thought something should also be available in the Black Community, and Black studies was a good way to fit in those Thematic Activities courses [experimental courses] because it was very difficult to get Black studies in other departments at that time.

TL: Now were these credit courses?

DT: I think most of them were credit; we did however, had a hard time with enrollment.

TL: What years were you affiliated with the University [or within the thematic sequence activity]?

DT: 1983 to 1986 because when I was hired, I was initially hired in International Studies. I was the Director of International Studies Thematic Activities. I did that from about 1980-1983, and eventually got recruited into the Black studies.

<TL: interjects> Was that in Dean Jordan’s Innovative and Experimental Learning Cluster?

DT: Yeah, it was all within his shop.

TL: What was going on at the national level that may have impacted the developed of the Thematic Sequence?

DT: We had Jesse Jackson. He actually came to Springfield to give a presentation about his run for President. We also had Harold Jackson running for Mayor of Chicago. A lot of people - students from Springfield went down to Chicago to work on his campaign. Both individuals played a very important role in galvanizing people in the state of Illinois.

TL: So it was a very politically active time in the early 80’s and that sort of helped spearheaded the development of the Black studies program, [DT: Right] adding to you guy’s quest?

DT: It did.

TL: What was the University’s acceptance level of this Thematic courses in African American studies?

DT: I think that they were receptive. There was also support from some of the more radical groups. There seemed to be a lot of support. They [the Administration] didn’t know how quite to deal with some of us, so sometimes created some problems, but other than that, they were
receptive. Once you stepped outside the university confines [into the surrounding communities], it was kind of like an apartheid kind of environment.

TL: How would you describe the culture of the School of Innovative and Experimental Studies?

DT: It was a very open place, because they were really interested in experimental studies and individualized studies and they really took that to heart. It was one of those places where I really got the chance to develop my teaching methodology. You know, you could experiment a lot with what you knew.

TL: I’m curious as to why do you think there wasn’t an opportunity for faculty members or Black Faculty members to create courses that focused on Black studies if it didn’t come through Mr. Jordan’s school?

DT: Well, I think that the traditional departments, they weren’t hostile, but they just had to consider the size and when the course would be taken, it was hard to get the enrollment. And, I guess, we had commuter students, older adults; it was hard to get students to take different type of courses. It wasn’t the traditional kind of 18-22 populations.

TL: Right. The University for founded as an upper division, as well for graduate students?

DT: Right. We didn’t have freshmen/sophomore classes, and it a little bit more difficult to fit in black studies, women’s studies, anything of that sort. Since it was mostly upper division and graduate programs.

TL: So in terms of a hierarchical structure, Mr. Jordan was Dean, and you reported to him, correct?

DT: I reported to him. I also had a joint appointment- one in Jordan’s school- and one in Public Studies.

TL: How many faculty members were within the school of Innovative Studies and what was your relationship with them?

DT: I would say it was probably 20 maybe more. Quite a few of them considered themselves Marxists; they had all kinds of experience with non-traditional kind of approaches to education/teaching.

TL: Were there mostly black faculty within this school?

DT: Most of them were white.

TL How many black faculty member?

DT: (laughs) you know, the number- there were probably three of us. With Jordan we probably made four. There was also a woman. There was probably 3-4 of us all together.

TL: In the University of Illinois Archives, I stumbled across the confidential survey- a climate survey on the Black community that was developed as part of your course. What was the thought process behind the course? What did you hope to gain from the survey?
DT: Well we had been in touch with one of the local black politicians and we wanted to do a climate study in the county. Through the course and survey, we were able to do so, specifically, conducting an analysis of blacks in Springfield measuring their attitude towards the city services, city government.

TL: So, the climate survey helped measure the climate of the black community, and was ultimately used as part of a court case from a black representative who had a discrimination suit against the county, but subsequently after your information was introduced, you guys were excused from the case?

DT: right, right. I think they won the case.

TL: Was there any evidence when you where Convener that ultimately the Thematic sequence course would become a minor?

DT: uh, there was- there were some talk about if it was going to become- but I wasn’t sure when it was going to happen because of the demographics.

<TL: interjects> I would say that Jordan had the forethought- it would become a minor. Now a major on the other hand is a whole different story.

DT: A whole different story and it would have been a really big deal back then.

TL: This is a slightly different question than what was posed to others. I’m surprised that even in the 1970’s, the Black studies program didn’t emerge a good ten years earlier.

DT: I think a lot of it had to do the structure of the school. Even though we were in Springfield, the local black population was less than 10%. But, there are other places where the population was lower as well, but still had much more to do with the development of Black studies.

TL: Right. I guess that’s what I’m trying to get at.

DT: It probably had to do with polarization and white allies. I also think a lot of it has to do with the structure of the University in question. That’s really more important than the black population. Take San Francisco State, the white students came out and supported them—some of the students there were very supportive- they were able to push things through the administration. University of Illinois Springfield didn’t have that kind of support.

<TL: interjects Activism as well?>

DT: Right. And more activism.

TL: Alright, just a few more questions before we wrap up - what subjects/research areas were essential or central to the study of African American studies and how were they represented within your department?

DT: African American History, Black Politics. The problem however with those types of offering was that enrollment was very of low, in comparison to traditional History, American politics courses.
TL: I gotcha. That's interesting. [DT: Or an independent study or something like that] And then, so the next question is was your academic and co-curricular work supported within the School of Innovative Studies?

DT: It was. Sometimes they would try to give me a hard time about going to too many conferences.

TL: I see. Actually that reminds me, you were initially hired three years prior to your move over to Dean Jordan’s division within the Innovative Studies. I assume you had a joint appointment of some sort?

DT: I had a joint appointment with Political Studies.

TL: Political Studies. So how were you able to manage your teaching load? Was it a 2-1 type of deal? 3-1?

DT: Actually it was nice. I only had to teach two courses and spent the rest of the time developing the program. So you could spend the rest on research time.

TL: So you were only required to teach two courses.

DT: Two: Two

TL: Two in Political Studies and two in Afro?

DT: Right. Four courses a year; two each semester.

TL: Upon your departure, how would you describe the state of the Thematic Sequence Activity?

DT: The department had reached the point where it was in good shape and had reached the stage where it had supporters when I decided to leave.

TL: Last question - Feel free to share any lasting thoughts you may have about your experience overall.

DT: Well, I think that even though it was a very difficult environment to live in, and very difficult for my kids, and my wife, overall, I think it was a very good space in terms of the methodology and the academic rigor. It was really good for me as a teacher as far as getting my teaching methodology and my pedagogy together. Professors could design their own grade program. It was not really etched in stone- you know you gotta [sic] do it my way or the highway- there's more than one way to develop a program.
WHITE, VIBERT
**Vibert White.** Professor of History at University Central Florida. Former Chair of African American studies program and Professor of History at the University of Illinois Springfield.

*Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered. Note, however, this interview is incomplete, because Dr. White and I wasn't able to reschedule a follow up conversation.*

TL: State your name, please?

VW: Vibert White

TL: What was your position with the department?

VW: I was full time within African American Studies and had joint appointment within the History Department. When I worked there, there was already a Chair. I forgot her name.

TL: Was that Cynthia Lehman?

VW: No.

TL: I’m sorry, my mistake; was her name Maria Mootry?

VW: Yeah, Mootry. Yeah, Maria. She was the chair. She was the first Chair because the program at first it was ruled by committee.

TL: Did you say that the program was ruled by committee?

VW: Yeah, there was a Dean and a committee of various black faculty members that sat on there along with Women’s Studies. This committed hired Maria Moutree- first Black Studies chair.

TL: Although, she’s no longer living, I think her dates of employment were ’94 to about ’98.

VW: She [definitely] came in while the University was still called Sangamon State University.

TL: Right. When she came onboard, the University had just changed its name in 1995; I have to double-check the catalog. I’m sure it wasn’t too long after that though.

VW: Yeah, yeah, it was about ’95 to ’96. Because I remember saying that if it was Sangamon State University, I probably wouldn’t have worked there (laughs).

TL: Just to backtrack, you said you had a joint appointment in History, and African American Studies right? So the next question I have is can you describe the culture of the department at the time?

VW: It was more of a program, so I couldn’t really say it was a culture, but more of an attitude that this is more or less just needed – other colleges have it and that it was something that was necessary for the University to show all the elements of diversity. There was no heavy culture like you would have under San Francisco State University or like that out there at Temple
University where there was a school of afro-centric thought or what you had politically at The Ohio State.

TL: ok, so from your recollection how many faculty was associated with the department at, well it wasn’t really a department, how many people were associated with the program at the time?

VW: Let’s see they had two full-time, me and Maria, and about five other people to begin with. So let’s say about seven people all together.

TL: They were the affiliate faculty members, correct?

VW: That’s right, because there were people in Sociology [and other departments] and everybody wanted to be involved with black people.

TL: During your time, were you involved in any sort of major decisions or significant decisions that impacted the department?

VW: At that time, before I was the chair, all these people were concerned about were the policy and their curriculum, trying to piece together things that would work at Illinois at Springfield. It was my idea that the Black Studies Department had to touch the local culture and the ideas of the people and what may not work in small town Illinois. I mean we had to find something that they needed and so when I became the chair, I filled that glitch.

TL: What was the year again that you were the chair of the department?

VW: I was the Chair back in 1998 when Maria started getting very sick. She was declining. She had passed away of Brain cancer. So when it came out I was functioning as the Chair while she was still living, then I was appointed to Chair.

TL: Just so I have this correct then, the biggest thing that you and Maria worked on together was developing the curriculum?

VW: That’s when she was the chair, yes. When I became the chair, a whole lot of things changed.

TL: Such as?

VW: My department became the centerpiece for black advisement of state government on issues dealing with black people and I became an advisor to then governor, George Ryan. And I added more classes: Afro-Cuba, Afro Brazil, classes dealing with the Black presence in the middle east, that’s a whole different element staring taking place. And along with that, I incorporated, like my own research as well, from New Philadelphia Project, so now there is historical archeology from the Black Perspective in the curriculum. I was able to get our first grant for $50,000 and, then another $300,000 grant.

TL: So that money the $300,000 or so, came from the University of Illinois at Springfield?

VW: No, the first part- $50,000 out of Urbana- the President, then the second part, came from a National Science Foundation grant. All of that came from me making the African American Studies program linked with a program that dealt with public policy. The program began to talk
about movement and shifts. Now you have a paradigm working. People began to come to the
program and ultimately to the department. So that’s what I did, and then right before I left, I was
preparing to take the program into a different direction -- ethnic studies. I was going to get rid of
African American Studies to become an Ethnic Studies Department. And the reason for that was
that I felt that it would get much more support- financial support! It was approved to do that, to
go in that direction, but I decided to leave.

TL: And who approved it? The Board of Trustees?

VW: It was approved. I guess that would have been the Board of Trustees. Yes it was approved.
They were going to get a lot of money towards that to lead towards that direction, because
African American Studies [at the University], at that time, was losing a lot of its appeal.

TL: Lets back up, you mentioned that the program was gaining a lot of attention; did you
therefore have large student enrollments?

VW: I can’t say how many [students] but there were several ... Terry [who worked in
multicultural affairs] did a very good job of recruiting students for us. She was a real pillar in
keeping that thing alive, and I would think that the current director [of the Multicultural office]
might have her records.

TL: Next question. Was it during your time or your departure, thereafter when the program
officially became officially the Department of African American Studies or was that not during
your time?

VW: It may have been, or during my friend’s time as Chair.

TL: Was that Abdul Rashad?

VW: Yea, Rashad, Brother Rashad. I got him the job after I left, but it also might have been
during the brother with dred locs’ tenure.

TL : Kamau Kemayo

VW: Yeah. He – I think that he was there when it became a department.

TL: When did Abdul Rashad come on board? Was that 2003 or 2004?

VW: He came on directly after me.

TL: It seems that he was there was only a year because he was commuting quite a distance.

VW: Yeah he was - I don’t know how he did it- commuting about 200 miles from his home
University [for about a year].

TL: Right, that’s what we heard. He is currently on leave from Western Illinois University on a
fellowship in Nigeria; which is why I was not able to reach him.

VW: Right. I think he …
<TL: interjects> That’s okay. I’m just trying to piece together the chronology of the different heads. Were you Chair or Interim?

VW: I was the chair.

TL: Thank you. Immediately following Abdul Rashad’s departure however, Dr. Leonard served as interim Chair, but only for a few months.

VW: I thought he retired?

TL: He is still at the University in the Writing Program.
WINAND, ANGELA
Angela Winand. Assistant Professor of African American Studies at University of Illinois Springfield. Interviewed October 2009 by phone.

Disclaimer: The following transcription was edited for grammatical purposes, but the content of the interview was not altered.

TL: State your first and last name please?
AW: My name is Angela Winand

TL: What is your position within the Department of African American Studies?
AW: I am an Assistant Professor

TL: How long have you been affiliated with the University?
AW: This is my fourth year.

TL: You were hired in the Fall of 2005?
AW: No 2006 - I’m sorry. I forget the academic year is different than calendar years. I started in Fall 2006.

TL: Let me correct your date of employment on my timeline because I had you down as of Fall of 2005—it should be 2006. Next question, since your date of employment, have you been able to gain a perspective about the culture of the department, and if so, how would you describe it?

AW: That is a good question and it is a difficult question to answer I think because I don’t – I can’t compare it to previous iterations of how it might have operated at UIS [University of Illinois Springfield]. The only thing I can compare it to is my graduate school experience, or something another institution and when you start to do that, there’s very little comparison. We’re only two people and so it’s hard to say that there is a culture. We are a culture – we are within a culture where the two of us have to look to each other for support and affirmation and understanding because there’s not too many other places that its going to come from on this campus.

TL: Given that there are two of you-- you and Dr. Kamau Kemayo-- but there are some affiliate faculty members, do you all not meet periodically with the affiliate faculty members?

AW: Um, we don’t meet very regularly at all with them. I may have to take the lead and try and bring affiliated faculty together, because Kamayo has so many responsibilities.

TL: You answered the question about the gender breakdown before because its just you and Dr. Kamau Kemayo; one male one female. Actually a question that I don’t have here, but think I would like to ask is, do you think that being that there are only two of you who are solely affiliated with the department of African American Studies that may cause problems that you foresee? In terms of course offerings, accessibility to students, those types of things?
AW: I certainly feel that if there were more than just us to we could do more as a department. In all of those areas- outreach to students on the campus, support and mentoring for black students and other students of color on the campus, outreach to white students as well because they need to see us as professionals as academics, they need to see the value of the work that we do and have some sort of understanding of African American Studies. Even if they don’t want to take a class with us, there should be other spaces for that learning to take place and it is definitely a challenge to try and do that when there is only two of us here in the space. Also I’d like to be able to say that we do more in terms of bringing UIS and the Black community of Springfield and the larger community together. And now our programs and occasions that we have- it is very hard to do some of that on a very consistent basis.

TL: Was there any significant decisions made since you’ve been affiliated with the department, and if so, were you involved in those decisions? I’m referring really to the Department of African American Studies.

AW: Nothing specific to the department. I wouldn’t say that there’s been anything significant other than my actual hiring, because at least it seems as if Kamau is not out here doing everything by himself. I suppose somewhat related to that is that I formalized the relationship that I have with Women and Gender Studies. I’ve become a double appointment. I’m 2/3rds African American Studies and 1/3 Women and Gender Studies.

TL: Is that two courses in Afro and one in Gender and Women’s Studies?

AW: That’s right.

TL: How do you find that sort of split?

AW: Well it fits my intellectual interests and so in that sense it facilitates my work. It brings in additional support and structure in terms of helping me develop as a faculty person, which I value and need very much. And it also facilitates my outreach to other students, in particularly Women and Gender study students who may already be amenable to thinking about third world issues, racial construction, in conjunction with gender construction intellectually; it really opens me up and makes me available to a whole different group of students.

TL: I just want to make sure I understand that your joint appointment was something that happened recently, or were you hired in both departments from the onset?

AW: Initially, I was only in hired and appointed for Department of African American studies. The change in my appointment was recently completed to start with this current school year.

TL: Thank you. What subjects/research areas are critical to African American Studies, and how are they represented in the department?

AW: Well I would say that one of the things that Kamau has built and that I work with him closely on is teaching African American studies as an interdisciplinary field. Both of us have Interdisciplinary degrees in American studies or American Culture, and so it does help us both communicate to each other similar goals and expectations in terms of what happens in the classroom and how writing and research happens. The ability to pull from a lot of different methodologies, and a lot of different intellectual conversations kind of influences what we do, in
terms of research and in the classroom. It also means that we have a better handle than people in other African American studies departments with cross-disciplinary conversations. One of the things that I noticed as a [graduate] student, was that if a social science department was dominated by social sciences in particularly by psychology, or by sociologists or something like that, that it doesn’t set a tone in such a way that people with other disciplinary backgrounds to find a common ground, even though they’re all in African American studies. Sometimes it seems like people are talking in two or three different languages. He and I can talk to a lot of different people.

TL: Next question. Is your research area supported?

AW: Is that a question only for the department? Or is that a question about the institution as a whole?

TL: Both, actually.

AW: Um, I feel Kamau definitely supports my work. He always listens to my ideas that I might have about new courses I would like to develop in the future. He always has good ideas about things that I can do differently in the courses that I’m teaching, and he’s helped me build on my strengths and interests to develop a set of courses that help to construct a minor. So I think the two of us together can- I mean its still not an ideal situation, but for those students who come through and take the minor with us, I think they will leave here feeling like they have had a good experience. That they’ve been given a functional kind of overview of supporting ideas and questions and a foundation to continue with whatever they want to do, whether that’s more studying, particularly in African American studies, more study in another academic area or professional preparation in another area, and whatever their ultimate goals might be. I would definitely like to see more support academically from the college and from the campus as a whole, that part is difficult, and I think again that goes back to the difficulties of trying to establish a presence and maintain it when there are only two people.

The challenges for doing programming, it being, regardless of department, the size of the college, and the size of the campus overall, means that we have to collaborate, have those interdisciplinary conversations and brainstorm and think deeply and also be very creative about what we can help each other do program-wise. I work with some of the faculty members who are in music and anthropology for example to bring a scholar of Creole music and poetry to campus not last spring, but the spring before. So that meant that you have to become acquainted with people not just on a personal level, but have to learn what it is that they’re doing intellectually and find a way to connect on common interests. And these are people that are not only trained in other areas, but also not trained necessary even to do any form of African American studies or include an African American perspective in their own work. So that Kamau and I both become an important resource on the campus to support our fellow scholars.

TL: What do you think the future is for the department? For example, do you think that at some point in the near future it will make that shift from a minor to a full fledge major, or do you think it would morph into an ethnic studies program at some point?

AW: I actually hadn’t given any thought to an ethnic studies program or department. I haven’t thought about at all. I don’t know how feasible that would be, but that is an option worth
considering I would say. To be honest, because of my own intellectual interests, I find myself being pulled more toward African Diaspora studies, some of my post Ph.D. work, post graduate work has been in that area, and I find it infinitely challenging and interesting. I would like to keep going in that direction, but I realize that would be a more difficult path [for the Department] to take. Not simply because there are the sort of interpersonal misunderstandings or divisions between African American students and African students who are either International students or children of immigrants, but that just generally the understanding of the campus community as a whole, the term Diaspora applies to Africa, its just so distant. Its not only not familiar as a concept, it doesn’t really exist at the current, because people here have such a difficult time just simply accepting diversity within African Americans. Whether that’s gender or class or sexuality or region or language! You know, people resist talking about US black folks in those terms, let alone trying to introduce them to Blacks who speak French or who are Catholic, its just too much to handle right now (laughs).

TL: Very Interesting.

AW: I supposed another thing, and this is something that Kamau and I kind of informally talked about, would be ultimately not becoming an ethnic studies program, but an American studies program specifically where African American studies would just be one part of it and you can pull in the English and History faculty in a more formal sense to do American Culture in a more unified way than what we do right now, although he and I do both have our courses cross-listed in those respective departments, again we don’t necessarily sit down and have conversations or challenge each other about how we are all using that term “American” and the ways that it looks different from different points of view.

TL: You answered this question generally, but just so that I can have it I guess for the record, what courses are missing from the department offerings? You shared that your courses are cross-listed with Women and Gender Studies. I know some of Dr. Kemayo’s courses are cross-listed with History [I believe]. For example, I don’t recall seeing one in political science.

AW: You’re right. Because our trainings were both very deeply involved in Cultural Studies and our course offerings reflect our interests. And then if we were to look at Political Science, I don’t think its called that here, I think its called Political Studies, there one Latina Scholar, who is working on a Chicano/Chicana Politics, and one Latino faculty member in the Legal Studies Program. We know each other, but we haven’t really created those opportunities to sit down and talk to each other about our work and how they might connect and create other opportunities for ourselves in terms of research or for our students in terms of together under one umbrella, whether that was ethnic studies or whatever. Yea, I don’t think there’s anyone doing Black Political Science on this campus. The Psychology department, the largest in our liberal arts college, at least have the largest number of majors, I don’t know necessarily if they have the most faculty, but you know, that there’s no one in there doing anything about psychology of color, let alone African American psychology, and that is a lack of students. I think my studio one course – the interdisciplinary introduction and because there are students in the classroom from political science and psychology, I do try to open up a discussion about the relationship between African American Studies and their major, but you know even though I do have interdisciplinary training, that social science aspect of it is not necessarily my strength. I can only talk about that relationship in you know, broad terms. It wouldn’t be a very different experience for a student if we could do a team taught course and there was a black psychologist there, a
black political scientist there, my colleagues in sociology are doing a study right now on the racial climate on this campus. They did a research seminar last spring, and I ended up being a guest speaker to sort of help them guide their students. And then later in the spring, some of those students actually interviewed me to include my input in their study, but again it would be a very different kind of thing if those colleagues could have included someone who was a sociologist.

TL: Last question, well it’s not really a question, feel free to share any additional thoughts that you have in regards to maybe the department or just any lingering thoughts.

AW: I’m struck by seeing anniversaries of older departments and organizations related to African American studies or Africana studies that have been happening. The Black Studies department at Harvard- the one at CUNY-Buffalo is 40 years old now and seeing those founding scholars as someone who is trying to start or trying to continue a program, on the one hand being able to see the similarities in our responsibilities and on the other hand, being able to see their encouragement. Like wow- we have survived as a field, so much so that this tiny little University recognizes that I’m supposed to be here- that I have something to contribute. I find myself in awe of that responsibility everyday.
CURRICULUM.....................................SECTION 8
The following description of courses tentatively scheduled for the Winter Quarter 1970-71 is subject to alteration according to faculty resources and student needs and interests. Every effort will be made to satisfy student objectives and preferences in a manner consistent with reasonable class size.

Section I (yellow paper) of this list is a master list, including course descriptions, arranged alphabetically by instructor. Section II (green paper) arranges courses (title and instructor only) according to the various academic programs that they serve.

SECTION I: MASTER LIST

NOTES:

UNLESS OTHERWISE INDICATED, ALL COURSES CARRY FIVE QUARTER HOURS CREDIT. AN ASTERISK (*) INDICATES ENROLLMENT IS SUBJECT TO INSTRUCTOR'S WRITTEN CONSENT AT REGISTRATION.

THE ABBREVIATION "PAC" MEANS PUBLIC AFFAIRS COLLOQUIUM.

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POLITICS AND EDUCATION  
Stuart Anderson

The effects of politics on education at the federal, state, county, and local levels: the roles of superintendents of schools, boards of education, professional politicians, lobbyists, foundations, and special interest groups; the political activities of principals, teachers, mayors, teacher's organizations, community groups and organized religion; the effects of court decisions and legislation.

PAC: FREEDOM TO READ IN 20th CENTURY AMERICA  
Katherine Armitage
Ann Hale

An investigation of censorship of the printed word on contemporary American society. Roles and responses of government, publishers, social institutions, and professions (with emphasis on the library profession) to be examined, beginning with the recent Report of the President's Commission on Pornography. Representatives of the above groups to be invited as guest speakers. Field work expected of those who elect to take the class.
Both races as human beings have the obligation, the responsibility, of helping to correct America's human problems. ... In our mutual sincerity we might be able to show a road to the salvation of America's very soul.

......Malcolm X, shortly before his assassination, 1965.

January 5, 1971
Introduction...negroes, colored, Negro, Afro-American, Black.....What Black Americans prefer to be called. Integration, separation, segregation, liberation..... which way for Black America.

January 12, 1971
Black History—1619 and after. Contributions made by Black Americans.

January 19, 1971
Continuation of Black History and Communication Session... Effort to bridge communication gap that exists or tend to exist when Blacks and Whites discuss racial crisis.

January 26, 1971
Ghettos......Suburbs......attempt to go inside the ghetto to discuss structure. Components (landlords, housing conditions, rent, etc.), attitudes of white America.

Harlem is a white made thing and in order to understand Harlem we must go not to Harlem but to the conscience of white Americans and we must not ask what is Harlem but what have you made Harlem? Why did you create it? And why do you need it?

......Lerone Bennett, Jr.

February 2, 1971

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td></td>
<td>Guest Speaker---Rev. Arthur Hardge---Director of Pre-Matriculation Program. (Talent Development) for State of Rhode Island, Minister, Civil Rights Leader and Administrator at the University of Rhode Island.</td>
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<tr>
<td>February 16, 1971</td>
<td>&quot;Organizations&quot; Black Panthers, NAACP...SCLC....John Birch....Klu Klux Klan....White Civil Liberties.</td>
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<td>Guest Speaker---Ronald Louder, New York, New York. Currently Leader of Black Student Association at University of Rhode Island, Kingston, Rhode Island.</td>
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<tr>
<td>February 23, 1971</td>
<td>Guest Speaker---James M. Rosser, Associate Vice Chancellor for Academic Affairs. University of Kansas and former Director of Black Studies at Southern Illinois University. Health, Education and Welfare.</td>
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<tr>
<td>March 2, 1971</td>
<td>Springfield + Black + White relations, economy, health, etc. Panel Discussions (Leaders and members of both Black and White Community).</td>
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<tr>
<td>March 9, 1971</td>
<td>Exam.........Course Evaluation.</td>
</tr>
</tbody>
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VARIA TION IN HUMAN ADAP TATION: TRANS CUL TURAL LITERATURE  
Ted Cloak

An introduction to ethnography, the art of describing the culture, or
total life-way, of a people. A few writers have managed to write compelling
accounts of the life way of alien peoples--accounts that cause a writer
to feel he truly understands what it is to be a member of the group
described. We will study such works and try first, to analyze the
method used to obtain that special quality and second, to develop
standards by which the ethnographer’s veracity as well as his skill
may be judged.

THE CONTINUING EVOLUTION OF HUMAN GENETIC AND
CUL TURAL SYSTEMS: CAN WE BE FREE? (I)  
Ted Cloak

A number of basic questions are taken up, in rotation, in an attempt to
develop some new understandings, scientific and moral, of the interactions
of human beings with themselves, with each other, and with their animal,
vegetable and mineral environments. Emphasis is on discussion of the
questions and on comprehension of fundamental principles.

ANIMAL BEHAVIOR  
Mark Conley

PAC
MOOD OF BLACK AMERICA  
Mark Conley

Integration, separation, segregation, liberation—which way for Black
America? Ghettos--Suburbs attempt to go inside the ghetto to discuss:
structure...components (landlords, housing conditions, rent, etc.),
attitudes of White America, justice and the Black Man...Law and order..
how it applies to Black Americans. Are there double standards. Is
there police brutality? Meaning of civil rights, legislation, voting,
courts, political prisoners...Educational systems and the Black Man...
Desegregation, Double Standards...Organizations--Black Panthers, NAACP,
SCLC...John Birch, KKK, White Civil Liberties, "Springfield" and Black
and White relations, economy, health, etc....

TECHNIQUES OF COUNSELING: BEHAVIOR MODIFICATION  
Robert Crowley

The first in a sequence of two courses which will relate the procedures
of conditioning and extinction to problematic human behavior. One
objective of the sequence is to develop skill at eliminating as
inefficient client behavior and substituting another, more efficient.

LEARNING AND INSTRUCTION  
Robert Crowley

The content of the course will focus upon matching theories of learning
with basic teaching models. It will include an emphasis on institutional
objectives, teaching strategies, and their evaluation; as well as such
concepts as entering behavior, intelligence, motivation, and the
conditions of learning. Participants will be expected to develop an
expressed interest in one of these topics. An interest in programmed
learning, individually-prescribed instruction, and multi-media systems
would be helpful.
Special Topics in African American Studies: The Harlem Renaissance

Credit Hours: 4
Fall 2009

AAS 450/ENG 441/HIS 440, UHB 2022, TR 4:00—5:40 p.m.

Instructor: Dr. Angela Winand
Office: 3033 UHB
Office Hours: MW 4--5 p.m. and by appointment
Phone: 206-8331
Email: awina2@uis.edu
Fax: 206-6217

Course Description

The Harlem Renaissance was a time of celebration of African American urban life and community centered on a sensibility of immense possibilities during the Jazz Age. Inherent in this new consciousness of black Americans was the re-creation of Harlem as a distinctly black New York City neighborhood, one that was also regarded as a center of black cultural production and black political activity upon which the attention of African Americans across the nation was also centered. This sense of hopefulness, juxtaposed with the realities of overcrowding, housing and job discrimination, and economic struggle to survive, meant that the artistic creativity of the time was enriched by these tensions, and by the desire to be at the center of American culture.

A large assortment of striking personalities, including such women Georgia Douglass Johnson, Jessie Faucet, Nella Larsen, Zora Neale Hurston and A’Leila Walker, experienced the social tensions of race, gender and class in terms of their roles in the Renaissance as artists and supporters of the arts, along with their social roles as wives, mothers, daughters, sisters with the need to live a creative life and devote energies to creative work. Other well-known personalities such as Langston Hughes, Jean Toomer, Countee Cullen and Claude McKay were artists who were also driving forces in the artistic creativity of the Renaissance, fully engaged in its aesthetic debates as well as its myriad social spaces, along with lesser-known personalities such as Wallace Thurman, Richard Bruce Nugent, Marita Bonner and Angelina Weld Grimké.

The course introduces students to these and other individuals as artists and intellectuals in this exciting environment, and also explores other major issues related to and developing out of the Great Migration, such as anti-lynching protest, the development of national political representation for black Americans in the wake of WWI; commercial access and participation in developing mass media forms and cultivating black audiences for both popular culture (including the blues and race films) and “high” cultural forms created by black artists; and identification...
and analysis of important artistic and cultural themes such as the meanings and forms of representations of African American identity as a distinct and unique identity, history and range of experiences to be expressed in art.

The course also introduces and explores such major concepts and ideologies such as black nationalism, racial uplift and Pan-Africanism, and activists and journalists and intellectuals such as Marcus Garvey, A. Philip Randolph, Chandler Owen, George Schulyer and W.E.B. Du Bois, who created and participated in forums for debating these ideas. As a whole, attention to the Harlem Renaissance as a significant period in African American history establishes an intellectual foundation for understanding later historical periods as well as contemporary political, social, economic and cultural manifestations in African American studies which place African American perspectives and intellectual traditions at the center of analysis.

Course Objectives
1. To give an interdisciplinary analysis of the major issues, trends, personalities, concepts and ideologies basic to an understanding of Harlem Renaissance as a historical period and the diversity within African American social, cultural and political formations during that time;
2. To aid the student in an examination of the literary arts, visual arts, music, dance, theater, film produced by African American and Afro-Caribbean artists during the period, thereby expanding their knowledge of the history, culture and contributions of peoples of African descent in the United States in the twentieth century;
3. To inform the student about varying political perspectives and philosophical schools of thought about the direction of peoples of African descent in the United States in relation to the national culture and society and their relationship to that culture and society during the Renaissance;
4. To explore the dynamics of institutional racism and colonialism and their political, social, and economic impact on peoples of African descent in the United States (and abroad) during the Renaissance.

Expectations or Teaching Philosophy
Students must come to each class meeting having read, reflected on, and prepared to discuss materials as well as having completed any assignments, and should be aware that this kind of learning requires a larger investment of time than that typically allotted for classes where the memorization of objective facts and formulas is the central activity. This class requires a level and amount of reading deemed appropriate for college undergraduates well beyond the first year, although I have tried to make section readings of reasonable length. The readings will be discussed in section meetings, and so a close and thoughtful reading of each section's assignment must be completed before that class meeting. This course is also writing-intensive, because the best way to become practiced, effective writers is to practice writing! Students will be expected to participate in discussions informally by asking and answering questions, as well as to give formal presentations to the class. Do not hesitate to ask questions about lectures, discussions in class, or material you have read. Students should have opinions— informed and supportable opinions. The interdisciplinary guidelines of African American Studies require a multi-faceted approach to cultural phenomena, which often involves the processing of new information and perspectives, curricular and analytical material not usually delivered by mainstream institutions. We must be patient and open and honest with each other to ensure that real communication and
real learning can happen. Active participation and attention in the classroom facilitates this objective, and students should make use of office hours to get more in-depth perspectives on any topics of interest.

**Required Texts**


**Course Requirements**

Students will be expected to write one review critical essay (7–10 pages in length) on an assigned work, to give a group presentation in class, complete a take-home essay exam and to keep a reading journal. Each entry in the reading journal should organize the student’s analysis of weekly reading assignments, and should answer some basic questions: What ideas and information do we learn from this text (or these texts, including films viewed and articles from weekly readings)? How do these ideas and information change your understanding of African American culture? What problems does the author explore, and what solutions are offered? How does this essay, (article, documentary or book) relate to contemporary issues in African American society? Is the author's presentation of those ideas and information convincing, effective, skillful, etc.? What is the author's perspective of her topic, and do you agree or disagree with the author's conclusions? What additional possible areas for further research are suggested by the text? The short critical essay can be treated as a thematic overview or organized around a specific focus defined by the student, and should start with a basic analysis following the example of the reading journal entries, but also conform to a specified format.

The final grade will be determined as follows:

- Critical Review Essay: 20% [200 points]
- Group Presentation: 10% [100 points]
- Final Exam: 20% [200 points]
- Reading Journal: 50% [500 points]

**Methods of Evaluation**

**Critical Essay**: The critical essay is important in the course because it represents the student's ability to apply the critical reading and interdisciplinary analysis skills developed in this course, and extends the essay-writing skills developed in required composition courses. The critical essay requirement serves as an introduction to the methods and purposes of academic discourse, as it requires the student to be able to read and synthesize various arguments of different authors on a particular subject; to integrate these ideas in a careful, clear, and logical
way; and to carefully observe the conventions of attributing the work and ideas of others. The specific topics or themes addressed in the critical essay may develop from in-class discussion where students have begun to explore levels of a particular historical or cultural theme, or the interrelation of a number of themes having to do with the development of African American identities.

Specific skills emphasized in preparing the critical essay should already be familiar to you:

1. Note-taking, paraphrasing, writing of summaries of secondary sources
2. Organizing/Outlining ideas generated from notes and summaries
3. Integration of quotations and ideas from sources into the paper
4. Presentation of the essay in the correct form for documentation and with accompanying bibliography
5. Creating a clear thesis statement (argument) for the basis of the paper, and supporting that thesis with evidence developed from reading, analysis and interpretation of sources

In particular, the critical essay goes beyond information presented in class discussions. Your writing and critical skills will be further developed to increase your ability to narrow an area of interest to a manageable topic for analysis and to form an original thesis statement as the basis for your critique of the book. Your writing is the product of a process of critical thinking about the material you have read. As such, an important consideration is that your essays be interesting to your audience, as well as clearly communicating what you mean to say to your readers. This means that in framing a thesis statement, you should imagine addressing an audience of your peers as you identify a problem or issue in your paper and offer evidence in support of your argument or solution. As your instructor, I am examining your writing for the nature of this address, and while you should imagine that you are explaining your ideas and observations to your peers, you should also imagine that your setting or environment for this explanation is a formal one. Your writing should reflect that you have been actively engaged with the problem you have posed in your paper, or the argument you are presenting. You are invited (but not required) to refine your ability to integrate any relevant secondary sources with your own views, and to use the mechanics of MLA, APA or Chicago style to construct a bibliography of all such sources, if used. Some library research may be undertaken to supplement your review, but it is not required.

**Group Presentation:** You will be organized into groups for one presentation that will be made in class. An additional separate handout will be distributed describing the criteria for this group presentation on an assigned topic. Each presentation can include the use of music, visual material, and power point, and each presentation will form the basis of class discussion on the material. Design a presentation that will help your classmates outline and further discuss questions relevant to the week’s assigned readings. It is encouraged that each group's presentation be an entertaining as well as informative (and interactive) introduction of the material, of approximately 30 minutes in length.
Take-Home Final Exam: Questions and directions for the essay exam will be distributed on
November 19. Your typed answers will be due in my office by 5:00 p.m. on Thursday,
December 17.

Reading Journal: An additional separate handout will be distributed describing the
criteria for this assignment.

FYI, FYP: For Your Protection, please retain for yourselves at least one hard copy of all
assignments. In addition, I recommend that you make two disk copies of all your work, so that it
is available in case of technical problems or disk failure. For each written assignment, one hard
copy should be handed in to me in class, and an electronic copy submitted in the Digital Dropbox
in BlackBoard. Late papers are not accepted except under extenuating circumstances (my
judgment call). You are responsible for letting me know if you are having serious problems that
might interfere with your work. Although you will sometimes be asked to turn in your journals
for a spot check without warning, you are being given prior notice with all of the other
assignments; the due dates are already in your syllabus, so make a note of them and plan ahead.

Grading
1,000 points as follows: 900+= A, 800+=B, 700+=C, 600+=D, <600=F

In order to insure the achievement of course objectives and learning outcomes, the
instructor reserves the right to change or alter the course assignments or requirements as
necessary. If it appears that students are not completing study assignments, or students do
not contribute to class discussions, regular quizzes will be instituted.

Delivery Method
This is primarily a discussion-based course where active participation is the classroom is
encouraged and supported, and this includes active, critical viewing of any feature films or
documentaries included in the course schedule. All films on the course schedule will be
screened in class, and those that are owned by the University Library will also be available on
reserve for additional viewing in the library.

Intellectual Honesty
Intellectual honesty is expected of all students. Passing off any other person's work as one's
own, whether in essays or in any other assignment, constitutes plagiarism, a flagrant violation of
intellectual honesty. Even though some plagiarism may be unintentional, it is still a serious
academic offense. Plagiarism may be avoided by systematically taking notes and accurately
documenting sources. THIS MEANS: NO COPYING. NOT FROM OTHER STUDENTS,
FROM OTHER BOOKS, OR ANYWHERE ELSE. If you are having language difficulties,
you should talk to me or to a history or writing tutor. Since students should already have
experience using summary, paraphrases and quotes to document information, there should be no
problem acknowledging sources and avoiding plagiarism. Because the purpose of writing about
history is to develop one's own ideas about the themes and structures of historical experience and
historical significance of cultural works, the ideas of other critics serve only to stimulate your
own critical thinking. Any assignment that gives evidence of not being completely one's own work will be handled according to the University's academic integrity policy as outlined in the Student Handbook.

Attendance Policy

Learning happens in the classroom whether or not you write a paper or get tested on the material. Therefore, attendance is crucial and essential; prompt arrival is conducive to a higher level of performance and achievement, and routinely arriving tardy or excusing yourself from the classroom early not only detracts from individual performance, but disrupts the concentration and learning environment for others, so please refrain from doing so unless there is a true emergency. Your social life does not qualify as such an emergency.

Students are allowed only one absence without penalty. The second and each subsequent absence results in a 40-point deduction from the overall grade point total, and you are still expected to submit all work for that week in a timely manner. Consistently leaving class early or after a break, or excessive tardiness, may constitute an absence also resulting in point deduction. Documented, excused absences allow students to make up work, but do not account for the missed learning experiences; extended or repeated unexcused absences may also be subject to the deduction of points.

Time Management and Performance Tips

Master student guidelines suggest that students should spend two hours of study time per week for each credit hour/class contact hour. A full-time student load of 12 or 15 hours implies a total of 36 or 45 hours between time in class and time studying—the equivalent of a full-time job. Specifically, this means that students should commit to at least 6 hours of class preparation weekly for a three-hour course, or 8 weekly study hours for a four-hour course. If you do not consistently invest the time and energy in concentrated and focused preparation, you cannot excel in this course. While I sympathize with students who have real-life commitments (like work and/or family), it is not my responsibility to “water down” the curriculum and course-related activities to accommodate your stressful lifestyle. Rather, it is your responsibility to manage your time wisely; including not scheduling more classes or extracurricular activities than you can realistically handle and achieve the grade you desire. I suggest you also make you of various handouts I make available on Blackboard outlining tips for improving your writing, practicing writing critically, and including criteria for class presentations and discussion questions to help you organize your reading and note-taking.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1 AUGUST 25</td>
<td>Introduction: The Harlem Renaissance as History, Memory, and Myth</td>
<td>Read: Lewis, Introduction, xiii--xli</td>
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<tr>
<td>3 SEPTEMBER 8</td>
<td>Beginnings of the Harlem Renaissance</td>
<td>Read: O’Neill, from The Emperor Jones, 311—317; Stribling, from Birthright, 333—338; Toomer, from Cane, 318—332; Robeson, “Reflections on O’Neill’s Plays,” 58—60.</td>
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<tr>
<td>4 SEPTEMBER 15</td>
<td>Harlem Real and Imagined</td>
<td>Read: Larsen, from Passing, 460—485; McKay, from Home to Harlem, 371—388.</td>
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<td>5 SEPTEMBER 22</td>
<td>Themes in Black Identity</td>
<td>Critical Review Essay Due on Quicksand</td>
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<tr>
<td>Week</td>
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<td>27</td>
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<td>Read: Hurston, from Dust Tracks on a Road, 142—155; Hurston and Hughes, from Mule-Bone, 729—738, and Bontemps Poetry, 224-226.</td>
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<td>3</td>
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<td>Read: J. W. Johnson Poetry, 279—288; McKay Poetry, 290—298; Georgia Douglas Johnson Poetry, 273—275; Helene Johnson Poetry, 276—278.</td>
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<tr>
<td>12 NOVEMBER</td>
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<td>Read: The Harlem Renaissance: Vogue or Watershed?</td>
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<td>Week</td>
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<tr>
<td>17</td>
<td>Finals Week</td>
<td>Take-Home Final Exam and Reading Journal</td>
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<tr>
<td>DECEMBER</td>
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<td>due in UHB 3033 by 5:00 p.m. on Thursday, December 17.</td>
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### Assignment/Discussion Web Links

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<th>Link</th>
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Date Syllabus Prepared:
Civil Rights Movement of the Twentieth Century
Credit Hours: 4
Term Year: Fall 2009
AAS 433/HIS 440/LSC 433, Founders Hall 153, M 6:00—9:30 p.m.

Instructor: Dr. Angela Winand
Office: 3033 UHB
Office Hours: MW 4—5 p.m. and by appointment
Phone: 206-8331
Email: awina2@uis.edu
Fax: 206-6217

Course Description

This discussion course examines a body of literature which represents the connections between the oral histories of the civil rights movement, the intellectual contributions of African American essayists to traditions of thought in United States history in the twentieth century and the political activism of educated professionals and grass-roots community figures. Various essays and speeches, marches and demonstrations reveal the struggles of both black and white intellectuals and journalists to develop analyses of race, gender, and class to understand and explain the social, economic and political position of people of African descent in American society, and to articulate solutions to social, economic and political problems. This movement was a struggle against enslavement, colonialism, imperialism, segregation, racism and sexism, sometimes marked by various contradictions and unexpected dilemmas; producers of the written word have often found as many difficulties confronting issues of African American life as have their activist counterparts engaged in other forms of protest.

Like other forms of African American expressive culture such as music, the literary arts, dramatic and visual arts, traditions of intellectual thought and political activism have operated as mechanisms of survival and resistance which strengthen the sense of community among black people with shared experiences, but which also represent a critique of white mainstream culture. Most of these intellectuals have sought and still seek to challenge and correct Eurocentric interpretations of historical and contemporary affairs, while also encouraging recognition and appreciation of a diverse and complex expressive culture created by people of African descent in the U.S. For the student of black history, African American intellectual and political achievements reveal the meaning of struggle for shifting, complex and multiple identities as African American women and men, and struggle for group empowerment in the face of oppression.

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Office of Disability Services (ODS) in the Human Resources Building (HRB), Room 80, 217-206-6666.
Course Objectives

1. To make the tradition of African American political activism in the twentieth century the analytical center of inquiry.
2. To develop an understanding of the relationship of African American intellectual work concerning civil rights to major historical, philosophical, artistic, and political developments in the United States in the twentieth century.
3. To understand the experience of African American women in the civil rights movement within the context of the collective experiences of African American people and white American women during the twentieth century.
4. To develop an understanding of the relationship of African American intellectual work and political activism to major historical, philosophical, artistic, and political developments throughout the Diaspora, broadening the definition of American identity to include all of the Americas.
5. To promote critical thinking about contemporary African American society through an understanding of historical experience in the twentieth century.

The course content has been chosen to enable students to answer four important questions:

1. Is feminism alien to black women’s experiences in the United States? What is the relationship of feminist theory and black feminist theory to black liberation movements in the twentieth century?
2. What roles did black women play in the twentieth-century (second-wave) women’s rights movement, both as activists and as images challenging ideals of womanhood? What roles did black intellectuals play in protests for black civil rights and an end to racial discrimination?
3. What commonalities of experience of both oppression and resistance does the black activism tradition describe across time, region, and occupational and educational status, and how does this activist tradition engage with differences of class and gender?
4. How are shifts in political ideology and theoretical analysis of social, economic and political issues reflected in the creation and direction of various civil rights organizations throughout the twentieth century?

Required Texts


Course Requirements

Students must come to each class meeting having read, reflected on, and prepared to discuss materials as well as having completed any assignments. This class is reading-intensive, although I have tried to make section readings of reasonable length. The readings will be discussed both in section meetings and online. A close and thoughtful reading of each section's assignment must be completed before that class meeting. This course is also writing-intensive, because the best way to become practiced, effective writers is to practice writing! The Discussion Board area in Blackboard will provide a space for ongoing discussion of important themes, and topics for essays and/or the research paper may develop from responses. Students will be expected to participate in discussions informally by asking and answering questions, as well as by giving formal presentations to the class. Do not hesitate to ask questions about lectures, discussions in class or online, documentaries we will watch in class, or material you have read in preparation for class. Students should have opinions—formed and supportable opinions. The interdisciplinary guidelines of African American Studies require a multi-faceted approach to cultural phenomena, which often involves the processing of new information and perspectives, curricular and analytical material not usually delivered by mainstream institutions. We must be patient with each other and ensure that real communication and real learning can happen. Active participation and attention in the classroom facilitates this objective, and students should make use of office hours to get more in-depth perspectives on any topics of interest.

Students will be expected to write two short critical essays (5-7 pages), to compose weekly discussion questions and written responses to discussion questions on themes or topics related to the course readings, to participate in online and in-class discussions of the course readings, and to complete a group research project. The short critical essays can be treated as thematic overviews or organized around a specific focus defined by the student, and each of them should answer some basic questions: What historical ideas and information do we learn from this text (or these texts, including films viewed and articles from weekly readings)? How do these ideas and information change your understanding of African American history? What problems does the author explore, and what solutions are offered? How does this documentary film, article or book chapter relate to contemporary issues in African American society? Is the author's presentation of those ideas and information, and use of technical elements, convincing, effective, skillful, etc.? What is the author's perspective of her topic, and do you agree or disagree with the author's conclusions? What additional possible areas for further research are suggested by the text?

Discussion questions that you will be submitting to the Discussion Board are 30% [300 points] of your final grade; they can be questions that you write in response to the readings, or questions written in response to a specific thread of discussion online. I will be looking for individual submissions of a discussion question on a weekly basis, and looking at your comments to the Discussion Board on a more holistic basis rather than marking points, but you should shoot for two posts for each forum each week, at minimum, one discussion question and one comment to the discussion, to make sure that you are keeping up with the readings and contributing to the online discussion. Your comments in the online discussion should be timely, consistent and substantive responses to the assigned readings that show your comprehension of
what you read and observed, and suggest how that knowledge can be applied to your understanding of American history, as well as providing you an opportunity to actively analyze the readings. I want to stress the importance of everyone participating regularly in this ongoing online conversation to facilitate your learning, since we only meet in person once each week.

**Methods of Evaluation**

The final grade will be determined as follows:

- Two Short Critical Essays 25% [250 points]
- Group Presentation 20% [200 points]
- Discussion Questions (Online) 30% [300 points]
- Classroom Participation/Attendance 25% [250 points]

Your research paper and short critical assignments will be given a letter grade based on college-accepted norms, equivalent to a certain number of points. Shorter assignments will not be graded individually, but you will be expected to complete a certain number of online entries in order to receive credit, and the final grade on the online discussion will be dependent on having a minimum number of expected postings.

FYI, FYP: For Your Protection, please retain at least one hard copy of all assignments. In addition, I recommend that you make two disk copies of all your work, so that it is available in case of technical problems or disk failure. Late papers are not accepted except under extenuating circumstances (my judgment call). You are responsible for letting me know if you are having problems that might interfere with your work. Although you will sometimes be asked to turn in short writing assignments overnight, you are being given prior notice with the larger assignments, so make a note of them and plan ahead. Each written assignment should be submitted to the instructor in two forms: a hard copy that is turned in during the class meeting, and an electronic copy turned in to the Digital Dropbox in Blackboard. This electronic copy provides a backup copy and a time stamp to show that you have completed your work in a timely fashion. Generally, I will make comments and hand back the hard copy with your grade.

A student's progress in the course will be evaluated on the basis of the above standards. A student's grade in this course is determined by the consistent level of thinking, writing, and participation exhibited over the course of the semester, with the expectation that writing and thinking skills will measurably improve during the term. Your goal is to delve deeply into the content and meanings of African American cultural and historical themes, and to craft your ideas about those themes into original and creative thinking about the texts and issues covered in the course. Progress in understanding and appreciating the literature cannot be made without regular attendance and prompt completion of assignments. Your own commitment is crucial to success or failure in the course.

**Grading**

1,000 points as follows: 900+= A, 800+=B, 700+=C, 600+=D, <600=F


**Delivery Method**

This is a discussion-based course where active and critical reading and analysis of the assigned readings is required. All films on the course schedule will be screened in class, and those that are owned by the University Library will be available on reserve for additional viewing in the library.

**Intellectual Honesty**

Intellectual honesty is expected of all students. Passing off any other person's work as one's own, whether in essays or in any other assignment, constitutes plagiarism, a flagrant violation of intellectual honesty. Even though some plagiarism may be unintentional, it is still a serious academic offense. Plagiarism may be avoided by systematically taking notes and accurately documenting sources. **THIS MEANS: NO COPYING. NOT FROM OTHER STUDENTS, FROM OTHER BOOKS, OR ANYWHERE ELSE.** If you are having language difficulties, you should talk to me or to a history or writing tutor. Since students should already have experience using summary, paraphrases and quotes to document information, there should be no problem acknowledging sources and avoiding plagiarism. Because the purpose of writing about history is to develop one's own ideas about the themes and structures of historical experience and historical significance of cultural works, the ideas of other critics serve only to stimulate your own critical thinking. **Any assignment that gives evidence of not being completely one's own work will be handled according to the University's academic integrity policy as outlined in the Student Handbook.**

**Attendance Policy**

Learning happens in the classroom whether or not you write a paper or get tested on the material. Therefore, attendance is crucial and essential; prompt arrival is conducive to a higher level of performance and achievement, and routinely arriving tardy or excusing yourself from the classroom early not only detracts from individual performance, but disrupts the concentration and learning environment for others, so please refrain from doing so unless there is a true emergency. Your social life does not qualify as such an emergency.

Students are allowed only one absence without penalty. The second and each subsequent absence results in a 40-point deduction from the overall grade point total, and you are still expected to submit all work for that week in a timely manner. Consistently leaving class early or after a break, or excessive tardiness, may constitute an absence also resulting in point deduction. Documented, excused absences allow students to make up work, but do not account for the missed learning experiences; extended or repeated unexcused absences may also be subject to the deduction of points.

**Time Management and Performance Tips**

Master student guidelines suggest that students should spend two hours of study time per week for each credit hour/class contact hour. A full-time student load of 12 or 15 hours implies a total of 36 or 45 hours between time in class and time studying—the equivalent of a full-time job. Specifically, this means that students should commit to at least 6 hours of class preparation weekly for a three-hour course, or 8 weekly study hours for a four-hour course. If you do not
consistently invest the time and energy in concentrated and focused preparation, you cannot excel in this course. While I sympathize with students who have real-life commitments (like work and/or family), it is not my responsibility to “water down” the curriculum and course-related activities to accommodate your stressful lifestyle. Rather, it is your responsibility to manage your time wisely; including not scheduling more classes or extracurricular activities than you can realistically handle and achieve the grade you desire. I suggest you also make use of various handouts I make available on Blackboard outlining tips for improving your writing, practicing writing critically, and including criteria for class presentations and discussion questions to help you organize your reading and note-taking.
# Course Calendar or Schedule

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>Emmett Till; Montgomery; SCLC</td>
<td>Read: Hampton, 1—33; Meacham, 13—32, and 111—113; View and discuss: <em>Eyes on the Prize: Awakenings</em> (1954—1956)</td>
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<tr>
<td>AUGUST 24</td>
<td>Little Rock; Oxford, MS; New Orleans</td>
<td>Read: Hampton, 35—52, and 115—122; Meacham, 154—161, and 203—208; View and discuss: <em>Eyes on the Prize: Fighting Back</em> (1957—1962)</td>
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<td>3</td>
<td>Freedom Rides; Nashville; Greensboro, NC; SNCC; CORE</td>
<td>Read: Hampton, 53—96; Meacham, 113—119, 268—280; View and discuss: <em>Eyes on the Prize: Ain’t Scared of Your Jails</em> (1960—1961)</td>
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<td>SEPTEMBER 14</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; Street Baptist Church, Birmingham; Albany; March on Washington</td>
<td>Read: Hampton, 97—114, 123—138, and 159—176; Meacham, 75—74 and 285—292; View and discuss: <em>Eyes on the Prize: No Easy Walk</em> (1961—1963)</td>
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<tr>
<td>5</td>
<td>Mississippi</td>
<td>Read: Hampton, 139—157; View and discuss: <em>Eyes on the Prize: Mississippi—Is This America?</em> (1962—1964)</td>
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<tr>
<td>SEPTEMBER 21</td>
<td>Mississippi Freedom Summer; Selma COFO; MFDP</td>
<td>Read: Hampton, 176—240; Meacham, 292—328; View and discuss: <em>Eyes on the Prize: Bridge to Freedom</em> (1965)</td>
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<td>6</td>
<td>Malcolm X; Lowndes County, AL; James Meredith</td>
<td>Read: Hampton, 241—295; Meacham, 218—234; View and discuss: <em>Eyes on the Prize: The Time Has Come</em> (1964—1966)</td>
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<td>OCTOBER 5</td>
<td>Book Review on <em>For Freedom’s Sake</em> due</td>
<td>Book Review on <em>For Freedom’s Sake</em> due</td>
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<td>8</td>
<td>Chicago; Watts; Detroit</td>
<td>Read: Hampton, 297—319 and 373—401; Meacham, 346—352; View and discuss: <em>Eyes on the Prize: Two Societies</em> (1965—1968)</td>
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<td>OCTOBER 12</td>
<td>Black Panthers; Cleveland; Ocean Hill-Brownsville, NY</td>
<td>Read: Hampton, 349—372, 403—423, and 485—509; Meacham, 41—57, and 367—369; View and discuss: <em>Eyes on the Prize: Power</em> (1966—1968)</td>
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<td>11 NOVEMBER 2</td>
<td>King and Vietnam; Memphis; Resurrection City</td>
<td>Read: Hampton, 335—348, and 449—483; Meacham, 370—407, and 413—449; View and discuss: <em>Eyes on the Prize: The Promised Land</em> (1967—1968)</td>
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<tr>
<td>12 NOVEMBER 9</td>
<td>Chicago BPP; Attica</td>
<td>Read: Hampton, 511—563; Meacham, 214—218, and 450—463; View and discuss: <em>Eyes on the Prize: A Nation of Law?</em> (1968—1971)</td>
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<tr>
<td>13 NOVEMBER 16</td>
<td>Boston; Atlanta; Bakke</td>
<td>Read: Hampton, 587—645; Meacham, 478—485; View and discuss: <em>Eyes on the Prize: The Keys to the Kingdom</em> (1974—1980); Book Review on <em>Soon We Will Not Cry</em> due</td>
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<tr>
<td>14 NOVEMBER 30</td>
<td>Miami; Chicago</td>
<td>Read: Hampton, 647—664; Meacham, 486—499; View and discuss: <em>Eyes on the Prize: Back to the Movement</em> (1979—1980s)</td>
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<td>15 DECEMBER 7</td>
<td>Group Projects Due</td>
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**Last Day of Classes December 12**
### Assignment/Discussion Web Links

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Date Syllabus Prepared: 08/06/07
Welcome to Interdisciplinary African American Studies

This syllabus is required reading. You are responsible for knowing and adhering to all information within. Study it carefully and refer to it frequently. If anything is unclear, do not hesitate to ask questions. This course meets the ECCE U.S. Communities requirement.

Course Description

This course uses an interdisciplinary approach to introduce the student to African American Studies as a field by drawing on the content, concepts, and/or methodologies of such related disciplines as history, women’s studies, sociology, and psychology to provide an integrated overview of important themes. These themes include consideration of social markers such as race; ethnicity; national origin; gender; economic or social class; sexual orientation; ability; age; location; and/or religion that describe African Americans as distinct and heterogeneous communities within the United States, and deeply influence interactions between various individuals and groups, including major social, economic and political institutions. Your instructor will use a variety of source materials, including historical documents, oral histories, literary texts, and cultural artifacts such as motion pictures, photographs, television programs, documentaries and the visual arts to help the student to analyze important themes of African American experience.

As a result of achieving these course objectives, students should better be able to practice an awareness of and respect for the diversity of cultures and peoples in the United States, and demonstrate a complex understanding of the relationships between cultural communities and
social institutions. In addition, students will be supported in their demonstration of an informed and reasoned point of view while perceiving and reacting to differences through critical reading of assignments, active discussion of course materials and writing assignments that encourage reflection on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.

**Course Objectives/Learning Outcomes**

1. To give an interdisciplinary analysis of the major issues, trends, personalities, concepts and ideologies basic to an understanding of African American studies and the diversity within African American cultural formations;
2. To aid the student in an examination of their worldview, as affected by experiences, attitudes, assumptions and beliefs, by expanding their knowledge of the history, culture and contributions of peoples of African descent in the United States in the twentieth century;
3. To inform the student about varying disciplinary perspectives and philosophical schools of thought about the contributions of peoples of African descent in the United States to the national culture and society and their relationship to that culture and society;
4. To explore the origins, evolution and dynamics of institutional racism and colonialism and their political, social, and economic impact on peoples of African descent in the United States.

**Teaching Philosophy**

Students must come to each class meeting having read, reflected on, and prepared to discuss materials as well as having completed any assignments. This class requires a level and amount of reading deemed appropriate for college undergraduates beyond the first year, although I have tried to make section readings of reasonable length. The readings will be discussed in section meetings, and so a close and thoughtful reading of each section's assignment must be completed before that class meeting. This course is also writing-intensive, because the best way to become practiced, effective writers is to practice writing! Students will be expected to participate in discussions informally by asking and answering questions, as well as to give formal presentations to the class. Do not hesitate to ask questions about lectures, discussions in class, or material you have read. Students should have opinions—informed and supportable opinions. The interdisciplinary guidelines of African American Studies require a multi-faceted approach to cultural phenomena, which often involves the processing of new information and perspectives, curricular and analytical material not usually delivered by mainstream institutions. We must be patient and open and honest with each other to ensure that real communication and real learning can happen. Active participation and attention in the classroom facilitates this objective, and students should make use of office hours to get more in-depth perspectives on any topics of interest.
Required Texts

Introduction to African American Studies: Transdisciplinary Approaches and Implications, Talmadge Anderson and James Stewart (Baltimore, MD: Black Classics Press, 2007),

Required Texts (cont.)

ISBN 1580730396


Course Requirements

The final grade will be determined as follows:

- Critical Review Essay: 15% [150 points]
- Group Presentation: 10% [100 points]
- Final Exam: 25% [250 points]
- Reading Journal: 50% [500 points]

Students will be expected to write one short critical review essay (5-7 pages) on an assigned work, to give a group presentation in class, complete a take-home essay exam and to keep a reading journal. Each entry in the reading journal should organize the student’s analysis of weekly reading assignments, and should answer some basic questions: What ideas and information do we learn from this text (or these texts, including films viewed and articles from weekly readings)? How do these ideas and information change your understanding of African American culture? What problems does the author explore, and what solutions are offered? How does this essay, (article, documentary or book) relate to contemporary issues in African American society? Is the author's presentation of those ideas and information convincing, effective, skillful, etc.? What is the author's perspective of her topic, and do you agree or disagree with the author's conclusions? What additional possible areas for further research are suggested by the text? The short critical essay can be treated as a thematic overview or organized around a specific focus defined by the student, and should start with a basic analysis following the example of the reading journal entries, but also conform to a specified format. An additional handout detailing the grading criteria for the short critical essay (or book review) and the reading journal format will be provided.

Critical Review Essay: The critical essay is important in the course because it represents the student's ability to apply the critical reading and interdisciplinary analysis skills developed in this course, and extends the essay-writing skills developed in required composition
courses. The critical essay requirement serves as an introduction to the methods and purposes of academic discourse, as it requires the student to be able to read and synthesize various arguments of different authors on a particular subject; to integrate these ideas in a careful, clear, and logical way; and to carefully observe the conventions of attributing the work and ideas of others. The specific topics or themes addressed in the critical essay may develop from in-class discussion where students have begun to explore levels of a particular historical or cultural theme, or the interrelation of a number of themes having to do with the development of African American identities.

Specific skills emphasized in preparing the critical essay should already be familiar to you:

1. Note-taking, paraphrasing, writing of summaries of secondary sources
2. Organizing/Outlining ideas generated from notes and summaries
3. Integration of quotations and ideas from sources into the paper
4. Presentation of the essay in the correct form for documentation and with accompanying bibliography
5. Creating a clear thesis statement (argument) for the basis of the paper, and supporting that thesis with evidence developed from reading, analysis and interpretation of sources

In particular, the critical essay goes beyond information presented in class discussions. Your writing and critical skills will be further developed to increase your ability to narrow an area of interest to a manageable topic for analysis and to form an original thesis statement as the basis for your critique of the book. Your writing is the product of a process of critical thinking about the material you have read. As such, an important consideration is that your essays be interesting to your audience, as well as clearly communicating what you mean to say to your readers. This means that in framing a thesis statement, you should imagine addressing an audience of your peers as you identify a problem or issue in your paper and offer evidence in support of your argument or solution. As your instructor, I am examining your writing for the nature of this address, and while you should imagine that you are explaining your ideas and observations to your peers, you should also imagine that your setting or environment for this explanation is a formal one. Your writing should reflect that you have been actively engaged with the problem you have posed in your paper, or the argument you are presenting. You are invited (but not required) to refine your ability to integrate any relevant secondary sources with your own views, and to use the mechanics of MLA, APA or Chicago style to construct a bibliography of all such sources, if used. Some library research may be undertaken to supplement your review, but it is not required.

**Group Presentation:** You will be organized into groups for one presentation that will be made in class. An additional separate handout will be distributed describing the criteria for this group presentation on an assigned topic. Each presentation can include the use of music, visual material, and power point, and each presentation will form the basis of class discussion on the material. Design a presentation that will help your classmates outline and further discuss questions relevant to the week's assigned readings. It is encouraged that each group's presentation be an entertaining as well as informative (and interactive) introduction of the material, of approximately 30 minutes in length.
Take-Home Final Exam: Questions and directions for the essay exam will be distributed on April 3. Your typed answers will be due in my office by 5:00 p.m. on Thursday, MAY 8.

Reading Journal: An additional separate handout will be distributed describing the criteria for this assignment.

FYI, FYP: For Your Protection, please retain for yourselves at least one hard copy of all assignments. You will be expected to turn in one hard copy to me on the due dates as listed in the syllabus, and to also submit an electronic copy to the Digital Dropbox in BlackBoard. In addition, I recommend that you make more than one electronic copy of all your work, with a flash drive or other means, so that a record of all assignments is available in case of technical problems. eDocs is also available for storage of all your electronic documents, so learn about it and use it! Late papers will be docked points. You are responsible for letting me know if you are having serious problems that might interfere with your work. Although you will sometimes be asked to turn in short writing assignments overnight, you are being given prior notice with the larger assignments; due dates are already in your syllabus, so make a note of them and plan ahead.

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor as soon as possible of any accommodations needed for the course. All accommodations must be approved through the Office of Disability Services (ODS) in the Human Resources Building (HRB), Room 80, or by calling 217-206-6666.

Grading

1,000 points as follows: 900+= A, 800+=B, 700+=C, 600+=D, <600=F

Standard Specific Grading Criteria for Academic Writing

(These criteria apply to all of the major writing assignments in this course, including the final exam)

An A paper:
- Is based on an original concept which is clarified in a strong introduction that engages readers with the topic, provides the necessary background and context for a clearly articulated, sophisticated thesis/point of view.
- Attests to close reading and rich understanding of texts and ideas.
- Demonstrates focus, clarity, organization, and exigency (a strong sense of purpose evident in planning and execution).
- Relies on significant evidence to suggest, support, and amplify its core idea and each subsidiary point.
- Makes clear connections between and among the supporting evidence and between the supporting evidence and the thesis.
- Builds its case in reference to specific and concrete evidence.
- Interprets the evidence in light of the thesis.
- Draws a conclusion that not only touches back to the introduction, but that also opens out the original core idea into broader and more extensive implications.
- Is virtually free of errors of grammar and sentence structure.
- Incorporates a writer's voice that carries ideas throughout the text.

A B paper:
- Exhibits a command of idea, purpose, and organization that is very similar to an A paper.
- Shows originality of conceptualization and purposeful execution.
Attests to close and careful reading and accurate understanding of the text.
Attests to a judicious sense of evidence and proportion of evidence to claims.
Lacks the rigorous strategic command of the A paper, yet comes close to the mark.
Is somewhat marred by grammar and sentence structure errors, but not so many as to distract from the paper's purpose and execution.

A C paper:
- Shows general competence.
- Meets the requirements of the assignment.
- Shows a sincere attempt to read and understand the text.
- Is reasonably well organized and developed.
- May have weak supporting evidence
- Tends to generalize rather than analyze.
- Exhibits numerous grammatical errors and errors of sentence structure.

A D paper:
- Shows only a vague grasp of its subject matter.
- Fails to demonstrate a close reading and accurate understanding of the primary text.
- Is vague in purpose and imprecise in execution.
- Suggests a slack engagement with the purpose and aims of the assignment.
- Shows only a slight awareness of audience.
- Is mechanically and structurally flawed.

An F paper:
- Shows little regard for the assignment and the aims of analytic writing.
- Shows little awareness of the complexities of the primary text.
- Is stylistically and conceptually below the level of a college-level paper.
- Exhibits an abundance of mechanical errors.

**Incomplete**s will only be given if you are passing the course (C or above) at the time that the incomplete is requested and you have had an emergency during the last part of the semester that prevents you from completing one of the final assignments. Incompletes **will not be given** so that you may avoid a failing grade or repeat the course.

**Delivery Method**
This is a lecture-and-discussion-based course where active participation is the classroom is encouraged and supported, and this includes active, critical viewing of any feature films or documentaries included in the course schedule. All films on the course schedule will be screened in class, and those that are owned by the University Library will also be available on reserve for additional viewing in the library.

**Attendance Policy**
Attendance is required at all class sessions and is in each student's interest. Students who attend class regularly generally enjoy the course more, learn more, and earn higher grades. Through active participation in class activities you enrich the learning experience of others, fellow students and teachers alike. Students are allowed only one absence without penalty. The second and each subsequent absence results in a 40-point deduction, and you are still expected to submit all work for that week in a timely manner. Consistently leaving class early or after a break, or excessive tardiness will also be regarded and recorded as an absence. Only documented, excused absences allow students to request an extension on submitting assignments without a loss of
points in the grading.

We recognize that emergencies and extraordinary events, including weather events, can prevent you from coming to class, but please take note that we do not distinguish between excused and unexcused absences (that means that we will not take responsibility for deciding between your illness and your lack of motivation, for example). We advise you to always attend class and not to use your "free" absence for frivolous purposes—save it for when you really need it. If you have a true emergency that will keep you out of class for more than two class sessions, you should contact your professor prior to missing class.

**Tardiness policy:** Arriving late or leaving early is not acceptable and very annoying. As students you are always responsible for your work. Just as employers expect deadlines to be met regardless of personal exigency, we do also. Please recognize the difference between "fault" and "responsibility." It may not be your fault that your car breaks down at home and you miss a class, but you are still responsible for the work done in class that day (and the absence policy still applies).

Notice for athletes and other students in university-sponsored activities (forensics, etc.): We will allow a modest number of absences without the penalties. You should have a notice from your coach or faculty sponsor with the dates of proposed absences, and submit a copy of that notice to the instructor. You remain responsible for any work that is due while you are away (either turn it in before you leave or take your computer with you). If you are assigned a collaborative activity that coincides with a university-sponsored event, you are fully responsible for communicating with your colleagues and fulfilling your commitment to the group.

**Late Policy**

No late assignments are accepted without prior permission from the professors. Assignments must be submitted at the beginning of the classes in which they are due. Any assignments turned in after the beginning of class will be considered late, and therefore, will not be accepted.

**Classroom Laptop Policy**

Bring your laptops to each class session, charged, and ready to use as necessary. Your professors believe that laptops are an integral tool in your education, but laptops often create a distraction in class. In our experience, students use laptops to play games, instant message, surf the net, and engage in activities that are not appropriate classroom behavior, and that's unfortunate, because it means that faculty must impose limits on the use of laptops in class. You are permitted to use laptops during class session only for note-taking and other class-related activities, such as locating course documents on BlackBoard and accessing internet resources and library databases for the various written assignments. Please do not use your laptop for any activities that are not directly related to the class.

**Electronic Devices Policy**

Please shut off all cell phones and noise making electronic devices before you enter the classroom. MP3 players, I-Pods, and other devices with earbuds are not allowed in class. Electronic gaming devices are not allowed in class. Use of such devices will result in your being asked to leave class immediately. The loss of class time will be counted against your absences for the semester.

**Email Etiquette Policy**
As an exercise in professional communication and self-representation, all emails to your professor must follow traditional writing standards. Each email should include:

- A salutation: Hi/Hello Professor,
- A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar—including capitalization and punctuation. (Please, no text message-ese).
- A sign-off: Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

For more information on writing appropriate emails, see http://mleddv.blogspot.com/2005/01/how-to-e-mail-professor.html

Plagiarism Policy

All course work should represent a student's best intellectual efforts. When this work is in the form of writing, the student-writer also has ethical responsibilities to the readers, both peers and public. Some of these responsibilities include, but are not limited to, amassing and evaluating relevant sources, appropriately using these sources, and acknowledging the use of these sources. The use of sources includes providing complete and accurate citations for all sources consulted and used, whether paraphrased, condensed, or directly quoted. Fulfilling these academic and ethical responsibilities informs and strengthens the writer's and paper's positions, provides readers with contextual and informed ideas, and gives other writers credit for their intellectual property. Each writer has a personal responsibility to engage in the entire writing process with integrity and honesty.

The Council of Writing Program Administrators offers a useful distinction between the misuse of sources and plagiarism. Misusing sources usually means "carelessly or inadequately citing ideas and words borrowed from another source." Plagiarism means "submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source." This distinction gets to the issues of culpability, intentionality, and degree of misuse. While a writer is always responsible for being accurate, clear, and honest, mistakes can and do happen. While such mistakes may lower a student's grade on an assignment, they may also provide valuable learning moments for the student to grow as a writer. However, when a student's actions are meant to deceive the instructor-- i.e., when the actions constitute plagiarism, as defined above-- then the student demonstrates a deep disregard for the academic processes that govern the construction and mediation of knowledge. In other words, the student has perpetrated academic dishonesty and, when discovered, will face stringent penalties ranging from failing the assignment or course to being expelled from the university.

Intellectual honesty is expected of all students. Passing off any other person's work as one's own, whether in essays or in any other assignment, constitutes plagiarism, a flagrant violation of intellectual honesty. Even though some plagiarism may be unintentional, it is still a serious academic offense. Plagiarism may be avoided by systematically taking notes and accurately documenting sources. **THIS MEANS: NO COPYING. NOT FROM OTHER STUDENTS, FROM OTHER BOOKS, OR ANYWHERE ELSE.** If you are having language difficulties, you should talk to me or to a history or writing tutor. Since students should already have experience using summary, paraphrases and quotes to document information, there should be no problem acknowledging sources and avoiding plagiarism. Because the purpose of writing about
history is to develop one's own ideas about the themes and structures of historical experience and historical significance of cultural works, the ideas of other critics serve only to stimulate your own critical thinking. **Any assignment that gives evidence of not being completely one's own work will be handled according to the University's academic integrity policy as outlined in the Student Handbook.**

**Time Management and Performance Tips**

Master student guidelines suggest that students should spend two hours of study time per week for each credit hour/class contact hour. A full-time student load of 12 or 15 hours implies a total of 36 or 45 hours between time in class and time studying—the equivalent of a full-time job. Specifically, this means that students should commit at least 6 hours for a three-hour course, or 8 study hours for a four-hour course. If you do not spend the time needed, you cannot excel in this course. While I sympathize with students who have real-life commitments like work and/or family, it is not my responsibility to adjust the curriculum and course-related activities to accommodate your stressful lifestyle. Rather, it is your responsibility to manage your time wisely, including not scheduling more classes than you can realistically handle and achieve the grade you desire. I suggest you also make use of various handouts I make available on Blackboard outlining tips for improving your writing, practicing writing critically about film, and including criteria for class presentations and discussion questions to help you organize your reading and note-taking. Doing something each day towards the completion of various assignments and keeping up with assigned readings will better support your learning than waiting until the end of the semester to try to cram everything in.
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<th>Week</th>
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<td>1 JANUARY 20</td>
<td>Theorizing Black Studies: Evolution of Consciousness</td>
<td>Read: Harris, 15—20 and Cole, 21—33, in The Black Studies Reader</td>
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<td>2 JANUARY 27</td>
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<td>Read: Jennings, 35--40, and Kelley, 41—46, in The Black Studies Reader</td>
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<td>4 FEBRUARY 10</td>
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<td>Read: Mueller, 79–90, and Davis, 91—99, in The Black Studies Reader; Group Presentation on SNCC, Freedom Summer and the MFDP</td>
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<td>5 FEBRUARY 17</td>
<td>Representing Black Men</td>
<td>Read: Shearer, 101--111, and Klotman, 113—137, in The Black Studies Reader; Group Presentation on the Massachusetts 54th Colored Infantry</td>
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<td>6 FEBRUARY 24</td>
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<td>Read: Knight, 139–152, and Ross, 153--173 in The Black Studies Reader; Group Presentation on Marlon Riggs, James Baldwin, Albert Murray, Malcolm X, Langston Hughes, Essex Hemphill</td>
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<td>7 MARCH 3</td>
<td>Conceptualizing Culture and Ideology: Text Creation and Representation</td>
<td>Read: Bobo, 177—192, and Squires, 193—210, in The Black Studies Reader; Group Presentation on Jill Nelson, Michele Wallace Lorraine Hansberry, Alice Walker, Donald Bogle, Lena Horne</td>
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<td>8 MARCH 10</td>
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<td>Read: Sullivan, 211--223, Hull, 225—228, and DuCille, 265--280, in The Black Studies Reader; Group Presentation on Cheryl Dunye, Julie Dash, Hattie McDaniel, Jewelle Gomez, Gloria Hull</td>
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<td>9 MARCH 17</td>
<td>Spring Break</td>
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<td>10 March</td>
<td>Interrogating Cultural Expressions</td>
<td>Read: Robinson, 229--253, in <em>The Black Studies Reader</em>; Group Presentation on D. W. Griffith, Jack Johnson, NAACP, Oscar Micheaux, Paul Robeson; <strong>Critical Review Essay on Roberts Due on March 20</strong></td>
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<td>12 April</td>
<td>Autonomy, Subjectivity, Sexuality</td>
<td>Read: Hammonds 301--314, and Lane, 315—328, in <em>The Black Studies Reader</em>; Group Presentation on Barbara Smith, Audre Lorde, Cheryl Clarke, Hazel Carby, Patricia Hill Collins</td>
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<td>13 April</td>
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<td>Read: Bellegarde-Smith, 329--341, and McBride, 343—357, in <em>The Black Studies Reader</em>; Group Presentation on Vodun (voodoo) in Haiti, Candomble in Brazil, W.E.B. DuBois and Oliver Cox</td>
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<td>15 April</td>
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<td>Read: Johnson,379--388, and Daniel Tatum, 389—411, in <em>The Black Studies Reader</em>; Group Presentation on Gratz v. Bollinger and Affirmative Action at the University of Michigan</td>
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<td>16 May</td>
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<td>17</td>
<td>Exam Week</td>
<td>Take-Home Final Exam and Reading Journal</td>
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<td>MAY 12</td>
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<td>due in UHB 3033 by 5:00 p.m. on Tuesday, MAY 12.</td>
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<td>Term Ends: This means: Do not ask me what your final grades are or when they will be posted-- I am grading between MAY 11 and MAY 16, and then after that, I am celebrating the end of the term like a normal person! Go surfing or something!</td>
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## Assignment Web Links

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Survey of African American History
Credit Hours: 3
Spring 2010

AAS/HIS 241A, MW 02:00 PM—03:15 PM  2031 UHB

Instructor: Dr. Angela Winand
Office: 3033 UHB
Office Hours: TWR 4—5 p.m. and by appointment
Phone: 206-8331
Email: awina2@uis.edu
Fax: 206-6217

Course Description
This course has been designed to acquaint the student with the major issues and trends related to understanding the historical experiences of African American people in this country. Students will be introduced to the history, culture and contributions of peoples of African descent in the United States in the twentieth century from a range of perspectives and schools of thought while exploring the origins, evolution and dynamics of institutional racism and colonialism and their impact on peoples of African descent in the United States. Your instructor will use a variety of source materials, including historical documents, oral histories, literary texts, and cultural artifacts such as motion pictures, photographs, television programs, documentaries and the visual arts to engage students in a rich, exciting narrative of the past, while building a foundation for seeing present circumstances differently, and allowing us to imagine a future full of possibility.

Course Objectives/Learning Outcomes
1. To give a survey analysis of the major issues, trends, personalities, concepts and ideologies basic to an understanding of the interdisciplinary subject matter and nature of African American history and culture;
2. To introduce the student to the history, culture and contributions of peoples of African descent in the United States in the twentieth century;
3. To analyze varying perspectives and schools of thought about the contributions of peoples of African descent in the United States to the national culture;
4. To explore the origins, evolution and dynamics of institutional racism and colonialism and their impact on peoples of African descent in the United States.

Expectations or Teaching Philosophy
Students must come to each class meeting having read, reflected on, and prepared to discuss materials as well as having completed any assignments. This class is reading-intensive, although I have tried to make section readings of reasonable length. The readings will be discussed in

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section meetings and online. A close and thoughtful reading of each section's assignment must be completed before that class meeting. This course is also writing-intensive, because the best way to become practiced, effective writers is to practice writing! The Discussion Board area in Blackboard will provide a space for ongoing discussion of important themes, and topics for essays and/or the research paper may develop from responses. Students will be expected to participate in discussions informally by asking and answering questions, as well as to give formal presentations to the class. Do not hesitate to ask questions about lectures, discussions in class or online, or material you have read. Students should have opinions—informed and supportable opinions. The interdisciplinary guidelines of African American Studies require a multi-faceted approach to cultural phenomena, which often involves the processing of new information and perspectives, curricular and analytical material not usually delivered by mainstream institutions. We must be patient with each other and ensure that real communication and real learning can happen. Active participation and attention in the classroom facilitates this objective, and students should make use of office hours to get more in-depth perspectives on any topics of interest.

Students will be expected to write one short critical essay (5-7 pages), to give a group presentation in class, complete a take-home essay exam and to complete a web-based writing assignment. Students will also have short weekly assignments to complete using the webpage for the assigned textbook. The short critical essays can be treated as thematic overviews or organized around a specific focus defined by the student, and it should answer some basic questions: What historical ideas and information do we learn from this text (or these texts, including films viewed and articles from weekly readings)? How do these ideas and information change your understanding of African American history? What problems does the author explore, and what solutions are offered? How does this book relate to contemporary issues in African American society? Is the author's presentation of those ideas and information convincing, effective, skillful, etc.? What is the author's perspective of her topic, and do you agree or disagree with the author's conclusions? What additional possible areas for further research are suggested by the text? The topic of the short critical essay is chosen by individual students from the required readings (meaning you should read all of these texts, but you only have to write at length about one of them) listed in the course organization.

**Required Texts**

The African-American Odyssey, Combined Third Edition, with companion website, [http://www.prenhall.com/hine](http://www.prenhall.com/hine), and Exploring African American History CD-ROM, and one of the below listed books for the short critical essay:


**Course Requirements**

Students will be expected to complete 10 out of 11 pretests in the publisher’s companion website (address link provided above and at the end of this syllabus), and 10 out of 11 chapter reviews for Chapters 14 through 24, emailing their results to the instructor; a total of 5 reflect and respond short-essay answers, 5 historical record short-essay answers, and 5 exploring African American history document analysis exercises. Each completed assignment is worth 10 points toward the final point total according to which the final grade will be assigned, regardless of the individual scoring percentage of correct answers on each exercise.

The purpose of these pretests and chapter reviews is to provide a pressure-free check-up on your identification and comprehension of course content; regular and consistent exposure to important names and events helps you to become more familiar with basic factual information that will be the building blocks of your analysis of historical context in other written assignments. Short-answer essay exercises help you to practice and improve your ability to assemble facts and details presented in various readings, and to interpret the meaning and significance of historical content.

The final grade will be determined as follows:

- **Web-Based Written Assignments** 15% [150 points]
- **Group Presentation** 15% [150 points]
- **Book Review** 10% [100 points]
- **Final Exam** 25% [250 points]
- **Online Exercises** 25% [250 points]
- **Primary Document Exercise** 10% [100 points]

**Methods of Evaluation**

The book review is important in the course because it represents the student’s ability to apply the critical reading and historical analysis skills developed in this course, and extends the essay-writing skills developed in required composition courses. The book review requirement serves as an introduction to the methods and purposes of historical academic discourse, as it requires the student to be able to read and synthesize various arguments of different authors on a particular subject; to integrate these ideas in a careful, clear, and logical way; and to carefully observe the conventions of attributing the work and ideas of others. The specific topics or themes addressed in book reviews may develop from in-class discussion where students have begun to explore levels of a particular historical theme, or the interrelation of a number of themes having to do with the development of African American identities.

Specific skills emphasized in preparing the book reviews should already be familiar to you:
1. Note-taking, paraphrasing, writing of summaries
2. Organizing/Outlining
3. Integration of quotations and ideas from sources into the paper
4. Correct form for documentation and bibliography
5. Creating a thesis statement (argument) for the basis of the paper

In particular, the book review goes beyond information presented in class discussions. Your writing and critical skills will be further developed to increase your ability to narrow an area of interest to a manageable topic for analysis and to form an original thesis statement as the basis for your critique of the book. Your writing is the product of a process of critical thinking about the material you have read. As such, an important consideration is that your essays be interesting to your audience, as well as clearly communicating what you mean to say to your readers. This means that in framing a thesis statement, you should imagine addressing an audience of your peers as you identify a problem or issue in your paper and offer evidence in support of your argument or solution. As your instructor, I am examining your writing for the nature of this address, and while you should imagine that you are explaining your ideas and observations to your peers, you should also imagine that your setting or environment for this explanation is a formal one. Your writing should reflect that you have been actively engaged with the problem you have posed in your paper, or the argument you are presenting. You are invited (but not required) to refine your ability to integrate any relevant secondary sources with your own views, and to use the mechanics of MLA or Turabian style to construct a bibliography of all such sources, if used. Some library research may be undertaken to supplement your review, but it is not required.

**Web-Based Written Assignments:** This is a listing and description of the assignments based on various web pages that expand upon some topics in your main text. Each essay should include a clear statement of a problem or issue that you identify from your interpretation of the online exhibit and from evidence drawn from the exhibit and from your Hine text to support your argument. Strive to present your ideas in an unified essay rather than as a series of short answers. Due dates for 3-page minimum comment/analysis papers are included in the course organization.

**Web Assignment #1: Race and Place: An African American Community in the Jim Crow South**

Go to this web address [http://www.vcdh.virginia.edu/afam/raceandplace/](http://www.vcdh.virginia.edu/afam/raceandplace/) and view the exhibit. Click on the buttons labeled "Oral Histories," "Personal Papers," "Newspapers," and "Images" to enter the various sections of the exhibit. Use the links with headings to the three oral history projects and listen to at least three interviews, and give yourself adequate time to explore the materials in the other sections. As you move through the exhibit, you should make notes on specific diary entries, personal correspondence, newspaper articles, advertisements, and editorials, and photographs that provide evidence to support your argument. Write an (3-page minimum) essay addressing the answers to these questions:

What observations do interview subjects make about the racial etiquette of interacting with white people and avoiding confrontation? What stories do interview subjects tell about how
they first understood what racial discrimination meant? What stories do interview subjects tell about the feeling of community they experienced while patronizing black-owned businesses, attending black churches or other social activities in Charlottesville?

How do black residents of Charlottesville, VA describe the physical conditions of the schools they attended and the logistical and financial difficulties they encountered trying to attend school daily and on a regular basis? What were the emotional, social and cultural benefits that black children experienced in segregated schools because of support from their teachers, parents and the black community as a whole, despite the problems imposed by Jim Crow? What kinds of sacrifices did teachers and parents make to keep children in school and help them advance through different grades and levels?

What kinds of incidents do the newspapers report concerning the treatment of African Americans on public transportation, including railroad passenger cars and stations, and city buses and stations; in public parks and other public facilities such as movie theaters, restaurants, restrooms, stores and other businesses; and by policemen, judges and other officials?

How do the newspaper articles, editorials and advertisements illustrate the development of black community institutions such as churches, schools and businesses? How do society and gossip columns also illustrate the roles that social groups, women’s clubs, black fraternities and sororities, and benevolent societies played in black Charlottesville, including charity work, social celebrations, and other activities? What do newspapers, articles and advertisements suggest about the struggles of black professionals, including professional entertainment performers and black athletes, to establish themselves in the community?

How do photographs of Charlottesville illustrate the physical inequities imposed by Jim Crow? How do portraits of black families and various social groups illustrate the importance of such institutions to the development of black community identity? What impressions do we get from examining these formal portraits?

Remember to present your work as an organized essay with an introduction, conclusion and clearly stated argument. Be careful to fully develop your historical context in terms of significant social changes over time as reflected in your chosen interviews, articles, photographs and ads.

**Web Assignment #2: Without Sanctuary**

Go to [http://withoutsanctuary.org/](http://withoutsanctuary.org/) and view the exhibit in either format.

Write an essay in your own words describing what we learn about the role of lynching in U.S. society. Who were the victims? Where did lynchings take place? What justifications did white society give for using lynchings to punish black people? What were the real, unspoken reasons? Why did whole communities, including white women and children, attend lynchings? How do you think that observing such violence affected them in their relationships with each other and with their black neighbors? What comparisons can we make between the display and purposes of violence in these postcards and photographs and the photographs of protests in Danville, VA contained in this other exhibit at this link: [http://www.vcdh.virginia.edu/HIST604/LVAcatalog/index.html](http://www.vcdh.virginia.edu/HIST604/LVAcatalog/index.html)? What are some contemporary manifestations of the problem of racial violence?

**Group Presentation:** You will be organized into groups for one presentation that will be made in class. An additional separate handout will be distributed describing the criteria for this
group presentation on an assigned chapter from the text. Each presentation can be a dramatic performance, and can include the use of music, visual material, and power point, and each presentation will form the basis of class discussion on the material. Each group will act out a skit or tableau based on the events, controversies, or cultural changes identified at the beginning of each chapter in the chapter heading. You do not have to address all of the review questions in your skit, but each group’s presentation should address at least two of them. Use your textbook to help you describe and illustrate the voices of various sides or interests involved in the community and whatever issues are being contested. Use the voices of selected persona to identify the issues and show how those issues were resolved (or not). Design a presentation that will help your classmates outline and further discuss questions about the stories told in each chapter. It is encouraged that each group's presentation be an entertaining as well as informative (and interactive) introduction of the material, of approximately 45 minutes in length.

Take-Home Final Exam: Questions and directions for the essay exam will be distributed on April 3. Your typed answers will be due in my office by 5:00 p.m. on Thursday, MAY 10.

FYI, FYP: For Your Protection, please retain for yourselves at least one hard copy of all assignments. In addition, I recommend that you make two disk copies of all your work, so that it is available in case of technical problems or disk failure. Late papers are not accepted except under extenuating circumstances (my judgment call). You are responsible for letting me know if you are having problems that might interfere with your work. Although you will sometimes be asked to turn in short writing assignments overnight, you are being given prior notice with the larger assignments; the short critical papers’ due dates are already in your syllabus, so make a note of them and plan ahead.

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Grading

1,000 points as follows: 900+= A, 800+=B, 700+=C, 600+=D, <600=F

Delivery Method

This is a discussion-based course where active participation is the classroom is encouraged and supported, and this includes active, critical viewing of any feature films or documentaries included in the course schedule. All films on the course schedule will be screened in class, and those that are owned by the University Library will also be available on reserve for additional viewing in the library.
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# Course Calendar or Schedule

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### Assignment/Discussion Web Links

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Date Syllabus Prepared:
Overview of African American Studies
Credit Hours: 4
Term Year: Fall, 2004

Course Section, Meeting Location

Instructor: “Bolekaja” Kamau Kemay6, PhD.
Office: 3030 UHB
M 1100hrs—1400 hrs, T-W 1400-1545 hrs
Office Hours: and by arrangement
Phone: 206-8248
Email: Kkema2@uis.edu
Fax:

Course Description

This course explores the interdisciplinary nature of African American Studies. It exposes students to the main topics, contributing disciplines and central paradigms associated with the discipline. The focus is the culture, perspectives and experiences of people of African descent living in the United States both in the past and present.

Course Objectives/Learning Outcomes

As an overview of the discipline, the readings, other curricular materials and discussions will be diverse. African American Studies encompasses a variety of distinct disciplines, but does not embrace any one particular mode of analysis or point of view. Instead, the primary concern is with interdisciplinarity—learning to view various experiences, data and cultural productions from multiple perspectives and understanding how those perspectives can speak to each other. This combination of a knowledge base and interdisciplinary methodology will provide students with the basic knowledge and skills to continue onto further study of African American phenomena. Though many topics will not be covered in depth, research assignments allow the student to pursue personal interests in a more comprehensive manner. Students will learn and gain experience addressing issues of diversity and oppression, gaining the vocabulary with which to articulate their interpretations of these important concerns.

Required Texts

Hayes, Floyd. Turbulent Voyage, Third Edition
Karenga, Maulana. Introduction to Black Studies, Third Edition
Urban League. State of Black America, 2004

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Office of Disability Services (ODS) SLB, Room 11, 217-206-6666.
**Expectations or Teaching Philosophy**

Students will come to each class prepared to discuss all readings and supplemental materials. This means more than a superficial glossing over or scanning of the material. To this end, Blackboard will be used to allow classmates and the instructor to begin the critical analysis of material. [Manage your time wisely. Do not wait until the last minute to read and process material.] I do not believe in talking at (or lecturing) students for the bulk of classtime. I also refuse to reiterate what students are supposed to have already read. Given the interdisciplinary nature of the material, class discussions may “go off on tangents.” Yet there is usually a pertinent idea underlying the topic at hand. If that topic or any becomes unclear, DO NOT HESITATE TO ASK QUESTIONS UNTIL YOU UNDERSTAND THE MATERIAL YOU HAVE READ. I expect/demand student participation. I expect to learn from you and I expect that you will learn from each other. I expect that students will have opinions—I demand that those opinions be informed, supportable opinions. Much of AAS involves processing new information and perspectives, curricular and analytical material not usually available in mainstream institutions. Some of it will not sit well or match much of the mis- or dis-information that serves as the usual presentation of African American phenomena. We must be patient with each other and insure that real communication happens. To that end, students will be expected to formally and informally present their viewpoints on various topics. Students should use office hours to get more in depth perspectives on topics of interest and impending research.

**Course Requirements**

One course Journal/Class participation 25% [250 points]

In-class “examinations” or presentations, both objective and analytical 25% [250 points]

Two formal essays, 50% one critical/analytical 20%, one research essay 30% [500 points]

**Methods of Evaluation**

A point basis or scale will be presented—1000 points total

**Grading**

A= 900 or above, B=800 or above, C=700 or above, D=600 or above, F= let’s not think about it.

Please note that, in order to insure the achievement of course objectives and learning outcomes, I reserve the right to change or alter the course assignments or requirements as necessary.

**Delivery Method**

Approximately 35-40% lecture, 15-20% A/V, 25-30% discussion, 10% testing, 10% presentations.
OVERVIEW OF AFRICAN AMERICAN STUDIES
COURSE CALENDAR
Fall 2004, Bolekaja Kamau

8/24 Turbulent Voyage, pgs 280-302
8/31 Turbulent Voyage, pgs 83-118, 156-199 {Split assignment} [Resistance]
9/7 Intro to Black Studies, Chapters 1 & 2
9/14 Intro to Black Studies, Chapter 3, pgs 78-160
9/21 Intro to Black Studies, Chapter 3, pgs 160-218,
Research presentations: Historical perspective on approved topic [60 points]
Marginality & Dual Consciousness
9/28 Intro to Black Studies, Chapter 8
{Turbulent Voyage, 468-494, State of Black America 53-80} split assignment
10/05 Turbulent Voyage, 435-467; The State of Black America, pgs 15-51, 139-154
10/12 Intro to Black Studies, Chapter 9 {midterm instructor evaluations}
Research presentations: Media & Black Economic Potentials [60 points]
10/19 Intro to Black Studies, Chapter 6; Turbulent Voyage 354-375, Bambara handout
10/26 State of Black America, 115-138; Turbulent Voyage 305-353, Walker handout
11/02 Turbulent Voyage 379-425; State of Black America 157-161, essays TBA
11/09 Intro to Black Studies, Chapter 10
Research presentations: The Black Family: Fact & Friction [60 points]
11/16 Intro to Black Studies, Chapter 7, A/V
11/23 Critical essays [200 points], presentations [30 points]/responses [20 points]
Q&A, discussion
11/29 Enduring research concerns, Submit journals, Wrap-up, A/V, Evaluations
12/04 Research essay (term paper) due. [300 points]

Presentations will last approximately 15-20 minutes. Presentations must be accompanied
by a written detailed document in either bullet, outline, or essay form. This document will
be graded for 20 points as a part of your journal for the day.
Overview of African American Studies
Credit Hours: 4
Term Year: Fall, 2006

AAS 425
Wednesday 6-9:30, UHB 2003

Instructor: “Bolekaja” Kamau Kemayo, PhD.
Office: 3030 UHB
Tuesday 4—4:45, Wednesday 12—1:45
Office Hours: and by arrangement
Phone: 206-8248
Email: kemayo.kamau@uis.edu
Fax: 206-6217

Course Description
This course explores the interdisciplinary nature of African American Studies. It exposes students to the main topics, contributing disciplines and central paradigms associated with the discipline. The focus is the culture, perspectives and experiences of people of African descent living in the United States both in the past and present.

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Karenga, Maulana. Introduction to Black Studies, Third Edition

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Course Requirements

One on-line/Blackboard course Journal=150/Class participation= 150 30% [300 points]
In-class “examinations,” formal presentations, objective and/or analytical 20% [200 points]
Two formal essays: one critical/analytical=200, one research essay=300 50% [500 points]

Methods of Evaluation

A point basis or scale will be presented—1000 points total

Grading

A= 900 or above, B=800 or above, C=700 or above, D=600 or above, F= let’s not think about it.

Please note that, in order to insure the achievement of course objectives and learning outcomes, I reserve the right to change or alter the course assignments or requirements as necessary.

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Approximately 35-40% lecture, 15-20% A/V, 25-30% discussion, 10% testing, 10% presentations.
OVERVIEW OF AFRICAN AMERICAN STUDIES

COURSE CALENDAR

Fall 2006, Bolekaja Kamau

8/23  Introductions
8/30  Turbulent Voyage, pgs 280-302
9/6   Turbulent Voyage, pgs 83-118, 156-199
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9/20  Intro to Black Studies, Chapter 3, pgs 78-160
9/27  Intro to Black Studies, Chapter 3, pgs 160-218,

Research presentations: Historical perspective on approved topic [50 points]

10/04 Intro to Black Studies, Chapter 8
{Turbulent Voyage, 468-494, State of Black America 53-80}
10/11 Turbulent Voyage, 435-467; The State of Black America, pgs 15-51, 139-154
10/18 Intro to Black Studies, Chapter 9 {midterm instructor evaluations}

Research presentations: Media & Black Economic Potentials [50 points]

10/25 Intro to Black Studies, Chapter 6; Turbulent Voyage 354-375, Bambara handout
11/01 State of Black America, 115-138; Turbulent Voyage 305-353, Walker handout
11/08 Turbulent Voyage 379-425; State of Black America 157-161,

Essay topics TBA

11/15 Intro to Black Studies, Chapter 10

Critical essays [200 points]

Presentations, Q&A, discussion
11/22 Enjoy Fall recess!!!
11/29 Intro to Black Studies, Chapter 7, A/V

Research presentations: The Black Family: Fact & Friction [50 points]

12/6 Enduring research concerns, Wrap-up, A/V, Evaluations
12/13 Position paper due

Presentations will last approximately 15-20 minutes. Presentations must be accompanied
by a written *detailed* document in either bullet, outline, or essay form.
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| Total  | 91 | 21 | 7 | 30 | 75 | 224 |
Out of the dreams of the Black members of the University Community and their genuine concerns for the unique institutional commitment to assist all students who embarked upon a new and innovative education at SSU, was implanted the roots of an informal, supportive, advocate group championing the concerns of minorities. Through sharing its collective expertise, positive support, sensitive awareness, and astute perceptions, the policies and practices of the University community have been continually monitored, developed and implemented in the interest of faculty, staff and students. In keeping with that founding tradition and the perpetuation of a holistic approach of support and cooperation with all facets of the University, the Black Caucus, as a formal organization, accepts the precepts espoused in these Bylaws.

ARTICLE I: NAME

The name of the organization shall be the Black Caucus.

ARTICLE II: PURPOSE

a) To meet and to address concerns unique to Black administrators, faculty, staff and students.

b) To foster a congenial atmosphere at SSU conducive to human dignity.

c) To develop, deliberate and speak to policy recommendations, resolutions and practices as they affect Black faculty, staff and students at SSU and the community it serves.

d) To serve as an advisory group to the Minority Services Center.
ARTICLE III: OBJECTIVES

The objectives of the Black Caucus are as follows:

a) Academic and Educational Issues
The Black Caucus membership is ready to lend its support to all academic units which wish to assume the responsibility of making the curricular offerings a meaningful community service, while concurrently addressing the needs of minorities. The Caucus advocates administrative support in the recruitment of minority faculty to accomplish this objective.

b) Minority Services Center
The Black Caucus is willing to serve as the advisory group for the Center in order to ensure the continued improvement of the environment in which minority students find themselves academically and socially. The Caucus advocates administrative support in the recruitment, retention, and graduation of minority students.

c) Cultural Activities and Events
The Black Caucus will promote cultural activities and events to enhance the cultural enrichment and social diversity of the University environment. Its membership will be available for ongoing minority representation on committees which plan University events.

d) Staff and Faculty Development
The Black Caucus advocates administrative support for the applied research/service projects to enhance minority faculty and staff development. The Caucus further advocates administrative support in the promotion and retention of minority faculty and staff.

ARTICLE IV: OFFICERS

a) The officers of the Black Caucus shall be: Chairperson, Chairperson Elect, Secretary/Treasurer, and Parliamentarian.

b) These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this Caucus.

c) At the first regular meeting held, during the first month commencing the academic year (Fall Semester), a nominating committee of three (3) members shall be elected by the Caucus. It shall be the duty of the committee to nominate candidates for offices to be filled. The Nominating Committee shall report at the second regular meeting held during the first month commencing the academic year (Fall Semester), additional nominations from the floor shall be permitted.

d) The officers shall be elected by ballot at the second regular meeting held during the first month commencing the academic year (Fall Semester). Each term shall be for one year or until their successors are elected, and their term of office shall begin at the close of the regular meeting at which they are elected.

e) In the event of a vacancy of an elected office, a special election shall be held to fill the vacancy.
ARTICLE VI: DUTIES OF THE OFFICERS

The duties of each officer shall be as follows:

a) Chairperson:
   1. Calls, develops agendas for, and presides over meetings of the Caucus.
   2. Acts as spokesperson for the Caucus with Caucus approval.
   3. Appoints all committees except the Nominating Committee.

b) Chairperson Elect:
   1. Serves as Chairperson for any reason the chair is vacated or is absent.
   2. Succeeds the Chairperson on expiration of their terms of office.

c) Secretary/Treasurer:
   1. Keeps minutes of each meeting, makes them available to membership for each regular meeting.
   2. Maintains a file of the proceedings of the Caucus including financial records for perusal, when necessary by its members.

d) Parliamentarian:
   1. Advises the chair on questions of parliamentary procedures during meetings.

ARTICLE VII: MEETINGS

a) The regular meeting of the Caucus shall be held bi-monthly from the commencing of the academic year (August/September) to May inclusive unless otherwise ordered by the Chairperson of the Caucus or the Executive Committee.

b) Special meetings can be called by the Chairperson or Executive Committee upon written request of eight (8) members of the Caucus. The purpose of the meeting shall be stated in the call. Except in cases of emergency, at least three (3) days' notice shall be given.

c) Eight (8) members of the Caucus shall constitute a quorum.

ARTICLE VIII: COMMITTEES

a. Executive Committee
   1. This committee shall be composed of the immediate past Chairperson, the elected officers of the Caucus, and the Chairpersons of the standing committees.

   2. This committee is responsible for:
      a. The general supervision of affairs of the Caucus between its business meetings.
Article VIII: Committees (cont'd)

b. Making recommendations to the Caucus, and shall perform such other duties as specified in these bylaws. The Committee shall be subject to the orders of the Caucus, and none of its acts shall conflict with action taken by the Caucus.

c. Unless otherwise ordered by the Committee, regular meetings of the Executive Committee shall be held monthly. Special meetings of the Committee can be called by the Chairperson upon written request of four members of the Committee.

b. Budget/Funding Committee

1. This committee shall be responsible for:
   a. Developing the budget of the Caucus
   b. Developing supplemental resources

c. Program/Development Committee

1. This committee shall be responsible for:
   a. Developing and monitoring the progress and implementation of programmatic and curricular interest and concerns of Blacks.

d. Social/Cultural Affairs Committee

1. This committee shall be responsible for:
   a. Planning and developing activities and events that reflect the cultural significance and social relevance of Blacks in the total University community.

e. Other Committees

1. Such other committees, standing or special, shall be appointed by the Chairperson as the Caucus or the Executive Committee shall from time to time deem necessary to carry on the work of the Caucus.

2. The Chairperson shall be ex-officio a member of all committees except the Nominating Committee.

ARTICLE IX: PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised, shall govern the Caucus in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Caucus may adopt.

ARTICLE X: AMENDMENT OF BYLAWS

These bylaws can be amended at any regular meeting of the Black Caucus by a 2/3 vote of members present, provided that amendment has been submitted in writing at the previous regular meeting.
Finding Aide to Archival Information at University of Illinois Springfield
(Website links):

Foundation Records, 1968-1981 | Object id #414
https://uisapp-s.uis.edu/archon/index.php?p=collections/controlcard&id=1

MC82. Chandler Family Letters, 1850-1874 | Object id #414


E1/1/1. President's Office, Records & Working Papers, 1970-1979 | Object id #414

MC01. David Needham Family Collection, 1875-1944 | Object id #414
D1/1/1. Foundation Records, 1968-1981

[Back to Formatted Version]

Brief Description: These records include: University Anthem Committee correspondence and sheet music, Compliance Report (6/75), Annual Reports, promotional calendars and the Foundation publications "Horizons" (10-90, 2/91, 7/91) and "Investing in Illinois" (Spring, 1996).

Correspondence included: letters regarding various donations, proposed changes in by-laws, list of contributors and proposed membership list.

Financial information includes the following: monthly account statements, Reports of the Treasurer and letters to potential donors regarding the fund drive of 9/73.

Held at:
UIS Archives/Special Collections
Archives/Special Collections LIB 144
One University Plaza, MS BRK 140
Springfield, IL 62703 5407
Phone: 217-206-6520
Email: twood1 [at] uis.edu

Record Series Number: D/01/01/01
Created by: SSU Foundation
Volume: 0.5 Object
Acquired: 05/19/1998.

More information is available at http://www.uis.edu/archives/inventories/d1-1-1.pdf

Arrangement: Alphabetical
Access Restrictions: None
Genres/Forms of Material
Correspondence
Journal Articles
Records
Reports
Sheet Music
Languages of Materials
English
Brief Description: Letters of the Chandler family of Chandlerville, Illinois, largely between Louisa Chandler Frackleton and members of her family. Correspondents include Louisa's father, Dr. Charles Chandler (1806-1879); her mother Clarysa Chandler; her brothers Charles E. and Harrison T. Chandler; and her cousin Calvin E. Child. Also included is one page from an account ledger, a newspaper article, a photograph of Dr. Chandler, and a "Historical Vignette" on Dr. Chandler, the founder of Chandlerville, Cass County, Illinois.

25 items

Held at:
UIS Archives/Special Collections
One University Plaza, MS BRK 140
Springfield, IL 62703 5407
Phone: 217-206-6520
Email: twood1 [at] uis.edu

Record Series Number: MC/82
Created by: Chandler Family
Volume: 0.2 Object
Acquired: 00/00/1981.

More information is available at http://www.uis.edu/archives/inventories/mc82.pdf (pdf)

Arrangement: Chronological

Biographical Note for Chandler Family: Historical Sketch of Charles Chandler (1806-1879) and family

Dr. Charles Chandler was born on July 2, 1806 in Woodstock, Windham County, Connecticut. He graduated Medical College in Pittsfield, Massachusetts on June 1827. On May 18, 1829 he married Mary Carrol Rickard.

In 1831, Dr. Chandler, his wife, and daughter, Mary Jane, left Rhode Island, where he practiced medicine, to settle near Fort Clark (Peoria, Illinois). They reached Beardstown, Illinois but did not continue to Fort Clark because of the Black Hawk War. Dr. Chandler located a place to settle near Panther Creek, eighteen miles from Beardstown. On June 2, 1832, Dr. Chandler entered his land claim for 160 acres. It was on those acres he built his house, a small general store in 1835, and a school house in 1838. He established a post office at Panther Creek in 1847 and was appointed postmaster by President Polk.

In 1851, the Panther Creek post office and the town that had grown up around it were named Chandlerville in honor of its founder Dr. Charles Chandler.

Mary Chandler, his first wife, died in 1840 leaving five children: Mary Jane (who married John Shaw), Emily "Emma" Webster (who married General Charles E. Lippincott), Maria Louisa (who married David Frackleton), Charles Emmett, and Harrison Taylor. In 1842, Chandler remarried Clarysa Child. They had two sons, John T. and Linus C. (who became a lawyer).
Dr. Charles Chandler was a man noted for his interest in education and religion as well as his medical practice which extended for fifty miles. Dr. Chandler was known as the first physician in Central Illinois to prescribe quinine as a remedy for malaria. Unusual for his time, Chandler opposed the practice of bleeding.

Access Restrictions: None

Genres/Forms of Material
Letters

Languages of Materials
English

Acquisition Notes: Mrs. O. Dorr, Dr. Emmet Pearson

Other Formats: The Chandler Family Letters (MC 82) have been added to the CARLI Digital Collections. They have been scanned and uploaded to be viewed in their original state. A transcript of each letter is displayed next to the original document. A link to the collection is listed below. For more information please see http://www.uis.edu/archives/chandler.php.htm.
[Back to Formatted Version]

Brief Description: Springfield artist, specializing in pen-and-ink drawings of local private homes, street scenes, public buildings, and advertisements for local businesses, private collectors, newspapers, and magazines since 1973.

Series I, donated by the artist in 1982, includes news clippings, reproduced drawings, illustrations, posters, sketches, and cartoons that feature the Illinois State Capitol, downtown Springfield buildings and scenes, Sangamon State University, and private homes. This series contains sketches and posters that were used by SSU, the Marine Bank of Springfield, No Baloney restaurant, and other local businesses for promotional material and advertisements.

Series II, donated by the artist in 2005, includes newspaper articles, mostly from Springfield papers, that demonstrate the artist's success throughout his career. Crook's drawings were used for numerous "Illinois Times" visitors guides, fliers for events such as the "People's Sangamon River Eco-Fest" and "Carpenter Park Appreciation Day," maps, and front-page stories. Also included are short biographies of Crook as well as promotional material for his exhibits. This series contains prints made from Crook's pen-and-ink drawings dating from 1978 to 2004. These prints feature the Illinois State Capitol, Springfield buildings and streets, the Illinois landscape, parks of Springfield, the Sangamon River, and various homes throughout the city. Printed notecards included in the collection display the same themes. Also included are postcards of Route 66 scenes as well as copies of some of Crook's Mexican watercolors.

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Archives/Special Collections LIB 144
One University Plaza, MS BRK 140
Springfield, IL 62703 5407
Phone: 217-206-6520
Email: twoodl [at] uis.edu

Record Series Number: MC/30
Created by: Crook, William Jr.
Volume: 0.16 Object
Acquired: 04/00/1986.

(pdf)
Access Restrictions: None
Genres/Forms of Material
Prints
Languages of Materials

English

Acquisition Notes: William Crook Jr. A second donation was given to the UIS Archives by William Crook Jr. in May of 2005.

Related Materials: See also Springfield Illinois, A Collection of Pen and Ink Drawings by William Crook, Jr., Special Collections (Oversize), F S49.S7C74 1982

[Back to Formatted Version]

Brief Description: Records and papers of the central office files of the President's Office including memoranda, correspondence, reports, and other documents concerning the following areas and topics: academic affairs, academic programs, admissions and records, intersessions, library, personnel, public affairs, public affairs centers, affirmative action, business and administrative services, computer services, public safety, committees, student services, university relations, external boards and agencies, educational organizations, Illinois agencies and state government colleges and universities.

Held at:
UIS Archives/Special Collections
Archives/Special Collections LIB 144
One University Plaza, MS BRK 140
Springfield, IL 62703 5407
Phone: 217-206-6520
Email: twood1 [at] uis.edu

Record Series Number: E/01/01/01
Created by: President/Chancellor
Volume: 11.67 Object

More information is available at http://www.uis.edu/archives/inventories/e1-1-1.pdf (pdf)

Arrangement: As the office kept them, administrative arrangement

Acquisition Notes: Jackie Hughes/Yosh Golden
MC01. David Needham Family Collection, 1875-1944

[Back to Formatted Version]

**Brief Description:** Legal documents including mortgages and warranty deeds for land in Cass County, Illinois, relating to several generations of the Needham family of Virginia, Illinois. Names included are David Needham, James Needham, Cecilia Needham, George S. Needham, Jannett Needham, and Nancy E. Needham. Others include Robert D. Taylor, William Henry Taylor, David and Ann Wight, and Thomas S. Williamson.

**Held at:**
UIS Archives/Special Collections
Archives/Special Collections LIB 144
One University Plaza, MS BRK 140
Springfield, IL 62703 5407
Phone: 217-206-6520
Email: twood1 [at] uis.edu

**Record Series Number:** MC/01

**Created by:** Needham Family

**Volume:** 0.1 Object

**Acquired:** 11/00/1978.


**Arrangement:** Chronological

**Access Restrictions:** None

**Genres/Forms of Material**
Deeds
Indentures
Letters
Mortgages

**Languages of Materials**
English

**Acquisition Notes:** David M. Dodds
**Tony Laing**, Ph.D. student in Educational Policy Studies and African American studies at the University of Illinois-Urbana Champaign, researches alternative educational options for black boys in K-12 public schools. His research interest is in gender and cultural studies.

Previously Tony was Diversity and Programs Exchange officer at Massachusetts College of Art and Design has traveled extensively throughout Africa as an exchange student, teacher and researcher.

Tony was nominated twice for the prestigious Fulbright Teacher and Administrator Exchange program and received a Rotary Ambassadorial scholarship to conduct independent research on life after Apartheid in Cape Town, South Africa.

Tony studied at Wheaton College (Norton, MA), New York University, and Teacher's College/Columbia University.
APPENDICES ...........................................SECTION 13
A. SUMMARY, METHODS, INTERVIEW QUESTIONS
B. ACADEMIC PROGRAM STATEMENT OF SANGAMON
   STATE UNIVERSITY (SEE PAGE 8)
C. AFRO-AMERICAN STUDIES REPORT
D. UNDERGRADUATE COUNCIL MINUTES
E. CHANCELLOR’S REPORT
F. GRADUATE COUNCIL MEMORANDUM
G. FACULTY SENATE MINUTES
H. AFRO-AMERICAN STUDIES BLACK POLITICAL
   ATTITUDE STUDY
I. JOURNAL OF AFRICAN AMERICAN STUDIES
SUMMARY, METHODS, INTERVIEW QUESTIONS
Appendix A: Note of Research Method

To collect information on Black Studies programs in Illinois, I initially reviewed a list of existing programs. I narrowed my search to the University of Illinois Springfield and another University. I chose University of Illinois Springfield because it focused on African American Studies and not African Studies, which was the case for the other University I was considering. During my research investigation at the University of Illinois Springfield, I undertook several methods to obtain the pertinent information needed to compile a substantial report documenting the history of the African American Studies Department. The methods explored included interviews (questions were developed prior to campus visit), in person meetings, and visits to the University archives and Department of African American studies. I also reviewed campus newspapers (The Spectrum) and searched the University website. It is important to note that a majority of my time was spent in the University archives and Faculty Senate offices going through boxes and files that contained records on the African American studies program.

I was able to obtain copies of the course catalogs, Board of Regents’ minutes and Undergraduate Council minutes approving the minor in African American studies from the University archives and Faculty Senate. In person and phone interviews proved to be very informative, as these conversations helped to fill in some gaps from material found in the archives. In particular, one interview was very helpful because I was able to gain invaluable information from a former administrator, who was also an alumnus, instrumental in establishing the African American and Afro Studies Thematic Sequence Activity.

Not everyone returned my calls and email request to be interviewed or request for help. One former faculty member I suspect does not want to be contacted because of the difficulties she experienced as white academic who taught Black studies courses at the University of Illinois Springfield. From second-hand information received, it was stated that although this professor made several contributions to the program, including teaching the first Introduction to African American course, because of her race, several black faculty did not take to kindly to her teaching. As a consequence, she left the University after a year. Sadly, two other key faculty members and one administrator are deceased and their oral histories are not reflected in my report.

Discussions with the department secretary at the University of Illinois Springfield and other administers confirmed my suspicions that some documentation relating to the history of the

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1 The format of this Appendix section was obtained from Fabio Rajas’ book, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline* (pp. 227-236).
program has been lost due to the relocation of the African American studies department into a new
development. During the transition from one building to the next, as well as the transition from one
department chair to the next, record keeping was infrequent. No information was obtained at the
University or from the State of Illinois Board of Higher Education on the specific proposal
regarding the African American studies minor. According to phone conversations with a senior
administrator at the State of Illinois Board of Higher Education, it was stated that it was not
common practice for the State to keep records on minors at colleges/universities, only degree
programs.

Appendix B: Archives Consulted
Archives/Special Collections, Norris L Brookens Library. Location: University of
Illinois Springfield. Room 144. One University Plaza. MS BRK 140. Springfield IL.
Description: Course catalogs on the African American Studies Program (1983-present),
including Board of Regents Chancellor Report (May 21, 1992) and Board of Regents
Minutes (May 20-21, 1992).

Faculty Senate Office. Papers. Location: University of Illinois Springfield.
One University Plaza. MS BRK 140. Springfield IL. Description: Undergraduate

Appendix C: Newspaper Consulted
The State Journal Registrar
(Available through the University of Illinois Springfield)

The Spectrum
(Available through Illinois Harvest at illinoisharvest.grainger.uiuc.edu)

Sangamon State Weekly
(Available through Illinois Harvest at illinoisharvest.grainger.uiuc.edu)

Appendix D: People Interviewed by the Author
I conducted two in person interviews at University of Illinois Springfield and one at
University of Illinois Urbana Champaign. Four phone interviews from former faculty/staff and have
two more phone interviews were also conducted. They include interviews with former chairs of the
department, and from a senior administer who helped developed the Afro-American and African
Studies Thematic Sequence Activity. This is the list of informants who gave permission to
record/identify them:
Cheney, Michael. Senior Fellow. Institute of Government and Public Affairs. University of Illinois Urbana Champaign. Former Provost and Vice Chancellor for Academic Affairs at University of Illinois Urbana Champaign. As Provost, Cheney was keenly interested in the expansion of the African American studies, including its faculty. Interviewed October 2009.

Jordan, LeRoy. Former Assistant Director, Dean of School of Experimental learning, and Vice President of Academic Affairs. He collaborated with Dr Darryl Thomas and Dr McBride to develop the Thematic Sequence Activity, the predecessor the African American Studies Minor. Interviewed October 2009.

Kemayo, Kamau. First tenure and chair of the department of African Studies at University of Illinois Springfield. Dr Kemayo is also the first fulltime-hired faculty member within the Department of African American Studies. Dr Kemayo’s appointment was significant because it signal the first time more than one faculty was hired to teach in the department. Interviewed October 2009.

Leonard, Marcellus. Associate Professor of English Writing. Center for Teaching and Learning. Former Interim Chair of the African-American studies minor at the University of Illinois Springfield. Interviewed October 2009 by phone.

Thomas, Darryl. Associate Professor within The Department of African and African American Studies at Penn State University. Former Assistant Professor within the Department of Political Studies and 2nd Convener of Afro-American and African Studies Thematic Sequence Activity within the School of Innovative and Experiential Learning at University of Illinois Springfield. Interviewed November 2009 by phone.

White, Vibert. Professor of History at University Central Florida. Former Chair of African American Studies program at University of Illinois Springfield and Professor of History. Interviewed October 2009 by phone.

Winand, Angela. Assistant Professor of African American Studies at University of Illinois Springfield. Interviewed October 2009 by phone.

Appendix E: Sample Interview Questions

Not all questions were asked of each person interviewed, and serve as a guide to maintain consistency in questions asked:
1. Please state your full name

2. What was/is your position in the Department of African American Studies?

3. What years were you affiliated with the department?

4. Describe the culture of the department?

5. How many faculty were/are in the department? Describe the relationship with the affiliated department members?

6. What was/is the gender breakdown?

7. Was there any significant decisions made during your tenure? If you made those decisions, what were the reasons behind them?

8. What do you think is the future of the department?

9. How do you think your ideologies or philosophies around African American studies relate/connect to dominate ideologies of the department?

10. During your tenure what were some programs/classes that were missing from the department?

11. During your tenure were there any changes in department policy? For example was the African- Studies minor available?

12. What subject/research areas are central to African American Studies and how are/were they represented in the department?

13. Is/was your academic and co-curricula work supported?

14. Upon your departure how would you describe the state of the department?

15. Feel free to share any lasting thoughts
V. ACADEMIC PROGRAM STATEMENT

This statement is divided into four parts as follows:

A. Goals and Organization of Sangamon State University
B. The Undergraduate Programs: The B.A. Degree
C. The Applied Study Quarter
D. Graduate Programs: The M.A. Degree

A. Goals and Organization of Sangamon State University

1. Sangamon State University is a new institution established pursuant to the Master Plan for Higher Education in Illinois, and like its sister institution, Governors State University in Park Forest (to open in 1972), is an upper division and graduate institution. Both Sangamon State University and Governors State University have unique missions in the sense that they are asked to be responsive in their programs and operating styles to the difficulties besetting students, universities, cities, the crises of the environment, and other contemporary problems. At the same time both institutions are asked to emphasize teaching and to restore it to its proper function in the institutional world of higher education. In its February 1968 Report on the New Senior Institutions, the Board of Higher Education stated:

This kind of university is seen as a truly pioneering segment of public education, and the mission of the Board of Regents, to which the Governor and the General Assembly have entrusted it, is one calling for real educational innovation and for thinking in bold, new terms. The institutions within its province have a distinctive emphasis in program, distinctive kinds of faculty, and distinctive kinds of student bodies.

The initial thrust for Sangamon State University will be in the liberal arts and the general area of public affairs, government, and related professions. It will also be an innovative and teaching institution.

The statements which follow describe the manner in which the staff of Sangamon State University, after 90 days of intense planning, aided by consultants, students, interested observers, and by study of a vast literature on the university and its problems, propose to respond to its mandate.

2. Sangamon State University will open in the fall of 1970 in temporary buildings to be erected on the site of the new campus six miles southeast of Springfield, Illinois. Some five hundred students, full time, will be accommodated the
first year, and an additional five hundred the second year. After that enrollment is expected to climb steadily to a maximum of ten to twelve thousand full-time students by 1982 or 1983.

3. The administrative structure of the university will display the traditional broad division of responsibilities into business affairs, academic affairs, and student affairs. Further refinement of the teaching sector of the university into academic divisions and departments or teaching areas will take place as faculty and programs develop.

The university calendar will be on the quarter system, four quarters a year. Ten weeks of each quarter will be devoted to teaching and instruction, and one to two weeks at the end of each quarter to a short term of intense discussion of public affairs, analysis of field study experiences, and university governance. It is expected that the university calendar in addition to meeting the needs of its own students will articulate reasonably well with those of community colleges and neighboring colleges and universities.

4. Admission in the junior year will be open to qualified graduates of community colleges; to students seeking transfer from other colleges and universities; and others who can demonstrate they are ready for upper division or graduate study. A certain distribution and level of accomplishment in general education including introductory work in an academic specialty will be expected of applicants seeking admission, but not to the exclusion of graduates of community colleges holding the A.A. degree based upon broad general education requirements. Provision will be made for a limited amount of "catch up" work for students who have changed their major fields of study, or who have no more than six hours of entrance deficiencies in general education or in subjects required for advanced study in a chosen field. Opportunity will be provided for students with entrance deficiencies to assess their readiness for advanced study by examinations in the appropriate areas of advanced study and general education, in the absence of offering specific or recent course work.

5. Sangamon State University will offer a single undergraduate degree, the Bachelor of Arts (B.A.) as an expression of its concern for literacy in liberal studies, public affairs, and disciplinary studies. It is felt that the university can best serve the student by preparing him for the vast variety of skills and activities he will meet in his life work rather than require him to take instruction only in a limited non-transferable skill or vocation. The planners of Sangamon State University are concerned that the well educated person also develop a meaningful life style and acquire a courageous and prudent responsiveness to the world around him, enriching not only himself but others.
the following undergraduate "major" fields and for programs combining two or three of these areas into multi-disciplinary programs of study.

BIOLOGICAL SCIENCES
ENGLISH AND COMPARATIVE LITERATURE
ECONOMICS
GOVERNMENT
HISTORY
MATHEMATICS
PSYCHOLOGY
SOCIOLOGY

2. In addition to the above undergraduate degree programs, instruction will be offered in the following areas of study for the purposes of providing breadth, elective choice, and to meet the interests and need for instruction and certification in certain professional fields.

Art
Chemistry
Geography
Music
Speech and Drama

Accounting
Administration
Management
Marketing
Elementary and Secondary Teaching Methods
Tests and Measurements
Instructional Materials
Reading
Guidance
Student Teaching K-9, 6-12
Foundations of Education

3. With the appointment of qualified faculty in the above areas of study and with the acquisition of books and other learning resources, it is expected that the undergraduate instructional courses and programs listed above will enable students to meet requirements for elementary and secondary school teaching set by the State Teacher Certification Board. Depending upon the student's previous preparation, his choice of courses, his motivation, and his selection and utilization of his applied study experience, degree programs at Sangamon State University will assist students in qualifying for employment and/or advanced study areas such as the following:
Realizing that a student will be entering Sangamon State University with a wide variety of educational backgrounds and occupational goals, the faculty and staff at Sangamon State University intend to judge him only on the basis of his performance at Sangamon State. Prerequisites will be required only in areas of study in which these are absolutely necessary for advanced work. Placement examinations and independent study programs will be available to assist students in diagnosing their needs upon entrance. The fortunate location of Lincoln Land Community College and Sangamon State University on adjacent campuses will make possible cooperative and joint programs of study for students needing to make up sizeable entrance deficiencies.

6. The curriculum of SSU has been designed so that students may either prepare for advanced study leading to the masters or doctoral degree, or prepare for immediate vocational and occupational goals.

Rather than to state graduation requirements in terms of courses or points alone Sangamon State University, in an effort to rehumanize the educational process, will permit the student to proceed at his own rate of speed, offering him a range of instructional media, tutorials, and classroom experiences to this end. Obviously it is expected that the graduates of SSU will, upon completion of six quarters of study and work or its equivalent, be as well or better qualified as will be the graduates of other institutions of higher education. The curriculum and the study time of all undergraduates will be divided broadly into three areas: Disciplinary or multi-disciplinary studies; liberal studies and public affairs; and professional and applied study, including the work experience for academic credit. (See Part C of this statement.)

Note: At the outset no special courses in Black Studies are being planned at Sangamon State University. Problems of prejudice, race relations, Black History, and urban affairs will be treated seriously in a variety of disciplines, courses, and instructional media, and in the liberal studies and public affairs sector taken by all students. Students interested in pursuing Black Studies as a specialty may design a multi-disciplinary program of study in appropriate areas and courses. It is expected that, in the teaching of Black Studies, as in other areas of instruction, no qualified person will be excluded by reason of his race, creed, or color.

B. Undergraduate Programs: The B.A. Degree

1. Approval of the Board of Regents is requested for Sangamon State University to offer the Bachelor of Arts (B.A.) degree to students completing their requirements by June 1972 in
Accounting
Business Administration
Management
Marketing
Public Administration
Community Planning
Environmental Studies
Several health and service professions
Teaching

C. The Applied Study Quarter

Pursuant to the emphasis upon practical career goals, approval is requested to establish a program of applied study, to be valued at fifteen quarter hours, and to constitute a normal requirement for all undergraduate students at Sangamon State University.

1. What Is the Applied Study Quarter?

The Applied Study Quarter involves junior or senior year students working ten to twelve weeks in a job normally related to their major interests and study fields. The student receives academic credit for one quarter. A successful applied study quarter, or an approved equivalent, will be required for a student's graduation.

2. Objectives of the Applied Study Quarter

In essence Sangamon State University believes that it is difficult to achieve educational "relevance" based simply on theoretical knowledge and campus experience. Applied study will provide an opportunity for the student to apply and relate his theoretical knowledge to the practical needs of the profession and the working world he is preparing for. The applied study experience will be a laboratory in the best sense of the word.

The university's philosophy on the applied study experience is clear: We shall ask that teaching and learning be linked to the world of work, and that during the student's work term in government, in schools, in private agencies or in business firms in Springfield and central Illinois, that they learn from their community about its everyday tasks, its professional life, and, of course, its problems and unmet needs. So teaching and learning will, at Sangamon State, involve far more than the classroom, the seminar and the library. It will embrace the community as well, providing at the same time a very practical means to help young people find themselves, through the discipline of employment, before being formally launched, as is too often the case, without meaningful work experiences, upon graduation from college.
Experience at other colleges and universities and at community colleges has demonstrated that applied studies increase student motivation with on-campus studies. Applied study encourages students to develop a sense of responsibility for their own education. It gives students practical experience in developing the much needed "human relations skills" in a real job situation. As has been true with other programs it is expected that students will often find summer work and even a position after graduation with the same employer he worked for on his applied study quarter.

3. The Planning Stage

Under direction of the Dean of Student Services Sangamon State University is contacting potential employers to chalk out jobs which Sangamon State University students might fill on a quarter (twelve weeks) or on a year-round basis. For example, an employer might wish to earmark a particular job to be filled by four SSU students who would replace each other throughout the calendar year. If initial discussion indicates good possibilities, subsequent follow-up discussions will work out the precise nature of the job, rate of pay, hours, etc. It is hoped that jobs and firms will be selected to provide the student a sound practical professional experience.

4. Implementation

The implementation of the applied study quarter for an individual student will be under the direction of the student's faculty advisor. At least a month before the student is to start his applied study quarter he will review the range of openings and select and then contact a potential employer. If the potential employer, the student, and the faculty member agree that the particular work experience discussed would be useful for all concerned, final arrangements will be made for the student to start work on a particular date with that employer.

At least twice during the career quarter the faculty member will visit the student on the job to confer with him and his supervisor. At the end of the work period the student will submit a substantial paper regarding his experience. The employer will also be asked to fill out an evaluation form. A determination of whether the student has passed the applied study quarter will be made on the basis of the student's over-all performance on the job, the comments by the employer on the evaluation form, and the paper which the student writes.

The employer will be invited to spend at least one day on campus at the end of the student's work quarter to participate in a seminar with other employers in similar fields, other students in the same field and faculty members in the same field. We envision that these seminars will provide an excellent opportunity for all concerned to review, periodically, the operations of the applied study program.
D. Graduate Programs: The M.A. Degree

Approval is requested to offer the Master of Arts degree in both a three-year curriculum commencing with the junior year of college, and including the B.A. degree, or beginning with post-baccalaureate work for recent graduates and adults. The Master of Arts degree has been selected because it will require of all students in each program of study a basic literacy in the written and verbal expression appropriate for leadership and responsibility in the professions; demonstrated ability to identify, read, analyze, criticize, and discuss intelligently scholarly literature in his chosen field of study. It is believed that the research oriented masters thesis traditionally required in many universities does not achieve several of the goals stated above. The "Master of Arts" degree at SSU therefore asks the student to establish his competence not only in class work, but by examination, by leadership of seminars by competent use of library and learning resources, as well as by writing essays and short research papers.

With a view to permitting award of the Master of Arts degree no earlier than June 1972, authority is requested to inaugurate programs in the following fields:

Administration:

Business
Education
Hospital
Public

Biological Sciences

Community Planning and Area Development

Economics

English

Guidance and Counseling

Government

Mathematics

Psychology

Sociology
AFRO-AMERICAN STUDIES REPORT
Afro-American/African Studies was approved as a thematic activity in May 1982. During the 1982-83 academic year, AAAS focus primarily on curriculum development, developing reference guide for SSU faculty, students and interested community organizations as well as a conference concerned with Black Migration to middle-sized and small cities in the state of Illinois. The proceedings of this conference will be published sometime in 1985. During this period David McBride served as convener and made enormous contributions to these efforts. He also established an academic cabinet within AAAS which was concerned with curriculum development.

Starting in the Fall 1983, Darryl C. Thomas became the convener of AAAS. Our major focus during the 1983-84 academic year was a survey and analysis of Black Studies oriented courses offered at SSU from 1971-83; analysis from external consultants on the best route to build a Black Studies program at SSU, Research focus - attitude survey of political participation and non-participation of Black citizens in Springfield, Illinois; and curriculum development. What will follow is a brief summary of these activities.

1. Survey of Black Studies Oriented Courses

The survey of Black Studies oriented courses demonstrated then an array of courses been offered at SSU in most clusters throughout the University. Beginning in the late 1970s enrollment in these courses began to decline due to high turnover in Black faculty and movement away from liberal arts courses. As new faculty came to SSU in 1980 initial Black Studies courses had low enrollment. We found that there existed no Afro-American/African Studies orientation that gave direction and content to these courses. Hence, we saw a need to develop a foci.

During the 1983-84 academic year, SSU Black faculty met on several occasions to discuss the curriculum data and to develop a curriculum orientation for AAAS. After several meetings a number of recommendation emerged. These discussion were fruitful. Two outside consultants were called in to contribute to this dialogue (Dr. Francios Muyumba - Indiana State University in Terre Haute, Indiana and Dr. Gerald McWhorter - University of Illinois):

Afro-American/African Studies curriculum should have a public affairs and public policy orientation. Since SSU has been designated as the Public Affairs University for the state of Illinois, AAAS should reflect that mandate. Black citizens in the state of Illinois have been underrepresented in curriculum with a public affairs focus.
2. Faculty from each cluster should develop specialized PAC's with Black Studies and Public Affairs Orientation. It was recommended that the Public Administration and Policy Cluster should initiate the process Spring term 1985. A new course - Black Americans and the 1984 Election will be offered at the Springfield Urban League by Darryl C. Thomas and Hugh Harris.

3. Black faculty should work together to develop a interdisciplinary core curriculum in Afro-American/African Studies;

4. Black faculty should work together to develop research projects with public affairs and Black Studies orientation. Darryl Thomas and Hugh Harris developed such a project Spring term 1984. This project focus on Political participation and non-participation by Black citizens in Springfield, Illinois. During the Spring term 1985, Darryl and Hugh will work with the Springfield Urban League on a study of "The State of Black Springfield". We are currently analyzing our survey data in preparation for a couple of professional papers and publications. We are actively encouraging other faculty to develop similar research projects. Darryl C. Thomas and Hugh Harris have plans to replicate their study in other middle-sized and small communities in Central Illinois and develop composite indicators of Black Political participation and non-participation across time in Central Illinois. These projects will contribute immensely to the development of a public affairs focus with reference to AAAS.

5. Community Outreach

SSU Black faculty and out external consultants saw a need to provide technical assistance to community organizations as well as a community base for AAAS. The Springfield study has contributed to development in this area. The State of Black Springfield will be another step in development of this focus.

7. Activities for 1984-85 Academic Year

a. Afro-American/African Studies Film Series;

b. Afro-American/African Studies Brown Bag Series;

c. Curriculum development-develop core curriculum;

d. Research Focus-in Public Affairs

e. Prospects for full time coordinator

f. Prospects for new faculty with a Black Studies orientation in Arts and Science.
UNDERGRADUATE COUNCIL MINUTES
UNDERGRADUATE COUNCIL  
February 28, 1992  
Minutes


GUEST: K. Kirkendall

1. The Chair opened with brief remarks regarding communications with R. Smith, and the discussion turned to Karen Kirkendall, who presented a draft copy of the Undergraduate Assessment Task Force (UATF) initial letter to new students informing them of SSU assessment practices.

Discussion followed on the status of SSU assessment, particularly the "principles of assessment" as proposed by UATF. Discussion then shifted to the "Assessment in the Major" document. The discussion of the document was rescheduled for April 10, 1992 (with Kirkendall invited to attend).

2. Bleemer briefly reported (from Academic Cabinet) on the status of tutorials. Essentially, money for tutorials is unavailable at present.

3. Discussion shifted to the African-American studies proposal to establish a formal offering as a minor. Stewart moved passage, Schwark seconded. The vote of support was unanimous.

4. Shereikis reported on legislation which has established a general education requirement at the undergraduate level covering human relations diversity (e.g., opposition to racism, etc.). There is confusion regarding how this will be implemented.

5. The next meeting is March 27. The LSC, PAC, and AST committee chairs will report.

The meeting ended at 2:55 p.m.

Respectfully,

Tim R. Miller
Board of Regents
1 West Old State Capitol Plaza
Suite 200
Springfield, Illinois 62701

CHANCELLOR'S REPORT NO. 71

May 21, 1992

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proliferation nor cost increases are involved. The Chancellor's staff will review ISU requests for degree subdivisions in other Art degrees as they are received, keeping in mind productivity guidelines and applying criteria necessary for later acceptance by the IBHE staff as "reasonable and moderate extensions of existing programming."

3. Minor in African-American Studies — Sangamon State University

SSU seeks approval to establish a Minor in African-American Studies. The minor would require the completion of 4 courses: three core courses and one elective. The core courses are Overview of African-American Studies, African-American History and African-American Literature. All courses must be completed as upper-division courses at Sangamon State. The program will not accept lower- or upper-division transfer credits toward core and elective courses.

The School of Liberal Arts and Sciences would administer the minor. As a number of courses have been previously taught at SSU on an experimental basis, only one new course, Overview of African-American Studies, must be added. SSU anticipates that courses for the minor can initially be staffed by existing full- and part-time faculty, with an additional faculty allocation (probably part-time) necessary after one year.

Sangamon State has worked carefully to develop the curriculum, to attract well-qualified faculty and to find supporting resources necessary for this initiative. The minor is responsive to student interests and is a part of improving the campus environment for faculty and students.

The Chancellor's staff believes that this program authorization should be limited to a period of 4 years, the standard Board of Regents approval term for interdisciplinary minors. Continuation of the minor beyond 4 years will be contingent upon positive results. The 1996 University evaluation should focus on the regularity of course offerings and the level of program enrollments and completions.

CHANCELLOR'S RECOMMENDATIONS

1. The Chancellor recommends that the Board of Regents approve for Illinois State University:

   -- A Minor in Community Health, a Minor in Japanese Studies, and a Minor in Religious Studies, each for a four-year term. (The University should plan to review these minors for regular approval in 1996.)

   -- A Sequence in Art History within the B.A. in Art and a Sequence in Graphic Design within the B.A./B.S. in Art.

2. The Chancellor recommends that the Board of Regents approve a Minor in African-American Studies for Sangamon State University for a four-year term. (The University should review the program for regular approval in 1996.)
MINUTES
Board of Regents
Ramada Renaissance - Springfield, Illinois
May 20-21, 1992

The regularly scheduled meeting of the Board of Regents convened at 4:00 p.m. on Wednesday, May 20, 1992, in the Altgeld Room of the Ramada Renaissance Hotel, Springfield, Illinois. D. Brewster Parker presided. The meeting was called to order, roll was taken and the following members were present:

Carol K. Burns
Joseph B. Ebbesen
Teresa Haley-Washington
Carl E. Kasten
L. Milton McClure
James Mertes
James Myles

David T. Murphy
Sylvia Nichols
Jeffrey Ogren
Hal Riss
Barbara Scheibling
Niranjan Shah
D. Brewster Parker (Chairman)

Regent Myles moved that the Board recess to convene in Executive Session to discuss personnel matters at NIU, ISU, and SSU and the Chancellor’s Office; collective bargaining at NIU; and property matters at ISU and SSU. It was seconded by Regent Murphy. The motion carried unanimously.

The Board reconvened in public meeting at 9:00 a.m. on Thursday, May 21, 1992, in Salons A & B of the Ballroom of the Ramada Renaissance Hotel, Springfield, Illinois. The meeting was called to order, roll was taken, and the following members were present:

Carol K. Burns
Joseph B. Ebbesen
Teresa Haley-Washington
Carl E. Kasten
L. Milton McClure
James Mertes
James Myles

David T. Murphy
Sylvia Nichols
Jeffrey Ogren
Hal Riss
Barbara Scheibling
Niranjan Shah
D. Brewster Parker (Chairman)

Also present were:

Dr. Roderick T. Groves, Chancellor, Regency Universities System
Dr. John La Tourette, President, Northern Illinois University
Dr. Naomi Lynn, President, Sangamon State University
Dr. Thomas Wallace, President, Illinois State University

Others in attendance included staff from the Regency Universities and the Chancellor’s Office; Carol Fines, Board Counsel; and representatives of the student bodies and news media.

Representing the Joint University Advisory Committee were: Dr. Wayne Nelsen, Dr. Leonard W. Schmaltz, Mr. Leon Toepke, Dr. Larry Quane; (NIU) Dr. Norman E. Magden, Dr. J. Carroll Moody,
other acts and things and to make, execute and deliver all such other instruments and
documents on behalf of this Board as may be by them deemed necessary or appropriate
to comply with or to evidence compliance with, the terms, conditions or provisions of
the Second Supplemental Resolution, the Escrow Agreement and the Bond Purchase
Agreement, including the authorization and distribution of a Preliminary Official
Statement and a final Official Statement with respect to the sale of the Bonds, and all acts
and things whether heretofore or hereafter done or performed by the officers of this
Board which are in conformity with the intents and purposes hereof shall be and the same
are hereby in all respects, ratified, confirmed and approved.

(1) A copy is filed with the Secretary of the Board for record and the appropriate officers of the Board
are hereby authorized and directed to execute the same in the name and on behalf of or with such changes
as may be approved by the officer or officers of the Board executing the same, his or their execution
thereof to constitute conclusive evidence of the Board’s approval of all changes from the form thereof
presented to this meeting; provided, however, that if any such changes constitute a substantial change in
the form thereof presented to this meeting they shall first be approved by the Executive Committee of
the Board, to which authority for such approval is delegated by the Board.

Regent Kasten moved for approval of the resolution, and it was seconded by Regent Nichols. The motion
carried, with Regent Ebbesen voting no.

Regent Burns requested that in the future copies of any resolutions for which approval is sought be
submitted to the Board in advance.

Academic and Student Affairs Committee

Regent Nichols reported that the Committee concurred with the recommendation in the Chancellor’s
Report regarding approval at ISU of a Minor in Community Health, a Minor in Japanese Studies, and
a Minor in Religious Studies. Also, approval of a Sequence in Art History and a Sequence in Graphic
Design. The Committee also agreed with the recommendation to approve a Minor in African-American
Studies at SSU. Board members present at the meeting were Regents McClure, Scheibling, Kasten and
JUAC representative Dr. Magden.

Personnel and Operations Committee

Regent Burns reported that the Committee discussed the report of the Ad Hoc Committee on a Board
Mission Statement, Board of Regents Bylaws revisions, and changes in Board Governing Policy and
Board Regulations which resulted from the amendment of the Board Bylaws. Regent Burns said she also
gave a brief progress report on the pending consultant study of administrative operations and that she had
talked with The Bronner Group, the firm which the Board had engaged as the consultant for the project.
She said the consultant would be conducting an organizational review of key top level organizational
positions at the Board office and at the three universities. The overall objective of the review is to assess
current organizational structure: (1) to determine whether the existing organizational structure is
operating efficiently, and to identify weaknesses or inefficiencies in the current structure; (2) to identify
opportunities for streamlining the current organizational structure to enhance organizational effectiveness
and reduce operating costs; and (3) to develop recommendations that provide useful solutions to address
current organizational and attendant operational problems, and are most likely to enhance the
accomplishment of the Board’s mission, both presently and in the future.
MEMORANDUM

TO: Faculty Senate
FROM: Graduate Council
DATE: March 27, 1992
SUBJECT: Current practices regarding the inclusion of a multicultural perspective in graduate curricula

The Board of Higher Education Act, which was amended last summer, now requires each public institution of higher education "to include in the general education requirements for obtaining a degree, coursework on improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses, through existing courses".

It is the council's understanding that this mandate will be fulfilled at the undergraduate level through our general education requirements -- PACs and LSCs. At the graduate level, only four degree programs require PACs as part of their curricula. However, a survey of graduate programs indicates that almost half of the graduate programs responded that they offer numerous courses (up to 25% of core and elective graduate courses) which incorporate multicultural perspectives, over 40% offer between one to three courses which specifically focus on multicultural perspectives and several other programs offer one to three courses which may "incorporate some" issues on multicultural perspectives. Finally, some programs, such as Child, Family and Community Services and Educational Administration, report that they focus "almost entirely" on multicultural issues across all graduate courses. Thus, at SSU there appears to be a significant effort to include multicultural perspectives in both core and elective graduate courses.
FACULTY SENATE MINUTES
MINUTES
FACULTY SENATE OF 1991-92
April 10, 1992
BRK 333 10:00AM-12:45PM

SENATORS PRESENT:

SENATORS ABSENT:
Chang, Kandelman, Lolmaugh, Siddique

GUESTS:
Chesky, Collins, Draznin, Hadidi, Larson, VPAA Penn

AGENDA/MINUTES:
The agenda was approved; minutes of March 27 approved.

REPORTS:
Comm. on the Status of Women
In presenting the year-end report of the University Committee on the Status of Women, Chair Anne Draznin said that while the University has made great progress on a number of fronts through such initiatives as the conference on sexual harassment, there are still areas that need to be addressed. Recommendations from the committee include better campus security; review of the complaint procedure; the hiring of an ombuds­person to advocate for women's issues; a review of the disparity between the funding of women's and men's athletics; tuition subsidies for child care; and a counseling center for women. The emphasis of the committee is on cooperation and finding non-confrontational ways of resolving disputes. The committee does not see itself as the appropriate mechanism for negotiation or dispute resolution, but rather as a way of monitoring issues related to women on campus and making recommendations. It is then the responsibility of governance to translate them into policy recommendations.

The steering Committee was charged with following up on this report and recommending appropriate policy. In accepting the report, the Senate expressed thanks to the committee for the thoroughness of its work.

IBHE Advisory Committee
Ann Larson, representative to the IBHE Advisory Committee, said that the advisory board had passed a resolution condemning the IBHE task force's stance on early retirement. It seems unlikely, she said, that the IBHE will take a formal position on this issue. A major item of discussion was the IBHE request for a productivity report from each campus. The Advisory Board raised a number of questions related to how productivity can be measured and how any single set of criteria can be applied to all institutions. She reported that the IBHE is willing to consider a conference to discuss how productivity can be measured in an academic context.

On the subject of the productivity study, Penn said that phase two of the Strategic Plan is expected to look at all units within the university. It is in our own best interests, he said, to engage in some form of reallocation of resources based on these studies. He has been assured by a representative of the IBHE that our strategic planning process is one of the best being conducted in the state. They acknowledge that the October deadline is too short a time to do a thoughtful study. Penn thinks that we will have the flexibility to achieve productivity in the way that best suits our school, but we must be willing to look at our programs with honesty and clarity.
Ettinger said that we have inherited strategic planning from the old corporate model. There is a danger of looking only at those things which can be measured. How, he asked, do we measure things like change in attitudes of our students— one of our primary goals. We have been producing more graduates with fewer dollars. The focus on productivity should be first on administrative and support services at every level. He asked why we don't have comparative data for administrative expenses.

**LRAP**

John Collins, Co-Chair of LRAP, reported that one of the major tasks, ones the planning document was completed was to try to bring more coherence to all of the planning initiatives at our school and to coordinate the planning cycles so that priorities will be addressed at all levels. He added that LRAP should have a role in nominating faculty for the joint presidential/governance planning committee. Collins said that he expects the evaluation of programs done in the regular cycle of LRAP this year to be coordinated with phase two of strategic planning.

**JUAC**

Anderson reported that JUAC at its most recent meeting condemned the BOR for its proposed change in tuition waiver policy, moving eligibility to three years of employment. JUAC advised the BOR that they may be running the risk of unfair labor practice. JUAC is also expressing in a letter to the BOR its outrage at the process used in the evaluation of the Chancellor as well as at the resulting glowing report.

**Grad Council**

Langley objected to the assumption in the Graduate Council's report at the March 27 Senate meeting that the legislative act requiring multicultural education imposes no obligation on graduate programs. She said we are obligated to infuse this into the curriculum at all levels and we need systematic review of how programs are doing so.

Sisneros reminded the Senate that they had charged the Graduate Council with considering how programs deal with this issue and he urged the Graduate Council to pursue this review. He said that the University Task Force on Diversity is discouraged over this report. Just because the law is directed at undergraduates doesn't relieve us of responsibility.

Ettinger said that the original language of the bill relieving graduate programs of PAC requirements contains a sunset provision that public affairs be addressed at the graduate level. Multi-culturalism, he said, is part of public affairs, and we should be reviewing each program to see how this mandate is being fulfilled.

Droegkamp suggested that the Graduate Council might draw on expertise within the university for finding criteria to measure how multiculturalism is infused into program curricula.

**OLD BUSINESS:**

Regan Smith said that he will continue to spearhead discussions with the IBHE and JUAC of how best to proceed with a conference on productivity.

**NEW BUSINESS:**

Joint Comm. on Planning

FSR 21-8

The Senate debated at some length a Faculty Senate Resolution to create a joint presidential and governance committee to conduct review of program/service mix under phase two of the strategic planning. This joint committee would consist of three sub-committees reviewing academic units, administrative services, and student services, respectively. They would receive input from program and service units and make recommendations to an executive committee, which would synthesize the
recommendations into a comprehensive proposal for planning to be considered simultaneously by the President and university governance.

This structure, Anderson said, came from all governance leadership; it complies with President Lynn’s sense of urgency to respond to the IBHE guidelines, but also creates a significant role for governance in planning decisions. He explained that our strategic planning process is an autonomous activity which then became pressed toward faster action by the IBHE’s demand, creating a dual and potentially conflicting activity. The proposed joint committee would look at areas not examined by LRAP, namely administrative and student services. Recommendations coming out of this committee will come back to governance for debate.

After considerable debate, the Senate voted to amend the bill by substituting the word "selected" for "nominated" throughout the document and establishing a faculty chair for the academic sub-committee.

The resolution (FSR 21-8) PASSED with two abstentions and one vote opposed. The amended resolution will be sent to the other Senates for their consideration.

LRAP Vacancy

The Senate voted to accept the appointment of Loretta Meeks to fill John Collins’s vacancy on LRAP.

ADJOURNMENT:

The meeting adjourned at 12:45 P.M.

Respectfully submitted

Judith Shereikis, Secretary

Available in the Assembly Office: Audiotapes of this meeting and copies of documents.
AFRO-AMERICAN STUDIES BLACK POLITICAL ATTITUDE STUDY
AFRO-AMERICAN STUDIES
CONFIDENTIAL SURVEY
Sangamon State University

BLACK POLITICAL ATTITUDES STUDY

INTRODUCTION AT DWELLING UNIT: Hello, I'm (your name) from the Afro-American Studies of Sangamon State University. We are conducting a national survey, and I'm here to interview (INSERT QUOTA QUALIFICATION). Is there someone here who fits that description:
IF YES, PROCEED WITH INTERVIEW.
IF NO, RECORD CALL AND GO ON TO THE NEXT.

1. How long have you been living here in this community of (NAME OF LOCAL GOVERNMENT UNIT)?

Less than one year
One to three years
Four to ten years
More than ten years but not entire life
Entire Life

2. Are you employed at the present time, are you in your own business, are unemployed, or something else?

Self-employed
Employed full-time
Employed part-time
Laid off temporarily
Out of job
Retired
Housewife
Student
Military

IF EMPLOYED, SELF-EMPLOYED, UNEMPLOYED, OR RETIRED:

A. What kind of work (do you/did you) normally do? PROBE FOR EXACT DESCRIPTION OF OCCUPATION:

B. In what kind of business or industry (is/was) that?

3. When you think about this community of (NAME OF LOCAL GOVERNMENT UNIT) what do you think have been the two most important changes that have taken place in recent years? IF RESPONDENT ONLY MENTIONS ONE CHANGE, ASK: Is there another one?
RECORD FIRST CHANGE MENTIONED, THEN ASK A AND CIRCLE APPROPRIATE CODE UNDER
B. If respondent explicitly evaluates the first change when he mentions it, circle appropriate code under A, without asking.

Record second change mentioned, then ask B. and circle appropriate code under B. If respondent explicitly evaluates the second change when he mentions it, circle appropriate code under B, without asking.

RECORD FIRST CHANGE HERE:  
A. On the whole, has this first change you mentioned (repeat respondent's first change) been good or bad?  
First change good......  
First change bad......  
Don't know.............

RECORD SECOND CHANGE HERE:  
B. On the whole, has this second change (repeat respondent's second change) been good or bad?  
Second change good....  
Second change bad.....  
Don't know.............

4. In many communities there are groups that are opposed to each other. Thinking still about this community (mention name of local governmental unit), what are the major groups that oppose each other here? (Probe, if needed: I mean, the groups that have differences of interest, or who have controversies?)

If more than one kind of opposition mentioned, ask A, B, C, and D only about the first opposition mentioned.

A. What is the major issue or problem on which these groups are divided?

B. What kinds of effects do these differences and controversies have on the community—mainly good effects, mixed effects but mainly good, mixed but mainly bad, or mainly bad?

Mainly good effects.........................  
Mixed effects but mainly good............  
Mixed effects but mainly bad.............  
Mainly bad.................................  
Other (specify)............................  
Don't know...............................
C. Do you generally consider yourself a supporter of one group or the other?
Yes..................
No..................
Don't know..........

D. In these controversies, would you generally find Republicans on one side and democrats on the other?
Yes..................
No..................
Don't no..........

HAND RESPONDENT CARD!. POINT TO LADDER POSITIONS WHILE ASKING QUESTIONS.

4. Here is a ladder. Let us say that the Most Powerful person in this community is at the top of the ladder and that the person with the least power is at the bottom. Where would you place the (head of local government [MENTION NAME OF APPROPRIATE POSITION--MAYOR, HEAD OF TOWN COUNCIL, ETC.] on this ladder in terms of his power? (PROBE, IF NEEDED: Would you place him nearer the most powerful person at the top or the person with no power at the bottom?)
Top rung (most powerful)..........

Bottom rung (least power)..........
Don't know..................

5. Now consider this ladder again. Where would you place yourself on the ladder in terms of power? (PROBE IF NEEDED: Would you place yourself nearer the powerful person at the top or the person with no power at the bottom?)
Top rung (most powerful)..........

Bottom rung (least power)..........
Don't know..................

6. Now suppose the person who does most for the welfare of the people in this community is at the top of the ladder and the person who does the least or does nothing for the welfare of the people in this community is at the bottom. Where would the (head of local government (MAYOR) be in terms of how much he does? (PROBE) Nearer the person who does the most or the one who does the least?)
Top rung (does most)..........

Bottom rung (does least)..........
Don't know..................
5. Where would be in terms of how much you do for the welfare of the community? (Probe) Near the person who does the most or the person who does the least?
   Top rung (does most)...........................
   Bottom rung (does least)......................
   Don't know....................................

6. Let's look beyond this community. Suppose the most powerful people in all of the United States were at the top of this ladder and the least powerful were at the bottom. Where would you place the members of Congress? (PROBE) Near the powerful people at the top of the ladder or near those with no power at the bottom of the ladder?
   Top (most powerful)............................
   Bottom (least powerful)......................
   Don't know....................................

7. Again in the United States as a whole—where would you place yourself in terms of your power?
   Top (most powerful)............................
   Bottom (least powerful)......................
   Don't know....................................

8. Suppose the people who do the most for the welfare of our nation are at the top and the people who do the least for the welfare of the people are at the bottom. Where would you place members of Congress (PROBE) Near the top with those who do the most for our welfare or near those who do the least?)
   Top (does most)..............................
   Bottom (does least).........................
   Don't know....................................

9. When you think of your own situation and that of your family, what problems concern you most?

   Who is most able to help you with that problem?

   How certain are you that you would receive help from (first person or group mentioned)—are you certain (he/she/they) would help, uncertain or are they likely not to help?
   Certain would help............................
   Uncertain.....................................
   Likely not to help............................
   Other (Specify)..............................
   Don't know....................................
   Doesn't apply.................................
10. What is the most important problem of this community?

Who within this community would be most able to help with this problem?

How certain are you that help would be received from this (first person or group mentioned) are you certain (he/she/they) would help, uncertain, or are they likely not to help?

Certain would help
Uncertain
Likely not to help
Other (Specify)
Don't know
Doesn't apply

And who outside the community would be most able to help with (problem 1)?

How certain are you that help would be received from (first person or group)--are you certain (he/she/they) would help, uncertain, or are they likely not to help?

Certain
Uncertain
Likely not to help
Other (Specify)
Don't know
Doesn't apply

What is the next most important problem of the community?

Who within this community would be able to help with this problem?

How certain are that help would be received from (first Person or group) are you certain (he/she/they) would help, uncertain, or are they likely not to help?

Certain would help
Uncertain
Likely not to help
Other (Specify)
Don't know
Doesn't apply

And who outside of this community would be most able to help with problem?
How certain are you that help would be received from (first person or group) are you certain he/she/they) would help, uncertain, or are they likely not to help?

- Certain would help.
- Uncertain.
- Likely not to help.
- Other (Specify).
- Don't know.
- Doesn't apply.

12. How many people in this community are concerned with community problems—would you say most, some, only a few, or none are concerned with such problems?

- Most concerned.
- Some.
- Only a few.
- None.
- Don't know.

13. Thinking of the important local issues in this community, how well do you feel you understand them—very well, moderately well, not so well or not at all?

- Very well.
- Moderately well.
- Not so well.
- Not at all.
- Don't know.

14. How much influence do you think people like you can have over local government decisions—a lot, a moderate amount, a little, or none at all?

- A lot.
- Moderate amount.
- A little.
- None at all.
- Don't know.
NJIA

A Journal of African-American Studies

Purpose:
To showcase writings by students of the University of Illinois at Springfield on key issues of the African-American experience. To publish and encourage inquiry and analysis. To promote discussion of key concepts in African-American Studies. To introduce analytical essays, poetry, fiction and visual arts by UIS students relevant to African-American Studies' interdisciplinary nature. To cover the subject areas of history, religion, social studies, politics, literature, economics, psychology, social sciences and the arts. To light a way to better understanding of the African-American experience, and a way to being a better and informed citizen of the world.

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Cover: “Color Blind” by John Thomas
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