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

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Spring, 2010
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Black Studies @ Northwestern

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INTRODUCTION

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

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

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

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

I spent one day in the archives at Northwestern where I found interesting papers (papers from the ormer professors of African American courses), papers from FMO (For Members Only), an association who played an important role in the foundation of the Black
Studies at Northwestern, as well as college course catalogs and several syllabi from 1972 to nowadays.

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

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

The next step to complete this documentation would be to go back in the archives and to go through the files of former faculty professors (Dennis Brutus, William H. Exum, Leon Forrest), to the Records of the Department of African-American Affairs, and also to have a look at the Records of the Program of African Studies where more information may be found about the background and the possibility of creation of Black Studies at Northwestern (see Finding Aids, section 10). Obtaining an interview and documents from James Turner, the leader of the Black Student Association, FMO (For Members Only) which is responsible for the strike in 1968 would also be a great help in a more in-depth understanding of the entire movement.
Section 2 includes a chronology concerning the origin of the department and a concise history, part of which has been reconstituted through the interviews of Professor Sandra Richards and of Kathleen Bethel.

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

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

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

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

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

Section 8 includes samples curriculum from 1992 to 2002.

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

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

Section 11 is a copy of the findings aids available on the Northwestern’s library website.
In section 12 is a bio-bibliography of the author of this volume, including some information about my background and my publications.

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

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

1) Books


2) Articles in journals


3) Articles in Newspapers


Chen Jennifer, *Even More of a Minority*, *Black enrolment at NU halved in last 30 years*, *The Daily Northwestern*, Nov. 21, 2006

Curtis Lawrence, *Coming of age*, *Northwestern's African American department is becoming one of the most respected programs on racial studies in the United States*, *Northwestern magazine*, Spring 2005

Elahi Amina, West Joshua, *Despite efforts, NU's black enrolment continues to fall*, *North by Northwestern*, Sep. 22, 2008

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


Webliography

http://en.wikipedia.org/wiki/Northwestern_University
Wikipedia website about Northwestern University

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

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

http://jstor.org/stable/2783741
Article by Freddye Hill

http://jstor.org/stable/2783740
Article by James P. Pitts

http://www.northwestern.edu/aasa/history.html
Articles about the origin of Black Studies at Northwestern, website of African American Students Affair of Northwestern University

http://nuformembersonly.ning.com/
Website of the association For Member Only which played a major role in the foundation of Black Studies at Northwestern

http://www.northbynorthwestern.com/
A daily newsmagazine of campus life, culture and entertainment for Northwestern University in Evanston, Illinois.
Chronology: Founding of Black studies at Northwestern

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

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

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

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

1972 January Lerone Bennett is elected chair of the department

1972 June Lerone Bennett resigned

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

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

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

1973 Alternative program in opposition to the African American studies department, boycott of the courses.
Black Studies at Northwestern: Principal stages of the history of the department.

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

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

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

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

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

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

Years

Number of courses

73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 00 01 02 03 04 05 06 07 08 09
## Northwestern University
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**Notes:**
- Office of the Registrar & EEOC Enrollment Report

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## Northwestern University
### Total Full and Part-Time Enrollment by Ethnicity and Gender

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

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**SOURCE:** The Graduate School

**NOTE:** Residents in Research and "E98" (Doc. Credit Enroll.) are included in these figures.
### NORTHWESTERN UNIVERSITY

**GRADUATE SCHOOL ENROLLMENT BY DEPARTMENT**

**DOCTORAL STUDENTS - 1999-2008**

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# Bachelors Degrees Conferred

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SOURCE: Office of the Registrar.
Even More Of A Minority

Black enrollment at NU halved in last 30 years

By Jennifer Chen
Published: Tuesday, November 21, 2006
Updated: Saturday, October 10, 2009

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

The community has shrunk steadily since 1976, when NU's black undergraduate enrollment reached its height at 9.8 percent. Then, there were 667 such students on campus.

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

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

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

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

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

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

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

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

HISTORY OF BLACK ENROLLMENT

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

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

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

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

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

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

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

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

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

But the decline seems to have continued.

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

But many alumni are still concerned.

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

Theories explaining why black enrollment has fallen vary.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Two weeks before Homecoming, NU alumni teamed with FMO to sponsor their inaugural 5K Run/Walk to fund a scholarship for incoming black students. The scholarship is the only one of its kind at NU.
Along with fundraising for the scholarship and strengthening their relationship with each other, the black alumni organization and FMO said they are adding the issue of black enrollment to their agendas.

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

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

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

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

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

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

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

Reach Jennifer Chen at jennifer-chen@northwestern.edu.
Group Encourages Black Students To Apply To NU

by Julie French

Weinberg freshman Mike McGee was accepted to three different schools last year. Northwestern University was not his first choice. About a month before he got his official NU acceptance letter, though, an NU student called him on the phone to tell him about opportunities for black students and answer any questions he had. NU suddenly looked a little more appealing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reach Julie French at j-french@northwestern.edu.
The Mission of FMO

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

Click Here To View Our Constitution

The History of FMO

Prior to 1966, Northwestern University was essentially homogeneous in racial, religious, and socioeconomic terms. Wrote one black student in a letter to the Northwestern Daily in spring 1966, "Race is not a problem because the Negro does not exist here." The truth of this statement would fade quickly, for in fall 1966, 54 black freshmen entered. The number of black students rose from five enrolled in the class entering in 1965 to 186 students in the class which arrived in the fall of 1973. Total enrollment during that short period ballooned from about two dozen to approximately 700, nearly 10% of the undergraduate population.

The increase in black student enrollment was the direct consequence of a decision made by Northwestern University administrators to actively recruit in black urban centers, particularly Chicago. Cognizant of the latent political potential of Chicago's black community and stirred to action by the national move to end racial inequality and segregation in the American South, these men sought both to bring the "movement" home to Evanston and to assure that Northwestern might place its stamp on what they successfully predicted would become a new generation of "movers and shakers" in Chicago. With seed money from the Wieboldt Foundation and the incentive of continuing support from the Higher Education Act of 1965, Northwestern instituted a program, Summer Academic Workshop (SAW), which eventually led to the matriculation of the 54 freshmen.

The University invited black students to join the Northwestern University community unaware that a significant black presence might present a fundamental challenge to the University's social structure. The University had assumed that, in the spirit of 1960's-style integration, the new black students would quietly assimilate into the dominant structure. They failed to recognize that the prevailing social scene was generally inhospitable and that black students themselves did not arrive as blank slates.

Black students came to Northwestern with a unique cultural and social history that demanded acknowledgement. Neither the curriculum nor the social life on campus recognized the unique perspectives or the cultural and social requirements of the new group. Pressures for change mounted and exploded, catalyzed by the shocking assassination of Dr. Martin Luther King Jr. in early April 1968. On May 3-4, 1968, according to oral and recorded accounts, 110 of 120 black students on campus occupied 619 Clark Street, the Bursar's Office, presenting Northwestern with a list of demands. A peaceful resolution came quickly as student leaders and University officials worked late into the night to hammer out an agreement which committed Northwestern to improve "both qualitatively and quantitatively, the role of black men and women in the activities of the University..." Northwestern agreed to increase the number of black applicants in the admissions pool such that,
in the future, one might reasonably expect the numbers of enrolling black students to approximate the percentage of African Americans in the national population (10 - 12%); to encourage the faculty to introduce black studies into the curriculum; and to create a home base for black students to congregate and pursue their own social, cultural, and political agendas. Just two weeks before the takeover, the University had hired a black counselor to work part-time in Admissions and part-time in Student Affairs. Students objected to a selection process which had excluded them. The May 3rd-4th Agreement assured that black students would be consulted in future employment decisions which directly impacted upon them.

The physical facility won by the students -- popularly known as the House -- was first located at 619 Emerson, and in 1972-73, was moved to a larger facility at 1914 Sheridan Road. At first named Minority Student Affairs and staffed with one professional staff member, the office was renamed African American Student Affairs and grew to encompass three professional staff and two secretaries in 1973.
Protest marks the beginning of new black enrollment initiatives

By Sam Barnett, Joshua West and Ben Millstein

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

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

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

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

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

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

The activism won’t stop until group members feel an adequate level of diversity has been reached, Jones said. “If the world is 13 percent African American,” Jones said in his closing remarks at the
Protest marks the beginning of new black enrollment initiatives » North by Northwe... Page 2 sur 4

demonstration, “Northwestern should reflect that.”

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

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

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

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

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

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

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

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

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

By Joshua West and Amina Elahi

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

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

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

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

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

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

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

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

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

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

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

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

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

Crain wants FMO, a student group which bills itself on its Web site as “the voice of the black community here at Northwestern,” to pair up with Northwestern Student Ambassadors, which functions as a liaison between black undergraduates, prospective students’ families and the Office of Undergraduate Admissions. Although FMO focused more last school year on strengthening the black community already present at Northwestern, Crain said that FMO will be better equipped financially to put on a show for students this year.
“We wanted to make sure that at the point when we’re ready for this huge push for black enrollment, we’re actually showing them a unified, strong, black community,” he said.

Making exceptions

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

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

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

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

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

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

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

A historical struggle

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

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

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

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

Shortly after the 1968 assassination of Dr. Martin Luther King Jr., racial tensions reached a peak as
between 110 and 120 black students occupied the Bursar’s Office on Clark Street and presented the university with a list of demands.

Student leaders and university officials quickly agreed to enhance, “both qualitatively and quantitatively, the role of black men and women in the activities of the University.” Northwestern agreed to increase the number of black applicants so that the percentage of African-Americans at the school was reflective of the national population, to introduce black studies into the curriculum, consult black students about future employment decisions that impacted them and to create a center where black students could congregate.

But the number has diminished since then.

**A slow fade**

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

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

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

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

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

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

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

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

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

**Evaluating the community**

During the spring, letters were sent out to accepted black students encouraging them to visit and enroll in Northwestern. To create a connection between hosts and prospective students, the Office of Undergraduate Admissions attempted to match students based on demographics, major or common
interests. Students were also asked if they would like to be matched based on race.

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

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

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

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

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

**Financial aid**

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

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

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

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

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

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

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

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

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

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

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

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**Northwestern University**

**Motto**

*Quaecumque sunt vera* (Latin)

*Whatsoever things are true* (Philippians 4:8 KJV)

**Established**

1851

**President**

Morton O. Schapiro

**Provost**

Daniel I. Linzer

**Faculty**

2,925

**Students**

18,028

**Endowment**

US $5.34 billion

**Colors**

Purple and White

**Mascot**

Willie the Wildcat

**Location**

Evanston and Chicago, Illinois, U.S.

**Campus**

Evanston main campus, Suburban, 240 acres (97 ha); Chicago campus, Urban, 20 acres (8.1 ha)

**Sports**

NCAA Division I, Big Ten

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http://en.wikipedia.org/wiki/Northwestern_University

11/9/2009
History

Main article: History of Northwestern University

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

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

Northwestern first fielded an intercollegiate football team in 1882 and later became a founding member of the Big Ten Conference. Northwestern became affiliated with professional schools of law, medicine, and dentistry throughout the Chicago area in the 1870s and 1880s. Enrollments grew through the 1890s and under Henry Wade Rogers these new programs were integrated into a modern research university combining professional, graduate, and undergraduate programs, and emphasizing teaching along with research.[13][14] The Association of American Universities invited Northwestern to become a member in 1917. Under Walter Dill Scott's presidency from 1920–1939, Northwestern began construction of an integrated campus in downtown Chicago designed by James Gamble Rogers to house the professional schools, the establishment of the Kellogg School of Management, as well as opening new buildings on
the Evanston campus like Dyche Stadium and Deering Library. A proposal to merge Northwestern with
the University of Chicago was considered in 1933 but rejected by both schools. Northwestern
hosted the first-ever NCAA Men's Division I Basketball Championship game in 1939 in the original
Patten Gymnasium, which was later demolished and relocated farther north in order to make room for
the Technological Institute.

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

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

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

Campuses

http://en.wikipedia.org/wiki/Northwestern_University
Evanston

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

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

Chicago

Northwestern's Chicago campus is located in the city's Streeterville neighborhood. The Chicago campus is home to the medical school and hospital, the law school, the part-time business school, and the School of Continuing Studies, which offers evening and weekend courses for working adults. Northwestern's professional schools and hospital in downtown Chicago are about four blocks east of the Chicago station on the CTA Red Line. The Chicago Transit Authority and Pace Suburban Bus Service have several bus routes that run through both campuses.
Northwestern's professional schools had been founded or affiliated with the university at various times in its history and consequently their facilities were scattered throughout Chicago. In connection with a 1917 master plan for a central Chicago campus and President Scott's capital campaign, 8.5 acres (3.4 ha) of land were purchased at the Corner of Chicago Avenue and Lake Shore Drive for $1.5 million in 1920. George McKinlock donated $250,000 to have the campus named in honor of his son, Alexander McKinlock Jr. who died in World War I, but his financial losses during the Great Depression prevented him from fulfilling his pledge, so the university forgave his debt and the name defaulted to the Chicago campus instead. James Gamble Rogers was given a commission to create a master plan for the major buildings on the new campus which he designed in a collegiate gothic style. In 1923, Mrs. Montgomery Ward donated $8 million to the campaign to fund the construction of the Montgomery Ward Memorial Building to house the medical and dental schools and create endowments for faculty chairs, research grants, scholarships, and building maintenance. The building would become the first skyscraper housing academic facilities in the United States. In addition to the Ward Building, Rogers designed Wieboldt Hall to house facilities for the School of Commerce and Levy Mayer Hall to house the School of Law. The new campus comprising these three new buildings were dedicated during a two-day long ceremony in June 1927. The Chicago campus continued to expand with the addition of Thorn Hall in 1931 and Abbott Hall in 1939.

Qatar

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

Sustainability

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

Northwestern requires that all new buildings will be LEED-certified. Currently there are two LEED Certified buildings on campus: The Wieboldt School of Continuing Studies was awarded Gold LEED Certification in 2007, and the Ford Motor Company Engineering Design Center was awarded Silver LEED Certification in 2006. New construction and renovation projects will be designed to provide at least a 20% improvement over energy code requirements where technically feasible. The university also released the Evanston Campus Framework Plan at the beginning of the 2008-2009 academic year, which outlines plans for future development of the Evanston Campus. The plan not only emphasizes the sustainable construction of buildings, but also discusses improving transportation by optimizing...
pedestrian and bicycle access.[46] Northwestern has had a comprehensive recycling program in place since 1990. Annually more than 1,500 tons are recycled at NU, which represents 26% of the waste produced on campus. Additionally, all landscape waste at NU is composted.[44]

Organization and administration

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

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

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

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

**Undergraduate and Graduate Programs**

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<th>Evanston Campus</th>
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<tr>
<td>Judd A. and Marjorie Weinberg College of Arts and Sciences (1851)</td>
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<td>School of Communication (1878)</td>
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<td>Henry and Leigh Bienen School of Music (1895)</td>
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<td>Robert R. McCormick School of Engineering and</td>
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**Graduate and Professional**

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<td>Garrett-Evangelical Theological Seminary (1853)</td>
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<td>Kellogg School of Management (1908)</td>
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<td>The Graduate School (1910)</td>
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http://en.wikipedia.org/wiki/Northwestern_University

11/9/2009
Academics

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

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

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

Undergraduate tuition for the 2008–2009 school year was $37,125.[88] Northwestern awards financial aid solely on the basis of need through loans, work-study, grants, and scholarships.[88][89] $213.8
million was offered in financial aid across the university's undergraduate and graduate programs, including $81 million from university funds, federal and state aid, and outside sources awarded to 3,380 undergraduates in 2007–2008.[88][89] Beginning in fall 2008, Northwestern replaced loans with grants for students with the greatest financial need, although only 9% of students qualify for Pell Grants.[90][91] 46% of Northwestern undergraduates graduate with student debt and the average debt is $18,393.[91]

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

Libraries and museums

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

Research

Northwestern was elected to the Association of American Universities in 1917 and remains a research university with "very high" research activity.[79][103] Northwestern's schools of management, engineering, and communication are among the most academically productive in the nation.[104] Northwestern manages research and development budgets that totaled $420.0 million in 2006, 34th among all universities and
Northwestern University is home to a number of student traditions. Painting The Rock (originally a fountain that was donated by the Class of 1902) is a way to advertise Greek organizations, student groups, and on-campus events. Dance Marathon, a 30-hour philanthropic event, raises several hundred thousand dollars every winter. Primal Scream is held at 9 p.m. on the Sunday before finals week every quarter. For the event, students lean out windows or gather in court yards and scream at the top of their lungs. Armadillo Day, or more commonly Dillo Day, is held on Northwestern's Lakefill every Spring on the weekend after Memorial Day.

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

Media

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

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

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

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

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

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

Performing arts

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

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

There are ten a cappella groups and a variety of dance companies on campus. The dance companies include Fusion Dance Company, Northwestern's premiere Hip-Hop Dance Crew; Graffiti Dancers, a dance group that focuses on jazz and modern; and Boomshaka, Northwestern's premiere drum and dance
ensemble, combining body rhythm, drumming, and dance. Radio drama featuring student voice actors is a staple of WNUR's programming.

Service

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

Housing

See also: List of Northwestern University residences

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

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

Athletics

Main article: Northwestern Wildcats

Northwestern is a charter member of the Big Ten Conference and the only private institution in the conference. Currently, Northwestern fields 19 intercollegiate athletic teams (8 men's and 11 women's) in addition to numerous club sports. Current successful athletic programs include men's soccer, wrestling, swimming, golf, tennis and women's tennis, softball, fencing and lacrosse. The women's lacrosse team won five consecutive NCAA national championships between 2005 and 2009, went undefeated in 2005 and 2009, and holds several scoring records. The men's basketball team is recognized by the Helms Athletic Foundation as the 1931 National Champion. In the 2008–2009 school year, a total of 184 athletes...
received Academic All-Big Ten honors: 75 athletes in the fall season,[127] 41 in the winter season,[128] and 68 in the spring season.[129]

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

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

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

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

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

People

Student body

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

Faculty

Main article: List of Northwestern University faculty

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

Alumni

Main article: List of Northwestern University alumni

Northwestern totals approximately 190,000 alumni, including many in business, government, law, science, education, medicine, media, and the performing arts. Among Northwestern's notable alumni are U.S. Senator and presidential candidate George McGovern, Nobel Prize-winning economist George J. Stigler, and Nobel Prize-winning author Saul Bellow. U.S. Supreme Court Associate Justice John Paul
Stevens, former Supreme Court Justice and Ambassador to the United Nations Arthur Joseph Goldberg, and politician Adlai Stevenson are among the graduates of the Northwestern University School of Law. Many Northwestern alumni play or have played important roles in Chicago and Illinois, such as former Illinois governor Rod Blagojevich, Chicago Bulls and Chicago White Sox owner Jerry Reinsdorf, and theater director Mary Zimmerman. Northwestern alumni David J. Skorton and Graham Spanier currently serve as president of Cornell University and Penn State University, respectively. Rahm Emanuel, an American politician and White House Chief of Staff, earned his Masters in Speech and Communication from Northwestern 1985.

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

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

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


External links

- Official website
- Official athletics website

Retrieved from "http://en.wikipedia.org/wiki/Northwestern_University"

Categories: Universities and colleges affiliated with the United Methodist Church | Association of American Universities | Northwestern University | Evanston, Illinois | Universities and colleges in Chicago, Illinois | Educational institutions established in 1851 | Committee on Institutional Cooperation | National Association of Independent Colleges and Universities | North Central Association of Colleges and Schools

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Bulletin Board

- Davis Lecture 10/29/2009

More Events

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

- Toni Morrison

Please sign me up for the Voices & Visions newsletter

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

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora—the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.
Undergraduate Studies

Major Program

Departmental courses

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

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

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

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

See the WCAS Catalogue for more details.
The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

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

See the WCAS Catalogue for more details.
Undergraduate Studies

Honors Program

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

Course Listing

Core Courses

AF AM ST 210-1,2 Survey of African American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 236-1,2 Introduction to African American Studies
Key texts and concepts in African American studies from a range of disciplinary perspectives. 1. Africa, slavery, rural and urban life, class division, and the constructs of "race," "racism," and "blackness." 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both 1 and 2 will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

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

Courses

AF AM ST 212-1,2 Introduction to African American History
Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-0 Comparative Race Studies in the United States
Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

AF AM ST 220-0 Civil Rights and Black Liberation
The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945-72.

AF AM ST 225-0 African American Culture Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in
the public imagination.

**AF AM ST 226-0 Introduction to Transnational Black Cultures**
An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

**AF AM ST 250-0 Race, Class, and Gender**
Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

**AF AM ST 259-0 Introduction to African American Drama**
Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

**AF AM ST 316-0 African American Folklore**
African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

**AF AM ST 319-0 Race, Ethnicity, and the American Constitution**
Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220, POLI SCI 220, or POLI SCI 230.

**AF AM ST 320-0 The Social Meaning of Race**
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

**AF AM ST 321-0 Researching Black Communities**
Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

**AF AM ST 325-0 Race, Poverty, and Public Policy in America**
Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or Sociology 110.

**AF AM ST 327-0 Politics of African American Popular Culture**
Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

**AF AM ST 330-0 Black Women in 20th-Century United States**
Experiences and leadership of African American women in major events in recent history, including antilynching, womens suffrage, civil rights movements, and World War II.

**AF AM ST 331-0 The African American Novel**
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

**AF AM ST 332-0 Black Feminist Theories**
In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

**AF AM ST 334-0 Gender and Black Masculinity**
Perceptions and constructions of black masculinity within African American and American cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

**AF AM ST 335-0 Race and Literature in 19th-Century America**
Examination of the evolution and persistence of the notion of race in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

**AF AM ST 340-0 Slavery and Abolitionist Discourse**
Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century. May also count toward historical and comparative studies concentration.

**AF AM ST 342-0 Comparative Slavery**
Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the territories that became the United States.

**AF AM ST 345-0 Race and Literature in 19th-Century America**
Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America. May also count toward historical and comparative studies concentration.

**AF AM ST 348-0 Africans in Colonial Latin America**
Explores the history of African-descended people throughout Latin America during the period from 1492 to 1800, emphasizing the varied experiences of slavery and freedom, the emergence of race and colonial categories of difference, and the gendered lives of racialized colonial subjects.

**AF AM ST 350-0 African American Literary Criticism and Theory**
Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

**AF AM ST 355-0 20th-Century Intellectual and Popular Culture**
Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture. May also count toward politics, society, and policy concentration.

**AF AM ST 357-0 Performing Memory in the Black World**
Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

**AF AM ST 360-0 Major Authors**
In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

**AF AM ST 365-0 Black Chicago**
Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

**AF AM ST 370-0 Black Activist Debates**
Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

**AF AM ST 378-0 The Harlem Renaissance**
African American political and social movements and cultural production in
theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

**AF AM ST 379-0 African American Women Playwrights**
Texts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of "the folk," the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

**AF AM ST 380-0 Topics in African American Studies**
Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

**AF AM ST 381-0 Topics in Transnational Black Culture**
Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

**AF AM ST 390-0 Research Seminar in African American Studies**
Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

**AF AM ST 396-0 Internship in African American Studies**
Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

**AF AM ST 399-0 Independent Study**
Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

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

Courses for 2009-2010

Fall 2009

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

Winter 2010

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

Spring 2010

AFAM 101 Freshman Seminar: Racial Politics in the Age of Obama
AFAM 210-2 Introduction to African American Literature
AFAM 220 The Civil Rights and Black Liberation Movements
AFAM 334 Gender and Black Masculinity
AFAM 335 Race and Literature in the 19th Century
AFAM 342 Comparative Slavery
AFAM 345 Politics of Afro-Latin America
AFAM 350 African American Literary Criticism and Theory: On Being and Becoming Black
AFAM 363 Racism in Western Modernity
AFAM 378 Harlem Renaissance
AFAM 380-0 Topics in African American Studies: Black Power Movement
AFAM 394 Senior Linkage
Admissions

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

To The Graduate School:

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

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

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

- Undergraduate and graduate transcripts (where applicable)

Undergraduate Degree and Coursework: A suitable background for an interdisciplinary advanced degree in African American Studies will be a significant factor. This is most clearly signaled by an undergraduate degree in African and/or African American Studies, but may also be satisfied by relevant coursework in African American Studies, African Studies, Ethnic Studies (with a concentration on Blacks in the US and/or the diaspora), or Area Studies (e.g., Caribbean Studies, Latin American Studies). We will definitely consider applicants with majors in the traditional disciplines that illustrate significant interest in African American Studies through their additional coursework and/or baccalaureate work/research.
Additional Considerations: While we do not yet offer a terminal MA degree, students entering our program with a Masters may be exempt from certain course requirements to be decided in consultation with the Director of Graduate Studies. Generally, only Masters in African American or African Diasporic Studies will be considered as satisfying requirements toward the degree. Students with Masters in other fields must illustrate a concentration through significant coursework and writing in African American Studies.

Click here for the online application form.

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

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

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

Questions
Please see the department’s Admission FAQ page.

General Information
General information on graduate study at Northwestern University is available at The Graduate School website.
The Department of African American Studies

Graduate Studies

Requirements

The Tracks and Course Requirements

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

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

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

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

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

Core Course Descriptions

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


**Memory Studies**

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

The third section discusses the politics of remembering and forgetting in relation to two case studies: Atlantic slavery and the Holocaust. The final section discusses the question of memory as methodology and ethics. How can memory studies be used as part of critical inquiry? Is there an obligation to remember or to forget in the design of social forms and the cultivation of cultural expressivity?

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

Conceptual Methodologies

The aim of this course is to introduce graduate students to the importance of conceptual analysis and the development of concepts in the theoretical, textual, or ethnographic aspects of research. It is particularly concerned with highlighting for attention and discussion a significant range of concepts that are recurrently deployed in critical transnational approaches undertaken in both the social sciences and humanities. Here the general idea of concepts relates both to the development of analysis in research and to the organization of exposition in the presentation of research. The course aims to cover the methodological vacancy that exists between traditional qualitative and quantitative methodologies due to the neglect of focused discussion on the application of critical concepts in interdisciplinary analyses. This is not intended as a course in philosophy, which might be described as the invention and formulation of concepts, but rather as a course in methodology, understood here as the application and development of concepts. The course is divided into four parts, each of which provides an examination of themes, debates and approaches in conceptual analysis. The first section ("Understanding Conceptual Analysis") invites an exploration of the meaning of concepts and their deployment in sustaining different kinds of conceptual methodological approaches. Among the issues taken up in this section are: the meaning of concepts; descriptive and critical distinctions; etymology as conceptuality; applied concepts in grounded theory, grand theory and literary theory; and the status of concepts in the development of conceptual analysis. The remaining three sections, which cover the interdisciplinary dimensions of the course, discuss particular concepts in relational pairings in order to emphasize the extent to which the meaning of a concept is also determined by its relation to and/or distinction from other concepts, which may be similar, oppositional or contextual. The conceptual pairings in each section are intended to be heuristic rather than exhaustive and will be discussed in relation to significant case-studies and exemplary texts. The second section, "historical analysis," discusses a range of conceptual pairings that have become important in accounting for
major historical formations and transformation in the making of the contemporary world of transnational and diaspora experiences. It covers the following: Modernity/Post-Modernity; Racism/Eurocentrism; Colonial/Postcolonial. The third section, cultural analysis, examines a range of conceptual pairings which are significant for understanding the dissemination and mobilization of cultural practices and repertoires in distinctive expressive cultures. It considers the following: Identity/Difference; Discourse/Practice; Performance/Representation. The last section investigates a range of conceptual pairings which have important implications for the analysis of social movements and the politics of subaltern communities across various within and across national formations. It covers the following themes: Structure/Agency; Power/Resistance; Hegemony/Ideology.

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

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

The following texts form the basis for a sample representative reading list of works that provide a foundation for the diverse
ideological contours and streams of black studies scholarship: W.E.B. Du Bois, The Souls of Black Folk; Carter G. Woodson, The Mis-Education of the Negro; E. Franklin Frazier, Black Bourgeoisie; John Hope Franklin, George Washington Williams; Molefi Asante, Afrocentricty; Sterling Stuckey, Black Nationalism; Ron Karenga, Introduction to African American Studies; Darlene Clark Hine and Jacqueline McLeod, eds., Crossing Boundaries: Comparative History of Black People in Diaspora; Dwight A. McBride, Why I Hate Abercrombie and Fitch; David Barry Gaspar and Darlene Clark Hine, eds., More Than Chattel: Black Women and Slavery in the Americas; and Beyond Bondage: Free Women of Color in the Americas; Patricia Bell-Scott, Black Feminist Thought; and Barbara Smith, Homegirls.

Black Expressive Arts

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

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

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


**CURRICULAR TRACKS**

**The Histories Track:**
Darlene Clark Hine
Sherwin Bryant
Martha Biondi
John Marquez
Courses to be Offered by Core History Faculty:
Historicizing the Early Modern Black Atlantic (Bryant)
Comparative Slavery (Bryant)
Slavery, Freedom and the Gendered Worlds of Blacks in Colonial Latin America (Bryant)
Civil Rights and Black Power (Biondi)
African Americans and the World: Black Internationalism in the Twentieth Century (Biondi)
African Americans and the City: Labor, Politics and Culture in the 20th Century (Biondi)
Race, Class, Gender and the Professions in the Diaspora (Hine)
History of Black Women in Diaspora: Race and Gender in Slavery and Freedom (Hine)

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

Expressive Arts and Cultural Studies (EACS) Track:
Core EACS Faculty:
Sandra Richards
Dwight A. McBride
Alex Weheliye
Tracy Vaughn
Sharon P. Holland

Courses to be Offered by Core EACS Faculty:
African American Literary Criticism and Theory (McBride)
The Literature of Slavery and Abolitionist Discourse (McBride)
Issues in Black Queer Studies (McBride)
The African American Novel (Weheliye)
Contemporary African American Literature (Weheliye)
Black Speculative Fiction (Weheliye)
Figurations of Humanity in Afro-Diasporic Literature and Culture (Weheliye)

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

Politics, Society, and Culture (PSC) Track:
AFAM PSC Faculty:
Mary Pattillo
Celeste Watkins
Barnor Hesse  
Richard Iton  
Nitasha Sharma

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

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

Courses for 2009-2010

Fall 2009
402-0 Memory Course
441-0 History of Black Women in the Diaspora

Winter 2009
403-0 Diaspora Theory and Diaspora Tropes
TBA Gender and Sexuality in the African Diaspora

Spring 2009
401-0 Conceptual Methodologies
TBA Rags to Riches: Black Religion and Economic Thought

Top
Core Faculty 2008-2009

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Dr. Alex Weheliye
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Dr. Michelle M. Wright
michelle-wright@northwestern.edu
Affiliated Faculty 2008-2009

Affiliated Faculty

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

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### Bulletin Board

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<td>Professor Patrick Johnson's Article in the Chicago tribune</td>
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<td>Inaugural Lectures for Board of trustees</td>
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<td>BQS</td>
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<tr>
<td>Race &amp; Ethnicity Study Group</td>
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<tr>
<td>Black Diaspora Performance: A global circuitry of creativity, communication, and citizenship</td>
<td>11/11/05, 11/12/05</td>
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<tr>
<td>Call For Papers - Race Diaspora: politics, Communities, and Ideologies</td>
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### Past Events

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<td>Black History Month 2009</td>
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<td>2009 Leon Forrest Lecture with Paula Giddings</td>
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<td>Controversial Blackness</td>
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<td>2008 Kreeger Wolf lecture with Thavolia Glymph</td>
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<tr>
<td>1968+40: The Black Student Movement at Northwestern and Its Legacy</td>
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<td>2008 Allison Davis Lecture with Cathy J. Cohen</td>
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<td>2008 Speaker Series</td>
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### Events

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

<table>
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<tr>
<th>Person</th>
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<td>Nitasha Sharma</td>
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<td>John Keene</td>
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<td>Mary Pattillo</td>
<td>Pictures from the CAAH Dissertators Workshop</td>
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<td>Celeste Watkins</td>
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<td>Arin Reeves</td>
<td>USA Weekend, Feb. 7-9 2003 - The Scientists</td>
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<td>MCCA, Feb. 2003 - Diversity in Dollars and Sense</td>
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Weinberg College of Arts and Sciences
Department of African American Studies 1860 Campus Drive
Crowe 5-128 Evanston, IL 60208-2209 Phone: (847) 491-5122
Fax: (847) 491-4803 Email: afas@northwestern.edu
Last Updated 09/25/2009
World Wide Web Disclaimer and University Policy Statements

http://www.afam.northwestern.edu/events/events.html 9/30/2009
The Department of African American Studies at Northwestern University invites applications for a two-year Postdoctoral Fellowship Program. Recent Ph.D.s (degree granted during or after 2006) with a commitment to the field of African American and/or African Diaspora studies are encouraged to apply.

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

Applicants should submit four copies (postmarked no later than December 31, 2009) of the following:
1) a current curriculum vitae,
2) a letter of application detailing the research project to be undertaken during the fellowship year,
3) a sample of scholarly writing,
4) evidence relating to the quality of teaching (syllabi),
5) three letters of recommendation (including one letter from the dissertation advisor) to:

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

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

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

Faculty Search

We have no current searches at this time.

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

http://www.afam.northwestern.edu/searches/searches.html
Staff

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Phone: 467-3466
Email: s-denose@northwestern.edu

Graduate/Undergraduate Program Assistant
Marjorie McDonald
Office: Crowe 5-128
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Email: memcdonald@northwestern.edu

Research Associate
Marshanda Smith

Center for African American History (CAAH)
Phone: 491-5122
The Center for African American History (CAAH) draws together scholars from across the disciplines to promote the study of all aspects of African American history and the history of the African Diaspora. Defining African American history in the broadest possible terms with a commitment to Diasporic scholarship, CAAH calls upon a fine cadre of scholars who specialize in the histories of the U.S., Latin America, Asia, West Africa, and the Caribbean. The Center is an outgrowth of the great strides that the departments of African American Studies and History have made in recruiting prominent new faculty to enhance the university's longstanding strength in African History, and the study of the African Diaspora in the Americas. It is a testament to these scholars' commitment to interdisciplinary scholarship and intellectual collaboration.

In the three years since its founding, the Center has grown into a vibrant community of engaged faculty and students across departments. With generous funding from Weinberg...
College of Arts and Sciences, the CAAH continues to sponsor a fall lecture series, an annual symposium on a burgeoning subfield within African American history and the history of the African Diaspora, and a graduate student-led dissertation-working group.

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

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

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

## Janaka Bowman
- Field: English: American Literature (19th Century African-American)
- Advisor: Dwight McBride

## Sarah Blackwood
- Field: 19th c. American literary realism and visual culture, history of photography, history of science, antebellum African-American visual culture
- Diss. Title: Portraiture: Representing Interiority in American Culture, 1839-1900
- Advisor: Betsy Erkkila, Department of English

## Katy L. Chiles
- Field: English: Early American literature and culture; critical race theory
- Topic: "Surprising Metamorphosis: Transformations of Race in Early American Literatures"
- Advisor: Betsy Erkkila

## Christine M. Dunford
- Field: Performance Studies
- Topic: Deploying Nature: A Performance Ethnography of Gardeners, Urban Gardens and Change in a Chicago Neighborhood
- Advisor: E. Patrick Johnson

## Michael Green
- Field: History: America (Twentieth century / Cold War social history and race)
- Advisor: Michael Sherry

## Tasha M. Hawthorne
- Field: English: 20th Century African American Literature
- Topic: "Foxes, Players, and Vixens: Reading Black Popular Fiction"
- Advisor: Dwight McBride

## Kamasi C. Hill
- Field: 20th Century African-American Religious History
- Topic: Between Pulpit and Power: Black Religious Nationalism Amongst Detroit’s African Methodists
- Advisor: Larry G. Murphy

## Sarah Mesle
- Field: English
Title: "Representing the Racial Self: Pro-Slavery Ideology and the Problem of Sentimental Literature"
Advisor: Julia Stern

Mshai Mwangola
Field: Africa (20th / 21st century, Performance, Diaspora)
Topic: "Performing our Stories, Performing Ourselves: In Search of Kenya's Uhuru generation"
Advisor: Margaret Thompson Drewal

Tamara Roberts
Field: Performance Studies: Popular music (20th century, U.S., racial politics)
Topic: Musicking at the Crossroads of Diaspora: Afro-Asian Musical Politics
Advisor: E. Patrick Johnson

Crystal Renee Sanders
Field: History: African (20th Century/African American)
Topic: TBA
Advisor: Nancy MacLean

Tobin Shearer
Field: History/Religion
Topic: The Danger of Purity: How White Mennonites Maintained Racial Distance, 1940 to 1971
Advisor: Josef Barton/Cristie Traine

Dana Wiener
Field: History
Topic: Racial Radicals: Antislavery Activism in the Old Northwest, 1830-1861
Advisor: Stephanie McCurry
Welcome to the Center for African American History. Today, the study, teaching, and writing of African American history and the African Diaspora is one of the most compelling and dynamic fields of scholarly inquiry in the academy. So much fascinating and significant scholarship is being produced that this is a critical moment for us to forge opportunities and create new spaces to facilitate spirited discourse. Northwestern University has assembled a vibrant group of historians with wide ranging interests and expertise and has a large cohort of graduate students working on dissertations that will advance the field in exciting ways. The emerging diverse perspectives about key topics, development of innovative methodological approaches, and increased attention paid to comparative studies makes imperative the launching of our Center for African American History.

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

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

Message from the Director
Butch Ware (PhD University of Pennsylvania, 2004) specializes in West African history. His research interests include Islam, social history, education, slavery, and race. His first book project, tentatively entitled "Knowledge, Faith, and Power: A History of Qur'ān Schooling in Senegambia," grows out of his doctoral dissertation research and interrogates the role of "traditional" Islamic education in shaping Muslim identity and Islamic society. The book examines and documents the history of a largely ignored Islamic educational ethic of personalized, internalized, and embodied instruction as it has shaped and been shaped by a West African Muslim society. Ware is also pursuing new research on the history of slavery, race, and religion in Islamic Africa, the first fruits of which will appear as "Slavery in Islamic Africa, 1400-1800," in The Cambridge World History of Slavery Vol III (Cambridge, 2007). Ware has a strong interest in exploring the interwoven histories of continental and Diaspora Africans in his teaching and research and has taught courses on African-American history and the early-modern Black Atlantic World.
The Center for African American History

at Northwestern University

Welcome
Director
Associate Director
Affiliated Faculty
Events
Dissertators Workshop
Resource Links

Affiliated Faculty

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

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

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

**DARLENE CLARK HINE**

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


**NANCY MACLEAN**

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

KATE MASUR

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

DWIGHT MCBRIDE

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

DYLAN PENNINGROTH


BUTCH WARE

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

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October 31 & November 1, 2008

Conversations with Scholars
Guest Speaker: Professor Michael Honey
(University of Washington)
March 9, 2007

Diasporic Counterpoint: Africans, Asians and the Americas Symposium
April 21-22, 2007

Blacks in Europe Conference
April 21-22, 2006

Inaugural Lectures for Board of Trustees
March 3, 2006

Black Queer Studies Symposium
January 2006

Race & Ethnicity Study Group
January 2006

The African Diaspora to Latin America Symposium
April 2005

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Center for African American History (CAAH)
Phone: 491-5122
Studying the African Diaspora and African American History at Northwestern University

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

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

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

See also, at Northwestern:

- African American Studies
- Center for African American History
- Institute for Policy Research
- Melville J. Herskovits Library of African Studies
- Program of African Studies

In Chicago:

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

Department of History
1800 Sherman Avenue, Suite 106, Evanston, IL 60201
Phone: 847-491-3406 Fax: 847-467-1383 E-mail: history@northwestern.edu
Web page updates: Eric West (e-west@northwestern.edu)
About the images used on this site
PROGRAM OF INTRODUCTORY STUDIES

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

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

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

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

GENERAL STUDIES 401

These courses are open to all qualified students.

HUMANITIES

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

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

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

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

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

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

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

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

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

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

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

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

AFRICAN-AMERICAN STUDIES 404

Professor Bennett (Chairman).

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

See Explanatory Notes, pages 47-48

PROGRAM OF INTRODUCTORY STUDIES 402

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

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

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

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

GENERAL STUDIES 401
These courses are open to all qualified students.

HUMANITIES

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

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

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

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

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

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

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

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

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

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

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

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

AFRICAN-AMERICAN STUDIES 404

Professor Carew (Chairman); Associate Professor Hill.

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

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

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

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

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

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

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

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

404-C31 THREE CONTEMPORARY AFRO-AMERICAN WRITERS Fall

ANTHROPOLOGY 403

Professors Albert (Chairman), Bohannan, Cohen, Dalton, Hall, Hsu, Struver, Werner; Associate Professors Brownrigg, Buikstra, Fabian; Lecturers Freeman, Martin, Van Stone.

Programs of Study for Departmental Majors

1. Anthropology

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

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

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

2. The Teaching of Social Studies

See Teaching Majors under School of Education.

1973 Summer Session

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

Courses Primarily for Undergraduates

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

403-A10 INTRODUCTION TO ANTHROPOLOGY Fall or Winter or Spring

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

403-B06 PEOPLES OF THE WORLD Fall

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

403-B11 CULTURAL AND SOCIAL ANTHROPOLOGY Fall

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

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

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

403-B14 INTRODUCTORY BIOLOGICAL ANTHROPOLOGY LABORATORY Winter

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

403-B15 INTRODUCTORY LINGUISTIC ANTHROPOLOGY

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

403-B17 PSYCHOLOGICAL DIMENSIONS OF ANTHROPOLOGY

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

403-B25-1 AFRICA: AN INTERDISCIPLINARY SURVEY Winter

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

403-B25-2 AFRICA: AN INTERDISCIPLINARY SURVEY Spring

Lectures on the history of the colonial and post-colonial periods, social change, education, urbanization, problems of national integration and economic development, African literature, Pan-Africanism, liberation movements, and Africa and the wider Black World, with appropriate films.
PROGRAM OF INTRODUCTORY STUDIES 402

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

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

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

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

GENERAL STUDIES 401

These courses are open to all qualified students.

HUMANITIES

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

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

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

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

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

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

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

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

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

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

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

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

AFRICAN-AMERICAN STUDIES 404

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

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

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

Courses

404-B30 BLACK INTERNATIONALISM—POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY Fall-Winter
An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's Universal Negro Improvement Association as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the Movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black Nationalism.

404-B40-1 SURVEY OF AFRICAN AMERICAN AND AMERICAN INDIAN MUSIC Fall-Winter-Spring
An introductory survey of African American and American Indian music with emphasis on critical examination of works, styles and performance practices and research. African American and American Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C01 PAN-AFRICAN NATIONALISM Fall-Winter-Spring
Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop from among the welter of approaches surveyed a coherent set of conceptual guidelines so very necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal will also be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from among his own research in order to concretely apply some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING Fall-Winter-Spring
A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed and brought into critical focus from new perspectives. Open to sophomores, juniors and seniors with consent of instructor.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES Fall-Winter-Spring
An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT Fall-Winter-Spring
A coherent treatment of the dynamic influences of African perceptions in the shaping of Caribbean thought and historical knowledge related to the countervailing system of Western socio-historical linkages. Special attention will be directed at the critical junctures in the evolution of New World-based African interconnections. The course will also offer an appreciation of the major progenitors of Caribbean thought, among them Blyden, Fanon, James, Ortiz, Cesaire, Garvey, and Price-Mars.

404-C30 CONTEMPORARY THIRD WORLD LITERATURE Fall-Winter-Spring
A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL Fall
Four novels will be taught: Native Son, by Richard Wright; Go Tell It On The Mountain, by James Baldwin; Invisible Man, by Ralph Ellison; and The System of Dante's Hell, by LeRoi Jones (Amiri Baraka). Course not available under P/N option.

404-C32 PROBLEMS IN AMERICAN SOCIAL HISTORY Spring
The course will seek to place Afro-Americans into a coherent analysis of class relations in United States social history during the latter half of the 19th century. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the pattern which emerged during the long period of reaction which followed the close of Reconstruction. Seminar. Consent of instructor required. Recommended for juniors and seniors.

ANTHROPOLOGY 403
Professors Albert, Bohannan, Cohen, Dalton (on leave), Hall, Hsu (Chairman), Struver, Werner; Associate Professors Brown, Legesse, Sade; Assistant Professors Brownrigg, Buikstra, Oliver; Lecturers Menegaz-Bock, Freeman, Van Stone.

Programs of Study for Departmental Majors

1. Anthropology
Prerequisites: Anthropology B11, B13, and B15. Students with previous background may be freed from the B-level requirements.
Major Courses: two area courses on the C level (such as Cultures of China C35 or the American Indian C11), and four additional courses at the C level.
Related Courses: subject to approval of the departmental advisor five quarter-courses to be selected from Biology (Zoology, Genetics), Computer Science, Economics, Geography, Geology, History, History and Literature of Religions, Linguistics, Philosophy, Political Science, Psychology, Sociology, and Statistics.

2. The Teaching of Social Studies
See Teaching Majors under School of Education.

3. Four-Year Master's Degree
See undergraduate adviser in the department.

1974 Summer Session

The department plans to offer the following undergraduate courses in the Summer Session: A10, B17, C03, C07, C21, C22, C24, C25, C26, C38, C50, C35, C96, C99.

Courses Primarily for Undergraduates

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

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

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

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

GENERAL STUDIES

These courses are open to all qualified students.

HUMANITIES

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

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

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

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

INTERDIVISIONAL

401-B98 STUDENT ORGANIZED SEMINARS

Fall or Winter or Spring

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

401-C70 TUTORIAL CORRELATIVE READING

Fall-Winter-Spring

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

401-C75 THE DEVELOPMENT OF SCIENCE

Fall-Winter-Spring

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

AFRICAN-AMERICAN STUDIES

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

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

404-B20-1,2 THE LANGUAGE OF PROTEST
Fall-Winter-Spring
This course will look into the "language" of protest as seen through the written text, the speech, cinematography, still photography, or other art forms, and, as seen through the physical action of certain protestors and protest groups. The first quarter concerns "The Word," involving the concerted use of the verbal aspect of communication: the speech, profanity, advertising, media, and other similar methods. The second quarter concentrates on "The Reproduced Image" and "The Physical Image." The former shows the student how film, still photography, painting, dance, and music can be used in protest. The latter delves into the role marches, dress, and affiliation play in communicating discontent. Not open to freshmen. No P/N option.

404-B30 BLACK INTERNATIONALISM—POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY
Fall or Winter
An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's Universal Negro Improvement Association as they applied throughout the Black Diaspora in America, Africa, the Caribbean/Central America, and Europe. The social structure and resistance pattern of the movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black nationalism.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC
Fall-Winter-Spring
An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C01 PAN-AFRICAN NATIONALISM
Winter or Spring
Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop, from among the welter of approaches surveyed, a coherent set of conceptual guidelines so necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal also will be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from his own research in order to apply concretely some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING
Fall or Winter or Spring
A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES
Fall or Winter or Spring
An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT
Fall or Winter
A coherent treatment of the dynamic influence of African perceptions in the shaping of Caribbean thought and historical knowledge related to the country's system of Western socio-historical linkages. Significant attention will be directed at the critical conjunction of the evolution of New World-based African interactions. The course also will offer an appreciation of major progenitors of Caribbean thought, among them Blyden, Fanon, James, Ortiz, Cesar e, Garvey, Price-Mars.

404-C30-1,2,3 THE THIRD WORLD LITERATURE
Fall-Winter-Spring
A wide selection of novels and creative works of fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL
Fall-Winter-Spring
Five novels will be taught: Native Son by Richard Wright, Jubilee by Margaret Walker, Go Tell It On the Mountain, by James Baldwin, Invisible Man by Ralph Ellison, and The Man Who Cried I Am by John Williams. Not open to freshmen. No P/N option.

AMERICAN CULTURE PROGRAM

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

Program of Study for Majors in American Culture

Major Courses: American Culture 201 and six quarters of American Culture 201-1,2,3, to be taken in two three-quarter sequences.

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

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

418-B01 APPROACHES TO AMERICAN CULTURE
Fall
Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates, this course fulfills one quarter of the general education requirements in the College under fine arts-literal music, social sciences, or history-philosophy-religion.
PROGRAM OF INTRODUCTORY STUDIES

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

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

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

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

GENERAL STUDIES

These courses are open to all qualified students.

Humanities

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

401-B20 INTRODUCTION TO THE MIDDLE AGES Fall-Winter
An interdisciplinary study of medieval literature, arts, thought, society, and government, with emphasis on interrelations between these areas. Precise chronological scope varies from year to year. Fall: secular life and culture. Winter: religious life and culture. Prerequisite: none.

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

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

Interdivisional

401-B98 STUDENT ORGANIZED SEMINARS
Fall or Winter or Spring
Limited to 20 participants per seminar. Volunteer faculty sponsor required. Four copies of the seminar plan must be submitted to the SOS Committee of Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. Plan must include topic description, reading list, specification of examinable products such as seminar papers, written examinations, prerequisites, meeting schedule, names of organizing students, and name of sponsor. Sponsoring faculty limited to one seminar per year, students to one seminar per quarter. Apply to SOS Committee for details.

401-C70 TUTORIAL CORRELATIVE READING
Fall-Winter-Spring
General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE
Fall-Winter-Spring
This course may not be used to fulfill the requirement in laboratory science of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

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

- The African diaspora and its many consequences in the Americas—the web of oral languages and traditions that the slaves brought from Africa.
- Racism and the distortions and omissions that it caused to develop in Western scholarship.
- Oral languages, traditions, and oral history, which are the keys to understanding many undiscovered facets of the Afro-American experience.
- African-American song, dance, music, and religious styles and the ritual and dramatic forms out of which they derive.

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

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

404-B20-1,2 THE LANGUAGE OF PROTEST
Fall-Winter-Spring
This course will look into the "language" of protest as seen through the written text, the speech, cinematography, still photography, or other art forms, and, as seen through the physical action of certain protestors and protest groups. The first quarter concerns "The Word," involving the concerted use of the verbal aspect of communication: the speech, profanity, advertising, media, and other similar methods. The second quarter concentrates on "The Reproduced Image" and "The Physical Image." The former shows the student how film, still photography, painting, dance, and music can be used in protesting. The latter delves into the role marches, dress, and affiliation play in communicating discontent. Not open to freshmen. No P/N option.

404-B30 BLACK INTERNATIONALISM—POLITICAL AND RACIAL THOUGHT OF MARCUS GARVEY
Fall or Winter
An introduction and critical examination of the ideological and organizational characteristics of Marcus Garvey's Universal Negro Improvement Association as they applied throughout the Black Diaspora in America, Africa, the Caribbean, Central America, and Europe. The social structure and resistance pattern of the movement and its relationships to other contemporary worldwide movements, with emphasis on the articulation of theoretical principles and research methodologies for the study and analysis of Black nationalism.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC
Fall-Winter-Spring
An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and innovative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-B80-0 AFRICAN-AMERICAN THEATER HISTORY
Winter
An historical overview of African-American theatrical activity from 1857 to the present. The differences and similarities between Euro-American and African-American theatrical traditions will serve as the basis for examining dramatic texts by African-American writers.

404-C01 PAN-AFRICAN NATIONALISM
Winter or Spring
Exploration and analysis of the rich scholarly configuration generated by the extensive study of Pan-African nationalism. The aim is to develop, from among the welter of approaches surveyed, a coherent set of conceptual guidelines so necessary for understanding the phenomenon itself. The approaches to be examined will range from the straightforwardly historical to the more structured sociological investigations. The historical value of commentaries produced with an explicit ideological appeal also will be assessed. Finally, specific case-studies of Pan-African nationalism will be offered by the instructor from his own research in order to apply concretely some of the definitions and categories emerging from the course.

404-C12 THE TECHNIQUES OF WRITING
Fall or Winter or Spring
A writer's workshop in which works by a variety of Black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN STUDIES
Fall
Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C26 THE MAKING OF THE CARIBBEAN PEOPLES
Fall or Winter or Spring
An introductory survey of the Caribbean and examination of its history, social structure, politics, economy, intellectual traditions, racial and cultural characteristics, with special focus on the problems of decolonization and independence.

404-C27-0 AFRICA IN CARIBBEAN THOUGHT
Fall or Winter
A coherent treatment of the dynamic influences of African perceptions in the shaping of Caribbean thought and historical knowledge related to the countervailing system of Western socio-historical linkages. Special attention will be directed at the critical junctures in the evolution of New World-based African interconnections. The course will also offer an appreciation of the major progenitors of Caribbean thought, among them Byden, Fanon, James, Ortiz, Cesaire, Garvey, and Price-Mars.

404-C30-1,2,3 THE THIRD WORLD LITERATURE
Fall-Winter-Spring
A wide selection of novels and creative works of non-fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL
Fall-Winter

404-C32-0 PROBLEMS IN AMERICAN SOCIAL HISTORY
Fall
A study to place Afro-Americans into a coherent analysis of class relations in United States social history during the latter half of the 19th century. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the pattern which emerged during the long period of reaction which followed the close of Reconstruction.

404-C35-0 THE WORD AS THE SOUL OF CREATION IN THE NOVEL
Spring
Study to illuminate and investigate the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of Language. Investigation of the manner in which six novelists develop and improvise upon central language patterns and expand upon these vital motifs and association word-clusters—thereby heightening our sense of "felt-life" through the "mustard-seed" of the Word.

404-C50-0 AESTHETIC PROBLEMS IN CONTEMPORARY BLACK DRAMA
Fall
Study concentrating on selected African-American dramatic texts published since Lorraine Hansberry's Raisin in the Sun. Primary among these texts will be works by Baraka, Bullins, and White, which respond to the demands made by the content of the contemporary black experience.
404-C90-0 RESEARCH TECHNIQUES AND REPORT WRITING Fall-Winter-Spring
Research methodology and report writing: the identification of research problems; location selection and analysis of professional literature; methods of investigation, data gathering and processing, and writing of research report.

AMERICAN CULTURE PROGRAM

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

Program of Study for Majors in American Culture

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

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

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

418-B01 APPROACHES TO AMERICAN CULTURE Winter
Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates, this course fulfills one quarter of the general education requirements in the College under fine arts-literature-music, social sciences, or history-philosophy-religion.

418-C01-1,2,3 SEMINAR FOR MAJORS Fall-Winter-Spring
Exploration of different methodologies in the examination of American culture and integrating materials that students bring from their various courses. All three-quarter sequences will share a broad theme, such as ethnicity, myth in American culture, or industrialization. More than one theme-sequence may be offered in any one year, and new sequences will be offered every year. Enrollment in each section of the seminar is limited to 15 students. Only majors may enroll. Prerequisite: B01 (may be taken concurrently).

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

418-C99 INDEPENDENT STUDY
Readings and conferences on special subjects for students pursuing their particular area of interest within the major.

ANTHROPOLOGY

Programs of Study for Departmental Majors

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

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

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

2. The Teaching of Social Studies
   See Teaching Majors under School of Education.

3. Four-Year Master's Degree
   See undergraduate adviser in the department.

Courses Primarily for Undergraduates

403-A11 PERSPECTIVES ON CULTURAL FUTURES Fall
An introduction to futuristics, exploring the diversity of culture and its potential for change through the examination of contemporary adaptations, social science forecasts, and the speculative futures of science fiction.

403-A12 NEW DIRECTIONS IN ARCHAEOLOGY Winter
An overview of current archaeological interpretation, beginning with the earliest evidence of man-apes and continuing into the beginnings of agriculture and the rise of urban civilization, with discussion of the concepts of evolution and ecology and how they are initiating major changes in the goals and methods of archaeology.

403-B11 CULTURAL AND SOCIAL ANTHROPOLOGY Fall
Principles on which social and cultural anthropologists carry out field research, write reports, and perform comparative studies in human culture and society.

403-B13 HUMAN ORIGINS: AN INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY AND PREHISTORIC ARCHAEOLOGY Winter or Spring
The emergence of the human species through the process of organic evolution, and the elaboration of cultures from their earliest beginnings through the end of the Pleistocene Epoch. May be retaken for credit.

403-B15 INTRODUCTORY LINGUISTIC ANTHROPOLOGY Winter
Exploration of the scope of linguistic anthropology, from the study of language as an end in itself to the investigation of cultures through the medium of human languages.

403-B17 PSYCHOLOGICAL DIMENSIONS OF ANTHROPOLOGY
An examination of such problems as aggression, sexuality, the urge to mastery, and symbolizing, in
PROGRAM OF FRESHMAN SEMINARS

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

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

GENERAL STUDIES

These courses are open to all qualified students.

Humanities

401-B15,1,2,3 INTRODUCTION TO GREEK CIVILIZATION
A general introduction to the humanities for non-specialists. The course will consider representative examples of epic poetry, tragedy, philosophy, political theory, moral psychology, history, and science from ancient Greece. Each quarter will focus on a different set of problems.

401-B20 INTRODUCTION TO THE MIDDLE AGES Fall-Winter
An interdisciplinary study of medieval literature, arts, thought, society, and government, with emphasis on interrelations between these areas. Precise chronological scope varies from year to year. Fall: secular life and culture. Winter: religious life and culture.

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

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

B70-3 The Philosophy of Art Spring. An introduction to a variety of theories concerning such issues as the nature and purpose of art, the nature of creativity, the relationship of man to works of art, and the tension between innovation and tradition. (Same as Philosophy B90.)

401-B98 STUDENT ORGANIZED SEMINARS Fall or Winter or Spring
Students who desire to study topics in Arts and Science that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. The plan must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curriculum Committee of the College, which must review and approve all seminars to be offered.

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

401-C50 FOREIGN STUDY Fall or Winter or Spring
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel or Spain and for participating in the Richter International Scholars Program. One to four units of credit per term.

401-C70 TUTORIAL CORRELATIVE READING Fall-Winter-Spring
General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interpersonal knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE Omitted 1978-79
This course may not be used to fulfill the distribution requirement in natural sciences and mathematics of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science, and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

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

Courses

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

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

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

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

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

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

404-C16 WRITING FOR THE THEATRE Spring

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

1-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES Fall

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

404-C38,1,2,3 THE THIRD WORLD LITERATURE Fall-Winter-Spring

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

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

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

404-C32 PROBLEMS IN AMERICAN SOCIAL HISTORY Fall and Spring

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

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

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

404-C38 DOSTOEVSKI'S WAY Spring

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

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

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

AMERICAN CULTURE PROGRAM

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

PROGRAM OF FRESHMAN SEMINARS

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

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

GENERAL STUDIES

These courses are open to all qualified students.

Humanities

401-B15-1,2,3 INTRODUCTION TO GREEK CIVILIZATION
A general introduction to the humanities for non-specialists. The course will consider representative examples of epic poetry, tragedy, philosophy, political theory, moral psychology, history, and science from ancient Greece. Each quarter will focus on a different set of problems.

401-B20 INTRODUCTION TO THE MIDDLE AGES Fall-Winter
An interdisciplinary study of medieval literature, arts, thought, society, and government, with emphasis on interrelations between these areas. Precise chronological scope varies from year to year. Fall: secular life and culture. Winter: religious life and culture.

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

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

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

Interdivisional

401-B98 STUDENT ORGANIZED SEMINARS
Fall or Winter or Spring
Students who desire to study topics in Arts and Sciences that are not covered in the College's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is to be held. They must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curriculum Committee of the College, which must review and approve all seminars to be offered.

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

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

401-C50 FOREIGN STUDY Fall or Winter or Spring
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel or Spain and for students participating in the Richter International Scholars Program. One to four units of credit per term.

401-C70 TUTORIAL CORRELATIVE READING
Fall-Winter-Spring
General reading under tutorial supervision to give the student an opportunity to learn social and cultural implications of various disciplines and to acquire skill in critical and analytical reading. Selection of books for their general philosophical interest and interrelations of knowledge. Open to seniors.

401-C75 THE DEVELOPMENT OF SCIENCE
Omitted 1978-79
This course may not be used to fulfill the distribution requirement in natural sciences and mathematics of the College of Arts and Sciences. Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences science requirements.

AFRICAN-AMERICAN STUDIES

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

Courses

404-B36-1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES Fall-Winter
First quarter: An introduction to the field of black studies and an overview of the historical and contemporary experiences of black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. Second quarter: Analysis of black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examinations of issues of ideology and strategy in the struggle for black liberation and social change.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN AND AMERICAN-INDIAN MUSIC Fall-Winter-Spring
An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C12 THE TECHNIQUES OF WRITING Fall or Winter or Spring
A writer's workshop in which works by a variety of black and other writers will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE Spring
Playwriting techniques which derive from both European and third world traditions (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a backdrop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES Fall
Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C30-1,2,3 THE THIRD WORLD LITERATURE Fall-Winter-Spring
A wide selection of novels and creative works of non-fiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other third world elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL Fall or Winter or Spring
Five novels will be studied: Native Son by Richard Wright, Jubilee by Margaret Walker, Go Tell It on the Mountain by James Baldwin, Invisible Man by Ralph Ellison, and The Man Who Cried I Am by John A. Williams. Not open to freshmen.

404-C32 PROBLEMS IN AMERICAN SOCIAL HISTORY Fall and Spring
Analysis of class relations in United States social history during the latter half of the 19th century, emphasizing the position of Afro-Americans. Under consideration will be slavery and the structure of antebellum society; the impact and results of the Civil War and Reconstruction; and the social patterns which emerged during the long period of reaction which followed the close of Reconstruction.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL Winter or Spring
Illuminates and investigates the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY Spring
This course delves into the considerable influence that two novels by F. Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: F. Dostoevski's Notes From Underground and Crime and Punishment; Wright's The Man Who Lived Underground and Native Son; Ellison's Invisible Man and Faulkner's Light In August. Not open to freshmen.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION Fall and Winter and Spring
Among the works examined will be Benito Cereno (Melville), Huckleberry Finn (Twain), Light In August and The Sound and the Fury (Faulkner), Native Son (Wright), and Invisible Man (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Course will examine the variety of treatments given Blacks as characters in American fiction—as reflective of the times in which a given work was written and the attitudes of the writers concerned, both white and black. Not open to freshmen.

AMERICAN CULTURE PROGRAM

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

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

Undergraduate Certificate in African-American Studies

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

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

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

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

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

404-B10.1,2 SURVEY OF AFRO-AMERICAN LITERATURE Winter-Spring
This two-quarter sequence deals comprehensively with certain major poems, slave narratives, autobiographies, plays, novels and essays written by our greatest black and non-black American writers. The selected literature projects both the "felt-knowledge" and the conscience of the race, in terms of the black odyssey, South, Middle Country and North. Both segments of the sequence underscore the influence upon American society of these works and their pivotal position within the Afro-American literary tradition and the larger context of American letters. The two-part sequence is culminating, but the greater stress in the second quarter is on the literature of the Northern experience and contemporary literary problems.

404-B36.1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES Fall-Winter
First quarter: An introduction to the field of black studies and an overview of the historical and contemporary experiences of black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. Second quarter: Analysis of black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examinations of issues of ideology and strategy in the struggle for black liberation and social change.

404-B40.1,2,3 SURVEY OF AFRI-CAN-AMERICAN AND AMERICAN-INDIAN MUSIC Fall-Winter-Spring
An introductory survey of African-American and American-Indian music with emphasis on critical examination of works, styles, and performance practices and research. African-American and American-Indian songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms out of which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-C12 THE TECHNIQUES OF WRITING Fall or Winter or Spring
A writer's workshop in which works by a variety of black writers and others will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE Spring
Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a backdrop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

404-C20 THE SOCIAL MEANING OF RACE Fall or Spring
Analysis of race as a social rather than biological concept and as a recurrent means of differentiation and stratification in a variety of multiracial societies. Stress on the definition and impact of race in diverse social, cultural, economic and political institutions. Discussion of prejudice, racism and discrimination as phenomena common wherever race is defined as socially meaningful. Theoretical, empirical and methodological issues involved in the study of race are explored, as are issues of social change and policy.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES Fall
Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C30.1,2,3 THE THIRD WORLD LITERATURE Fall-Winter-Spring
A wide selection of novels and creative works of nonfiction by writers from Asia, Africa, Latin America, the Caribbean, Black America, and other Third World elements in the United States. Three-hour seminar, divided into three sections. Open to juniors, seniors, and graduate students with the consent of the instructor.

404-C31 AFRO-AMERICAN NOVEL Fall or Winter or Spring
Five novels will be studied: Native Son by Richard Wright, Jubilee by Margaret Walker, Go Tell It On The Mountain by James Baldwin, Invisible Man by Ralph Ellison, and The Man Who Cried I Am by John A. Williams. Not open to freshmen.

404-C32 PROBLEMS IN AFRO-AMERICAN SOCIAL HISTORY
An interdisciplinary analysis of a broad range of historical problems associated with the study of black life in America. Various methodologies are explored and students are introduced to the historiographical tradition surrounding the topics chosen for study. A rudimentary knowledge of American or Afro-American history is assumed.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL Winter or Spring
Illuminates and investigates the theory that many major structural break-throughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY Spring
This course delves into the considerable influence that two novels by F. Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: F. Dostoevski's Notes From Underground and Crime and Punishment; Wright's The Man Who Lived Underground and Native Son; Ellison's Invisible Man and Faulkner's Light In August. Not open to freshmen.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION Fall-Winter-Spring
Among the works examined will be Benito Cereno (Melville), Huckleberry Finn (Twain), Light In August and The Sound and the Fury (Faulkner), Native Son (Wright), and Invisible Man (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Course will examine the variety of treatments given blacks as characters in American fiction—as reflective of the times in which a given work was written and the attitudes of the writers concerned, both white and black. Not open to freshmen.

449-C51 BLACK AMERICAN POLITICS: MYTHS AND REALITIES
Effect of class and social status on the political influence of Black Americans with special attention to comparisons with the historical and situational factors affecting other ethnic groups. Effects of structural factors and non-electoral political activities on the political power of Black Americans. Examination of black political alliances and coalitions, costs and benefits of black political participation and adjustments of Black Americans to racism in America.
A student may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the Pass-No Credit basis.

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

401-C60 FOREIGN STUDY Fall or Winter or Spring
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60 RICHTER RESEARCH
Fall-Winter-Spring
Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

401-C75 THE DEVELOPMENT OF SCIENCE
Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Open to students who have completed the Arts and Sciences natural science distribution requirement.

AFRICAN-AMERICAN STUDIES

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

Undergraduate Certificate in African-American Studies

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

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

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

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

Courses

404-B10-1,2 SURVEY OF AFRO-AMERICAN LITERATURE Winter-Spring
A two-quarter sequence dealing comprehensively with major poems, slave narratives, autobiographies, plays, novels and essays by our greatest black and non-black American writers. Literature of both the "felt-knowledge" and the conscience of the race, in terms of the black odyssey, South, Middle Country and North. Both segments of the sequence underscore the influence upon American society of these works and their pivotal position within the Afro-American literary tradition and the larger context of American letters. The greater stress in the second quarter is on the literature of the Northern experience and contemporary literary problems.

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA Fall-Winter-Spring
A two-quarter sequence, divided at 1865, covering the broad range of problems and experiences of racial minorities in North America. The relationship of these racial minorities to each other as well as to the majority society. Minorities discussed are blacks, native Americans, Asians, and Hispanic-Americans. First quarter: the development of racism in North America; the impact of slavery; Indian removal from the eastern colonies; racial minorities and the American revolution; U.S. territorial expansion in the Southwest and its impact on Mexican-Americans; maroon societies and the Seminole wars; the Civil War and emancipation. Second quarter: the institutionalization of racism; reconstruction and disfranchisement; the life and death of the Plains Indians; pseudoscientific racism and anti-immigrant legislation; restriction and segregation; the treatment of Asians in the frontier West; 20th century urbanization and the ghettoization of minorities; social planning for minorities; the civil rights movements; affirmative action and government intervention.

404-B20 THE LANGUAGE OF PROTEST Fall-Winter-Spring
Selected discourses by blacks who influenced black protest in America from the postslavery period through the sixties, including works by Garvey, B. T. Washington, Malcolm X, Dubois, and King. Examination of the content, structure and purpose of each discourse as a way of tracing the
development of simultaneous trends in black protest: 1) the evolution of arguments for admission into the American sociopolitical-economic system; and 2) arguments for alternatives to the system.

404-B25 AFRO-AMERICAN CULTURE  
Fall-Winter-Spring  
Interdisciplinary examination of principal dimensions and facets of Afro-American culture from slavery to the present. Analysis of the varied forms through which Afro-American culture has been expressed (for example, literature, music, art, and religion) and of the issues with which it has been most centrally concerned (for example, identity and self-affirmation, beauty, and social inequality). Emphasis on interconnections between Afro-American culture and the sociopolitical context in which it has developed. Discussion of the major role Afro-American culture has played in the development of the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRO-AMERICAN STUDIES Fall-Winter  
First quarter: An introduction to the field of black studies and an overview of the historical and contemporary experiences of black people. Topics include theory and method, Africa before and after the slave trade, historical stages of the black experience (slavery, rural agricultural, and urban industrial), contemporary social structure and racism. Second quarter: Analysis of black people and the development of social institutions in the U.S.: politics, religion, education, culture and the arts, women and the family. Examination of issues of ideology and strategy in the struggle for black liberation and social change.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC  
Fall-Winter-Spring  
An introductory survey of African-American music with emphasis on critical examination of works, styles, and performance practices and research. African-American songs and dance considered from the perspective of the religious styles and the ancient ritual and dramatic forms from which they derive. New and alternative methods of criticism and evaluation, standards of judgment and aesthetic excellence that become necessary in evaluating the music of non-European cultures.

404-B45 BLACK COMMUNITIES IN DIASPORA  
Fall-Winter-Spring  
Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia and the United States. Course is both historical and contemporary in focus. Analysis of the common heritage of slavery, colonialism and racism; and of the varied forms, outcomes and expressions of this common heritage. Comparison of the responses of blacks in these diverse settings.

404-C12 THE TECHNIQUES OF WRITING  
Fall or Winter or Spring  
A writer's workshop in which works by a variety of black writers and others will be dissected, analyzed, and brought into critical focus from new perspectives. Open to sophomores, juniors, and seniors, with consent of instructor.

404-C16 WRITING FOR THE THEATRE  
Spring  
Playwriting techniques which derive from both European and Third World (Asian, African, Latin-American, the Caribbean) traditions of theatre. Writing techniques, dialogue, the use of symbols, character development, linear and non-linear time in historical drama and the use of ritual, magic, fantasy, myth and folklore against a backdrop drop of realistic situations in the contemporary world. Open to juniors and seniors with consent of instructor.

404-C20 THE SOCIAL MEANING OF RACE  
Fall or Spring  
Analysis of race as a social rather than biological concept and as a recurrent means of differentiation and stratification in a variety of multiracial societies. Stress on the definition and impact of race in diverse social, cultural, economic and political institutions. Discussion of prejudice, racism and discrimination as phenomena common wherever race is defined as socially meaningful. Theoretical, empirical and methodological issues involved in the study of race are explored, as are issues of social change and policy.

471-C24 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES  
Fall  
Sociological analysis of institutional variation and processes of social change in African-American communities. Theoretical, methodological, and empirical issues involved in the study of black populations in a variety of local settings. Comparison units will emphasize contemporary urban situations but may include different eras and regions within the United States and in other New World societies.

404-C35 THE WORD AS THE SOUL OF CREATION IN THE NOVEL  
Winter or Spring  
Investigations of the theory that many major structural breakthroughs in the novel form have come first through a recreation and a purification of language. Investigation of the manner in which novelists develop and improvise central language patterns and expand upon these vital motifs, thereby heightening our sense of "felt-life."

404-C38 DOSTOEVSKI'S WAY  
Spring  
This course delves into the considerable influence that two novels by Dostoevski had upon three American writers: Richard Wright, Ralph Ellison and William Faulkner. Novels and story scheduled for discussion are: Dostoevski's Notes From Underground and Crime and Punishment; Wright's The Man Who Lived Underground and Native Son; Ellison's Invisible Man and Faulkner's Light In August. Not open to freshmen.
404-C39 STUDIES IN SPIRITUAL AGONY AND REBIRTH
Fall-Winter-Spring
Selected biblical passages in connection with selected such themes as suffering, sibling rivalry, birthright and fatherly blessing as presented in the writings of novelists and Old Testament stories and parables. Discussion of the transformation of the oral tradition to written form; the art of the sermon and the Afro-American folk preacher; and the prophetic tradition in the Old Testament.

404-C40 DISSIMILARITIES IN PORTRAYAL OF BLACKS IN AMERICAN FICTION
Fall-Winter-Spring
Among the works examined will be Benito Cereno (Melville), Huckleberry Finn (Twain), Light In August and The Sound and the Fury (Faulkner), Native Son (Wright), and Invisible Man (Ellison). Shorter works (stories) by Toomer, Crane, Dreiser, Himes, Anderson, and Welty will also come under discussion. Examination of the variety of treatments given blacks as characters in American fiction.

404-C44 THE BLACK PRESENCE IN FAULKNER
Fall-Winter-Spring
The influence and presence of black people and their culture in the major novels and short stories of William Faulkner. Blacks in Faulkner's vision of life in terms of class, religion, violence, loving, alienation, rites of passage, heritage and guilt, as well as his prophetic view of race relations and racism in the larger American society.

449-C51 BLACK AMERICAN POLITICS: MYTHS AND REALITIES
Fall-Winter-Spring
Examination of the major problems in a study of American culture and the various ways of integrating them. The main educational objective of the program is to allow students a wide-ranging yet disciplined exploration of problems that cross the boundaries of many traditional academic fields.

Program of Study for Majors in American Culture

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

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

Senior majors may remain in the American Culture seminar until their requirement is fulfilled and/or enroll in a three-quarter sequence, American Culture C90, and under the direction of a faculty sponsor prepare a senior project.

418-B01 APPROACHES TO AMERICAN CULTURE
Fall-Winter-Spring
Examination of the major problems in a study of American culture and introduction to basic literature that illustrates alternative approaches to their resolution. Designed to appeal broadly to undergraduates.

418-C01,2,3 SEMINAR FOR MAJORS
Fall-Winter-Spring
Exploration of different methodologies in the examination of American culture and integrating materials that students bring from their various courses. All three-quarter sequences will share a broad theme, such as ethnicity, myth in American culture, or industrialization. More than one theme-sequence may be offered in any one year, and new sequences will be offered every year. Enrollment in each section of the seminar is limited to 15 students. Only majors may enroll. Prerequisite: B01 (may be taken concurrently).

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

418-C99 INDEPENDENT STUDY
Fall-Winter-Spring
Readings and conferences on special subjects for students pursuing their particular area of interest within the major.
FRESHMAN SEMINARS

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

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

GENERAL STUDIES

These courses are open to all qualified students.

401-B70-1, 2, 3 MUSIC AND ART
1. Music. Vocal and instrumental music from various eras which enables the student to enjoy musical practices in contemporary life. Basic elements of a musical composition and acquisition of perceptive listening technique. 2. Art. The nature and purpose of works of art. Selections from painting, photography, graphic arts, sculpture, furniture, industrial design, and architecture. (Same as Art B70.) 3. The philosophy of art. Theories concerning the nature and purpose of art, the nature of creativity, the relationship of man to works of art, and the tension between innovation and tradition. (Same as Philosophy B80.)

Interdivisional

401-B99-O STUDENT ORGANIZED SEMINARS
Students who desire to study topics in arts and sciences that are not covered in the College’s course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the SOS Committee of the Associated Student Government before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the examinable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The SOS Committee forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

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

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

401-C50-0 FOREIGN STUDY
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60-O RICHTER RESEARCH
Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

401-C75-O THE DEVELOPMENT OF SCIENCE
Genesis, development, and continuity of leading ideas in physical and biological sciences; nature and evolution of the method of science; and philosophical background and intellectual implications of science in its development. Prerequisite: completion of the Arts and Sciences natural science distribution requirement.

AFRICAN-AMERICAN STUDIES

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

Undergraduate Certificate in African-American Studies

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

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

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

- B36-1.2 Introduction to African-American Studies;
- B10-1.2 Survey of African-American Literature;
- one quarter-course focusing on the experiences of black people in parts of the world other than the United States;
- three elective courses chosen in consultation with members of the department.

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

Courses Primarily for Freshmen and Sophomores

404-B10-1.2 SURVEY OF AFRICAN-AMERICAN LITERATURE
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B14-1.2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society 1: 1600-1865. 2: 1865-1974.

404-B15-0 AFRICAN-AMERICAN AND CARIBBEAN RITUAL DRAMA
Ritual in established church and ritual of millenarian cults. Song, dance, mime, and magic. Troubadours, actors, and performers in the “road theatre,” the backyard theatre, and the theatre of magic.

404-B20-0 THE LANGUAGE OF PROTEST
Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B25-0 AFRICAN-AMERICAN CULTURE
Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1.2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family, historical and contemporary liberation struggle.

Courses Primarily for Juniors, Seniors, and Graduates

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE
Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS
The negritude movement in fiction and poetry. Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10-1 or C30 or English C77.

404-C18-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C20-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

404-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES (see Sociology)

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.

404-C30-1.2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C31-0 THE AFRICAN-AMERICAN NOVEL
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Not open to freshmen.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery’s impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.
404-C38-O DOSTOEVSKI'S WAY
The impact of Dostoevski's Notes from Underground and Crime and Punishment upon Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C39-O STUDIES IN SPIRITUAL AGONY AND REBIRTH
Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual/secular agony.

404-C44-O BLACK PRESENCE IN FAULKNER
Centrality of black culture to the themes of violence, rites of passage, tradition, guild, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom!, and Go Down, Moses.

404-C48-O BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay between the three media. Literary and social significance of these portrayals. With instructor's consent.

449-C51-O BLACK AMERICAN POLITICS IN THE UNITED STATES (see Political Science)

419-C76-O AFRICAN-AMERICAN POETRY (see English)

419-C77-O AFRICAN-AMERICAN PROSE (see English)

404-C90-O RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics will vary.

404-C99-O INDEPENDENT STUDY
Open to all students of sophomore standing or above with consent of the department.

African Studies

Courses with African content at Northwestern, first offered in 1927 by the distinguished scholar Melville J. Herskovits, were formally organized into the Program of African Studies in 1948. As one of the earliest centers of African studies in the United States, Northwestern's multidisciplinary program established a model of teaching and research now followed by many other colleges and universities. The program maintains close liaison with African scholars and institutions. Over the years, moreover, it has greatly expanded its responsibilities and contributions at home—to Northwestern and to the community at large.

The program's administrative office serves as the social and academic center for the Africanist community. The renowned Melville J. Herskovits Library of African Studies draws scholars from other parts of the United States and abroad. Students and visiting professors from Africa reinforce the close collegial ties between many African universities and Northwestern.

Undergraduate Certificate in African Studies

The program encourages students to develop their own multidisciplinary programs both inside and outside the social sciences. Students concentrating on communications or management, for instance, can supplement their professional training programs with a core of African-content courses. Students in other University centers and schools are welcome to participate either formally or informally in program activities; similarly, program students are urged to profit from such University resource centers as the Transportation Center, the Center for Urban Affairs, the Comparative Urban Studies Program, the Law School, and the Schools of Education, Journalism, and Speech. Program students and faculty are also encouraged to participate in voluntary community projects, including teacher-training institutes, in-service prison teaching projects, film festivals, and public service broadcasting arrangements. In brief, the Program of African Studies has two main purposes: to promote and coordinate the training of African specialists and to encourage an awareness of African problems and realities in other specialties.

The basic requirements for the Certificate of African Studies are as follows:

- History B55-1,2: Background to African Civilization and Culture;
- five courses with African content, including History B55-1,2;
- demonstrated competence in a language, other than English, that is used in Africa (French, German, Portuguese, Spanish, Afrikaans, or any African language, such as Arabic, Hausa, Swahili, Twi, Amharic). Competence is demonstrated either by satisfying the College of Arts and Sciences language requirement or by certification from the appropriate language department. Note: the Program of Oriental and African languages teaches a number of African languages on a regular basis. Individual tutorial instruction can also be arranged in other African languages, through the Program of African Studies and POAL.

To qualify for the certificate, a student must maintain a B average in these courses. Courses taken for P/N credit may not be counted toward certification.
ence, Russian, sociology, and Spanish. Majors in any of these areas who wish to be recommended for teacher certification should register with the Office of Student Affairs in the School of Education early in their sophomore year.

**Special Certificate Programs**
The College of Arts and Sciences offers programs of study leading to an undergraduate certificate in the following (for program descriptions, see the appropriate listing):
- African Studies
- Science in Human Culture
- Women’s Studies

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

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

**CAPSTONE COURSES**
These courses are open only to seniors.

403-C97-0 ART AND CULTURE
Relationships between artistic traditions and social expression, human perception, conventionalization, creativity, and ornamentation.

427-C97-0 THE DEVIL AND THE PROBLEM OF EVIL IN WESTERN THOUGHT
Historical emergence of the devil as a distinct being, the devil as the personification of evil, from ancient Middle Eastern civilizations to the present.

427-C97-0 LITERATURE, SOCIETY, AND THE PROBLEM OF HISTORY: VICTORIAN ENGLAND
The Victorian world as an embodiment of the problems of modern culture, the transition from tradition to modern life.

427-C97-0 UNITED STATES ECOLOGICAL HISTORY
Relationships between social change and the physical and biotic environments in mid-North America.

439-C97-0 THE HUMAN MIND
Conceptual and empirical issues in the investigation of the human mind in 20th-century philosophy, psychology, and linguistics.

449-C97-0 THE GLOBAL POLITICAL AGENDA
Interdependence of nations as a fact of national political life, international security and international inequality.

**GENERAL STUDIES**
These interdivisional courses are open to all qualified students.

401-B98-0 STUDENT ORGANIZED SEMINARS
Students who desire to study topics in arts and sciences that are not covered in the College’s course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the Associate Dean for Studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the examineable products, such as term papers and written examinations, prerequisites, and the meeting schedule. The Associate Dean for Studies forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

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

Students interested in organizing a seminar should consult the Associate Dean for Studies for further details.

401-C60-0 FOREIGN STUDY
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, the Soviet Union, or Spain. Four units of P/N credit each term.

401-C60-0 RICHTER RESEARCH
Registration for students receiving Richter Scholarships for independent research. One to four units of credit each term.

**AFRICAN-AMERICAN STUDIES**
The study of the African-American experience as an area of significant intellectual endeavor has a very long and distinguished history in the United States. The field has developed not only exciting insights, but also firm intellectual and empirical foundations for the systematic study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the approaches and perspectives of different disciplines to bear on understanding black life. The Department of African American Studies reflects and exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another, as well as with that of
other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized, racism and its effects on society, as well as on scholarship, the importance of oral language, history, and tradition in the African American experience, the roots and development of African American music, literature, and religious styles, and analysis of key institutions such as the family.

African American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools, as well as for jobs and careers in a variety of fields: Education, law, journalism, urban planning, health care delivery and administration, business, social work, and politics are only a few of the fields for which African American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America, as well as to blacks and other minorities in the United States, students of African American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors - B10, B25, B36, B37.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses.
- Historical and Comparative Studies: B45, C35, and three other courses.
- Cultural Studies of the Black Experience: C46 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year. C90 and either C96 or C97.

Related courses: subject to approval of the departmental advisor, majors may take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B19, 404-B25-0 AFRICAN-AMERICAN LITERATURE
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bard's of the past

404-B36-1, 2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional, development of politics, church, education, culture, women/family, historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST
Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others: Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE
Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes: Sophomore standing or above.

225-C12-0 BLACK CHILDREN AND FAMILIES: THEORIES AND RESEARCH (see Education)

225-C13-0 BLACK CHILDREN AND FAMILIES: RESEARCH AND POLICY (see Education)

404-C20-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multisocial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

421-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES (see Sociology)

449-C51-0 BLACKAMERICAN POLITICS IN THE UNITED STATES (see Political Science)

Historical and Comparative Studies

404-B14-1, 2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society: 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

427-C01, 2, 3 SURVEY OF AFRICAN-AMERICAN HISTORY (see History)

427-C06-1, 2 THE SOUTH IN AMERICAN HISTORY (see History)

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS
The negritude movement in fiction and poetry Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10.1 or C30 or English C71.
404-C16-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C28-0 MAKING OF THE CARIBBEAN PEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC
Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms; jazz, ragtime; musicals; black composers; black-drawn music of Latin America.

404-C31-0 THE AFRICAN-AMERICAN NOVEL
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 DOSTOEVSKI'S WAY
The impact of Dostoevski's Notes from Underground and Crime and Punishment upon Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C39-0 STUDIES IN SPIRITUAL AGONY AND REBIRTH
Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual secular agony.

404-C44-0 BLACK PRESENCE IN FAULKNER
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom, and Go Down, Moses.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY (see English)
419-C77-0 AFRICAN-AMERICAN PROSE (see English)

Courses for Advanced and Senior Students

404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems, location, selection, and critique of relevant literature, data gathering and analysis, report writing. Topics will vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY
Open to advanced students with consent of the department.

AFRICAN AND ASIAN LANGUAGES

Business, law, journalism, and other professions have recognized the importance of foreign language facility as our trade and political relations become more closely interconnected with the rest of the world. The Program of African and Asian Languages offers a unique opportunity to explore through language study some of the areas that are now most vital for us to understand: Africa, the Middle East, China, and Japan. The student who has combined study of one of PAAL's African or Asian Languages with a major in such departments as history, economics, political science, or sociology will be well prepared for graduate programs and a future career in international business, trade, law, or diplomacy.

Even the sciences are now seeing more exchange programs where knowledge of one of the non-Western languages is useful. PAAL offers courses in the following languages: Hebrew, Arabic, Chinese, Japanese, Swahili, Hausa, Akan, Amharic. Certain other African languages are available on demand. Sanskrit and Pali are offered through PAAL in conjunction with the degree programs of the Department of the History and Literature of Religions. For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African Studies and Asian Studies.

Tape-lab hours are arranged for each of the following courses. Advanced courses require the reading of texts:

433-A01-1,2,3 HEBREW I
433-A02-1,2,3 HEBREW II
433-B03-1,2,3 HEBREW III
433-A05-1,2,3 ARABIC I
433-A06-1,2,3 ARABIC II
433-B07-1,2,3 ARABIC III
433-A11-1,2,3 CHINESE I
433-A12-1,2,3 CHINESE II
433-B13-1,2,3 CHINESE III
Teaching Certification

Students enrolled in a number of departments of the College of Arts and Sciences may simultaneously pursue secondary teacher certification through the School of Education. Areas of certification are art, biological sciences, chemistry, English, French, German, history, Latin, mathematics, physical science (geology), physics, political science, Russian, social sciences, and Spanish. Majors in any of these areas who wish to be recommended for teacher certification should register with the Office of Student Affairs in the School of Education early in their sophomore year.

Special Certificate Programs

The College of Arts and Sciences offers programs of study leading to an undergraduate certificate in the following (for program descriptions, see the appropriate listing):
- African Studies
- Science in Human Culture
- Asian Studies
- Women's Studies
- Jewish Studies

FRESHMAN SEMINARS

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

Every student in the College is required to complete two Freshman Seminars in the freshman year. To ensure that class sizes are limited and that registrations are equally distributed, the College specifies the two quarters in which each student will take the seminars. The seminars to be offered are announced before registration each quarter.

GENERAL STUDIES

These interdivisional courses are open to all qualified students.

401-B98-0 STUDENT ORGANIZED SEMINARS

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

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

Students interested in organizing a seminar should consult the Associate Dean for Studies for further details.

401-CS9-0 FOREIGN STUDY

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

401-C94-0 CHICAGO FIELD STUDIES INTERNSHIP

(4 units)

Full-time participant-observer experience in Chicago-area political, planning, and policy organizations, service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; real world mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

AFRICAN-AMERICAN STUDIES

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another, as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized, racism and its effects on society, as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.
African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, healthcare delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America, as well as to blacks and other minorities in the United States, students of African-American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study
for Departmental Majors

Core courses: five core courses are required for all majors — B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

• Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
• Historical and Comparative Studies: B45, C32, and three other courses.
• Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unexamined bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE
Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism 2. Institutional development of politics, church, education, culture, women/family, historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST
Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others.

Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE
Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH
(see Education)

225-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY
(see Education)

404-C20-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES
(see Sociology)

449-C51-0 BLACK AMERICAN POLITICS
IN THE UNITED STATES
(see Political Science)

Historical and Comparative Studies

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY
(see History)

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY
(see History)

404-C14-0 NEGRITUDE: BLACK FRENCH-SPEAKING AND AMERICAN EXPLORATIONS
The negritude movement in fiction and poetry Harlem Renaissance writers and French-speaking West African, Antillean, and Caribbean writers. Prerequisite: B10-1 or C30.

404-C16-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, Church and State. Slave rebellions, era of independence.
404-C30-1,2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience
404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC

404-C31-0 THE AFRICAN-AMERICAN NOVEL
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C39-0 STUDIES IN SPIRITUAL AGONY AND REBIRTH
Interpretation of the levels of eloquence in orally rendered sermons, Old Testament passages upon which the sermons are based, and novels expressing spiritual/secular agony.

404-C44-0 BLACK PRESENCE IN Faulkner
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom!, and Go Down, Moses.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY (see English)

Courses for Advanced and Senior Students
404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems, location, selection, and critique of relevant literature, data gathering and analysis, report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY
Open to advanced students with consent of the department.

AFRICAN AND ASIAN LANGUAGES PROGRAM
The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. The student who combines study of one of PAAL's African or Asian languages with a major or strong background in such departments as History, Economics, Political Science, or Sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Akan, Amharic, Arabic, Chinese, Hausa, Hebrew, Japanese, Pali, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of the History and Literature of Religions.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African Studies, Asian Studies, and Jewish Studies. Opportunities for study abroad are available. Graduate students may enroll in any of these courses through D10 registration. Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Languages
433-C10-1,2,3 ELEMENTARY AKAN
Grammar, sentence structure, translation of texts, conversation.

433-C11-1,2,3 INTERMEDIATE AKAN
Translation of Akan literature and research materials. Discussion based on translations and readings. Prerequisite: C10-3 or equivalent.

433-C30-1,2,3 INTRODUCTION TO AMHARIC
Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading texts.

433-C31-1,2,3 INTERMEDIATE AMHARIC
Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 ELEMENTARY ARABIC
First of a three-course introduction to modern standard Arabic. Grammar and reading.

433-A06-1,2,3 INTERMEDIATE ARABIC
Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 ADVANCED ARABIC
Reading and discussion of Arabic writings relevant to each
ing faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the Associate Dean for Undergraduate Studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The Associate Dean for Undergraduate Studies forwards proposals to the Curricular Review Committee of the College, which must review and approve all seminars to be offered.

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

Students interested in organizing a seminar should consult the Associate Dean for Undergraduate Studies for further details.

401-C50-O FOREIGN STUDY
Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or the Soviet Union. Four units of P/N credit each term.

401-C51-O FOREIGN STUDY IN SEVILLE
Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C84-O CHICAGO FIELD STUDIES INTERNSHIP
(4 units)
Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African-American Studies

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another, as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society, as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American Studies provides good preparation for graduate work in the social sciences, the humanities, and professional schools as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, healthcare delivery and administration, business, social work, and politics are only a few of the fields for which African-American Studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African-American Studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses are required for all majors—B10-1,2, B25-0, B36-1,2.

Courses of concentration: in addition to the core sequence, five courses are to be selected to establish a concentration in one of the following areas:

- Social and Behavioral Studies: C20 and four other courses, one to include data handling and analysis.
- Historical and Comparative Studies: B45, C32, and three other courses.
- Cultural Studies of the Black Experience: C48 and four other courses.

Senior sequence: this is a two-quarter sequence to be taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the departmental adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1.2 SURVEY OF AFRICAN-AMERICAN LITERATURE
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bard of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE
Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.
404-B35-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies
404-B20-0 THE LANGUAGE OF PROTEST
Selected discourses, post-slavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C94-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE
Significant concepts which have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

223-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH
(see Education)

223-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY
(see Education)

404-C20-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multicultural societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES
(see Sociology)

449-C31-0 BLACK AMERICAN POLITICS
IN THE UNITED STATES
(see Political Science)

Historical and Comparative Studies
404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY
(see History)

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY
(see History)

404-C16-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third World, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEANPEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience
404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC

404-C34-0 THE AFRICAN-AMERICAN NOVEL
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C35-0 DOSTOEVSKY'S WAY
The impact of Dostoevski's Notes from Underground and Crime and Punishment upon Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C44-0 BLACK PRESENCE IN FAULKNER
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom!, and Go Down, Moses.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

419-C76-0 AFRICAN-AMERICAN POETRY
(see English)

Courses for Advanced and Senior Students
404-C90-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY
Open to advanced students with consent of the department.
African-American Studies

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the United States, Latin America as well as to blacks and other minorities in the Soviet Union. Four units of P/N credit each term.

401-CS1-0 FOREIGN STUDY IN SEVILLE
Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-CS4-0 CHICAGO FIELD STUDIES INTERNSHIP
(4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

Core Courses

404-B10-1,2 SURVEY OF AFRICAN-AMERICAN LITERATURE
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 AFRICAN-AMERICAN CULTURE
Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 INTRODUCTION TO AFRICAN-AMERICAN STUDIES
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 THE LANGUAGE OF PROTEST
Selected discourses, postslavery period through the sixties. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-C04-0 ANTHROPOLOGY AND THE BLACK EXPERIENCE
Significant concepts that have emerged in the anthropological study of black populations in Africa and the Americas. The role of anthropology in colonization and decolonization processes. Sophomore standing or above.

225-C12-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: THEORY AND RESEARCH
See Education and Social Policy.
225-C13-0 DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY
See Education and Social Policy

404-C29-0 THE SOCIAL MEANING OF RACE
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, race, and discrimination.

471-C24-0 SOCIAL STRUCTURE IN AFRICAN-AMERICAN COMMUNITIES
See Sociology.

449-C27-0 BLACK AMERICAN POLITICS IN THE UNITED STATES
See Political Science.

Historical and Comparative Studies

404-B14-1,2 HISTORY OF RACIAL MINORITIES IN NORTH AMERICA
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-American. Comparative exploration of their relationships to each other and to the majority society. 1. 1000-1865. 2. 1865-1974.

404-B45-0 BLACK COMMUNITIES IN DIASPORA

427-C01-1,2,3 SURVEY OF AFRICAN-AMERICAN HISTORY
See History.

427-C06-1,2 THE SOUTH IN AMERICAN HISTORY
See History.

404-C16-0 WRITING FOR THE THEATRE
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 MAKING OF THE CARIBBEAN PEOPLES
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave revolts, era of independence.

404-C30-1,2,3 THE THIRD-WORLD LITERATURE
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C38-0 INTRODUCTION TO AFRICAN-AMERICAN HISTORIOGRAPHY
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience

404-B40-1,2,3 SURVEY OF AFRICAN-AMERICAN MUSIC
Development of black American music from Africa to the Americas, Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

404-C31-0 THE AFRICAN-AMERICAN NOVEL
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C35-0 DOSTOEVSKI'S WAY
The impact of Dostoevski's Notes from Underground and Crime and Punishment upon Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C44-0 BLACK PRESENCE IN FAULKNER
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Asalom! and Go Down, Moses.

404-C48-0 BLACK IMAGES IN LITERATURE, FILM, AND ART
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 FAMILIES IN LITERATURE
Starting with James Baldwin's novel, Go Tell it on the Mountain (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.

419-C76-0 AFRICAN-AMERICAN POETRY
See English.

Courses for Advanced and Senior Students

404-C80-0 RESEARCH SEMINAR IN AFRICAN-AMERICAN STUDIES
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 INTERNSHIP IN AFRICAN-AMERICAN STUDIES
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 INDEPENDENT STUDY
Open to advanced students with consent of the department.
tions), prerequisites, and the meeting schedule. The associate
dean for undergraduate studies forwards proposals to the
Curricular Review Committee of the college, which must re-
view and approve all seminars to be offered. Students may en-
roll in only one Student Organized Seminar per quarter, and
enrollment must be on the P/N basis. Students interested in
organizing a seminar should consult the associate dean for
undergraduate studies for further details.

401-C50-0 Foreign Study
Registration for students participating in a Northwestern-
affiliated foreign study program in England, France, Germany,
Israel, Italy, Japan, the People's Republic of China, or the So-
 viet Union. Four units of P/N credit each term.

401-C51-0 Foreign Study in Seville
Registration for the Northwestern/University of Seville Junior
Year Program in Spain. Four units of P/N credit each term.

401-C93-0 Chicago Field Studies Internship
(4 units) Full-time participant-observer experience in Chi-
 cago-area political, planning, and policy organizations; ser-
 vice, civic, and community institutions; groups committed to
social change. Placement of students in responsible volunteer
positions; "real world" mode of inquiry complementing con-
ventional campus-based and outside-observer approaches to
understanding urban processes. Number of credits applicable
toward the major, if any, determined by student's department.
Prerequisite: consent of program director.

African-American Studies

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

The primary focus of courses in the department is on
blacks in the United States. At the same time, because of the
scope and importance of the African diaspora throughout the
New World, serious attention is also given to peoples of Afri-
can descent in the Caribbean and in Latin America. Many
courses in the department compare the black experience in
one part of the New World with that in another as well as with
that of other racial minorities in the New World. This broad
study of the African-American experience is one of the key
features of the department, one that distinguishes it from simi-
lar departments in other institutions. Other major themes in
the department's curriculum include the nature of coloniza-
tion and its impact on the colonizer and on the colonized;
racism and its effects on society as well as on scholarship; the
importance of oral language, history, and tradition in the
African-American experience; the roots and development of
African-American music, literature, and religious styles; and
analysis of key institutions such as the family.

African-American Studies provides good preparation for
graduate work in the social sciences, the humanities, and the
professions as well as for jobs and careers in a variety of
fields. Education, law, journalism, urban planning, health-care
delivery and administration, business, social work, and poli-
tics are only a few of the fields for which African-American
Studies provides an excellent background. In addition, since
considerable attention is being paid by scholars and political
leaders to the Caribbean and Latin America as well as to
blacks and other minorities in the United States, students of
African-American Studies will enter a field that touches on is-
issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0;
B36-1,2

Courses of concentration: in addition to the core
sequence, five courses selected from one of the following
areas:
- Social and behavioral studies: C20 and four other courses,
one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other
courses
- Cultural studies of the black experience: C48 and four other
courses

Senior sequence: two-quarter sequence taken in the senior
year: C90 and either C96 or C99.

Related courses: subject to approval of the department
adviser, majors must take five courses offered by other
departments at the B or C level, at least three of which are at
the C level. Students are expected to choose related courses
that develop the methodological skills and substantive focus
appropriate to their areas of concentration.

Core Courses

404-B10-1,2 Survey of African-American Literature

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

404-B25-0 African-American Culture

Principal facets of African-American culture, slavery to the
present. Interconnections between African-American culture
and the sociopolitical context in which it developed. Role of
African-American culture in the larger American culture.

404-B36-1,2 Introduction to African-American Studies

1. Method, historical overview (Africa, slavery, rural, urban),
social class, racism. 2. Institutional development of politics,
church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies
404-B20-0 The Language of Protest
Selected discourses, postslavery period through the 60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

225-C12-0 Development of Black Children and Families: Theory and Research
See Education and Social Policy.

225-C13-0 Development of Black Children and Families: Research and Social Policy
See Education and Social Policy

404-C15-0 Urban Education
Historical and contemporary problems of education in urban America. Internal organization of schools, the impact of cultural factors on schools, prospects for change.

404-C20-0 The Social Meaning of Race
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African-American Communities
See Sociology.

449-C27-0 Black American Politics in the United States
See Political Science.

Historical and Comparative Studies
404-B14-1,2 History of Racial Minorities in North America
Problems and experiences of racial minorities: blacks, Native Americans. Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1565–1974.

404-B45-0 Black Communities in Diaspora

427-C01-1,2,3 Survey of African-American History
See History.

427-C06-1,2 The South in American History
See History.

404-C16-0 Writing for the Theater
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 Making of the Caribbean Peoples
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 The Third-World Literature
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

404-C32-0 An Introduction to African-American Historiography
Writings of historians on the black experience in America. Controversial interpretations of such topics as slavery's impact, black nationalism, black intellectual leadership, and the impact of civil rights activities.

Cultural Studies of the Black Experience
404-B40-1,2,3 Survey of African-American Music

404-B59-0 Introduction to African-American Drama
Thematic and historical survey of African-American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African-American and general theater audiences.

404-C31-0 The African-American Novel
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Sophomore standing or above.

404-C38-0 Dostoevski's Way
The impact of Dostoevski's Notes from the Underground and Crime and Punishment on Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C44-0 Black Presence in Faulkner
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Absalom, Absalom! and Go Down, Moses.

404-C48-0 Black Images in Literature, Film, and Art
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 Black Families in Literature
Starting with James Baldwin's novel, Go Tell It on the Mountain (1955), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.
The Art of Toni Morrison
Investigates all the published novels by Toni Morrison: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

African-American Poetry
See English.

Courses for Advanced and Senior Students

404-C90-0 Research Seminar in African-American Studies
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African-American Studies
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study
Open to advanced students with consent of the department.

African and Asian Languages Program
The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. Student who combines study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Amharic, Arabic, Chinese, Hebrew, Japanese, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of Religion. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses

433-C30-1,2,3 Introduction to Amharic
Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading tests.

433-C31-1,2,3 Intermediate Amharic
Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 Elementary Arabic
Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic
Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic
Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I
Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II
Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature
Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study
For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses

433-A11-1,2,3 Elementary Chinese
Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds.

433-A12-1,2,3 Intermediate Chinese
Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese
Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew
Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.
American Studies exemplifies these traditions and strengths, features of the department, one that distinguishes the study of the African-American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings, the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African-American Studies exemplifies these traditions and strengths, and through its courses provides students the opportunity to explore the richness and diversity of the African-American experience in a meaningful and coherent way.

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African-American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African-American experience; the roots and development of African-American music, literature, and religious styles; and analysis of key institutions such as the family.

African-American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African-American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African-American studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0; B36-1,2

Courses of concentration: in addition to the core sequence, five courses selected from one of the following areas:
- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C48 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Core Courses

404-B10-1,2 Survey of African-American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African-American Culture
Principal facets of African-American culture, slavery to the present. Interconnections between African-American culture and the sociopolitical context in which it developed. Role of African-American culture in the larger American culture.

404-B36-1,2 Introduction to African-American Studies
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.
Social and Behavioral Studies

404-B20-0 The Language of Protest
Selected discourses, postslavery period through the '60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B30-0 The Civil Rights Movement
Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

404-C20-0 The Social Meaning of Race
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African-American Communities
See Sociology.

449-C27-0 Black American Politics in the United States
See Political Science.

Historical and Comparative Studies

404-B14-1,2 History of Racial Minorities in North America
Problems and experiences of racial minorities: blacks, Native Americans, Asian-Americans, and Hispanic-Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora

427-C01-1,2,3 Survey of African-American History
See History.

404-C16-0 Writing for the Theater
Lectures, readings from work in progress, class criticism. Performance of collective work at end of term. Third world, European, and American plays and criticism.

404-C26-0 Making of the Caribbean Peoples
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

404-C30-1,2,3 The Third-World Literature
Selected works in creative and nonfictional literature by writers from Africa, Asia, the Caribbean, Latin America, and minority segments of the United States. Criticism and history.

Cultural Studies of the Black Experience

404-B40-1,2,3 Survey of African-American Music

404-B59-0 Introduction to African-American Drama
Thematic and historical survey of African-American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African-American and general theater audiences.

404-C31-0 The African-American Novel
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing or above.

404-C38-0 Dostoevsky's Way
The impact of Dostoevsky’s Notes from the Underground and Crime and Punishment on Wright’s Native Son, Ellison’s Invisible Man, and Faulkner’s Light in August.

404-C44-0 Black Presence in Faulkner
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner’s The Sound and the Fury, Light in August, Absalom, Absalom! and Go Down, Moses.

404-C48-0 Black Images in Literature, Film, and Art
The images of black people and the development of stereotypes as depicted in American literature, film, and art. Interplay among the three media. Literary and social significance of these portrayals. Prerequisite: consent of instructor.

404-C49-0 Black Families in Literature
Starting with James Baldwin’s novel, Go Tell It on the Mountain (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison
Investigates all the published novels by Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. The mythical powers of Morrison’s art, her ability to haunt the reader’s imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C79-0 African-American Women Playwrights
Texts written approximately 1916–present. Recuperation of biographical information, theatrical representations of the “folk” and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisite: consent of instructor and B59 and/or other African-American literature courses.
404-C80-0 Topics in African-American Studies
Advanced work on social, cultural, or historical topics. Examples: images of black women in the diaspora, urban revolts of the 1960s, the black church in the 19th century. May be repeated with change in topic.

Courses for Advanced and Senior Students
404-C90-0 Research Seminar in African-American Studies
Methods of researching the African-American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African-American Studies
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study
Open to advanced students with consent of the department.

African and Asian Languages Program
The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Amharic, Arabic, Chinese, Hebrew, Japanese, and Swahili. Other African languages can be made available. Pali and Sanskrit are offered through PAAL in conjunction with the degree programs of the Department of Religion. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For degree and certificate programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses
433-C30-1,2,3 Introduction to Amharic
Sounds, structure, syllabary, and basic vocabulary of Amharic. Oral drills and simple reading tests.

433-C31-1,2,3 Intermediate Amharic
Spoken and written Amharic. Development of usable levels of conversational and reading ability. Prerequisite: C30-3 or equivalent.

433-A05-1,2,3 Elementary Arabic
Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic
Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic
Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I
Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II
Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature
Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study
For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses
433-A11-1,2,3 Elementary Chinese
Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds.

433-A12-1,2,3 Intermediate Chinese
Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese
Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew
Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew
From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.
African American Studies

Student Organized Seminar per quarter, and enrollment must be on the P/N basis. Students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

401-C50-0 Foreign Study Registration for students participating in a Northwestern-affiliated foreign study program in England, France, Germany, Israel, Italy, Japan, the People's Republic of China, or Russia. Four units of P/N credit each term.

401-CS1-0 Foreign Study in Seville Registration for the Northwestern/University of Seville Junior Year Program in Spain. Four units of P/N credit each term.

401-C93-0 Chicago Field Studies Internship (4 units)
Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

African American Studies

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Program of Study for Departmental Majors

Core courses: five core courses required: B10-1,2; B25-0; B36-1,2

Courses of concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
- Historical and comparative studies: B45, C32, and three other courses
- Cultural studies of the black experience: C48 and four other courses

Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Program for the Minor

The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience. The minor consists of eight quarter-courses:

Minor course requirements (8 units)
- Foundation courses: two courses chosen from B10-1,2; B25; B36-1,2; B40-1,2,3 (only one quarter of B40 can be counted as a foundation course)
- Additional courses: six courses in the department or approved by the department, four at the C level and one a history course chosen from B14-1,2; C26; C32; History C01-1,2,3 or another approved history course
Core Courses

404-B10-1,2 Survey of African American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

404-B25-0 African American Culture
Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

404-B36-1,2 Introduction to African American Studies
1. Method, historical overview (African, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

404-B20-0 The Language of Protest
Selected discourses, postslavery period through the '60s. Works by Garvey, Washington, DuBois, King, and others. Content, structure, and purpose of each discourse in the development of trends in black protest.

404-B30-0 The Civil Rights Movement
Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

225-C13-0 Development of Black Children and Families: Research and Social Policy
See Education and Social Policy.

404-C15-0 Urban Education
Problems of urban education; special attention to prospects for reforming urban school systems.

404-C20-0 The Social Meaning of Race
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African American Communities
See Sociology.

449-C27-0 Black American Politics in the United States
See Political Science.

Historical and Comparative Studies

404-B14-1,2 History of Racial Minorities in North America
Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora

427-C01-1,2,3 Survey of African American History
See History.

417-C21-0 African American Economic History
See Economics.

404-C26-0 Making of the Caribbean Peoples
Destruction of Indian peoples and their culture. Era of slavery and slave trade. The colonizer and colonized. Plantation system, emancipation, church and state. Slave rebellions, era of independence.

Cultural Studies of the Black Experience

404-B40-1,2,3 Survey of African American Music

404-B59-0 Introduction to African American Drama
Thematic and historical survey of African American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African American and general theater audiences.

404-C38-0 Dostoevsky's Way
Impact of Dostoevsky's Notes from the Underground and Crime and Punishment on Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C44-0 Black Presence in Faulkner
Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom! and Go Down, Moses.

404-C49-0 Black Families in Literature
Starting with James Baldwin's novel Go Tell It on the Mountain (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison
Investigates all the published novels by Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C79-0 African American Women Playwrights
Texts written approximately 1916–present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisite: consent of instructor and B59 and/or other African American literature courses.
404-C80-0 Topics in African American Studies
Advanced work on social, cultural, or historical topics. Examples: images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated with change in topic.

Courses for Advanced and Senior Students
404-C90-0 Research Seminar in African American Studies
Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African American Studies
Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study
Open to advanced students with consent of the department.

African and Asian Languages Program
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PAAL offers courses in Arabic, Chinese, Hebrew, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses
433-A05-1,2,3 Elementary Arabic
Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic
Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic
Reading and discussion of Arabic writings relevant to students’ interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I
Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II
Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature
Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study
For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses
433-A11-1,2,3 Elementary Chinese
Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.

433-A12-1,2,3 Intermediate Chinese
Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese
Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew
Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew
From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.

433-B03-1,2,3 Advanced Hebrew
Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: A02-3 or equivalent.

433-A15-1,2,3 Japanese I
Conversation, grammar, reading, writing for beginners. Issues of U.S.-Japan cross-cultural communication. Five class meetings a week plus laboratory.

433-A16-1,2,3 Japanese II
A comprehensive approach to conversation, grammar, reading, writing. Four class meetings a week. Prerequisite: A15-3 or equivalent.
positions; “real world” mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies
Departmental courses
Core courses: B10-1,2, B25, B36-1,2
Concentration: in addition to the core sequence, five courses selected from one of the following areas:
• Social and behavioral studies: C20 and four other courses, one to include data handling and analysis
• Historical and comparative studies: B45, C32, and three other courses
• Cultural studies of the black experience: C49 and four other courses
Senior sequence: two-quarter sequence taken in the senior year: C90 and either C96 or C99.
Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the B or C level, at least three of which are at the C level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies
The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience.
Minor course requirements (8 units)
• Two foundation courses chosen from B10-1,2, B25, B36-1,2, B40
• Six additional courses in the department or approved by the department, four at the C level and one a history course chosen from B14-1,2, C26, C32; History C01-1,2 or another approved history course

Core Courses
404-B10-1,2 Survey of African American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.
404-B25-0 African American Culture Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.
404-B36-1,2 Introduction to African American Studies
1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies
404-B30-0 The Civil Rights Movement Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement
organizations, radicalization, and the movement as a problem in historiography.


404-C15-0 Urban Education Problems of urban education; special attention to prospects for reforming urban school systems.

404-C20-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

471-C24-0 Social Structure in African American Communities See Sociology.

449-C27-0 Black American Politics in the United States See Political Science.

Historical and Comparative Studies

404-B14-1,2 History of Racial Minorities in North America Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

404-B45-0 Black Communities in Diaspora Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

427-C01-1,2 Survey of African American History See History.

417-C21-0 African American Economic History See Economics.


404-C32-0 Issues in African American Historiography Research seminar. Use of primary and secondary sources for design and execution of a research project. Prerequisites: consent of instructor and B36-1,2 or two courses in American history.

Cultural Studies of the Black Experience


404-B59-0 Introduction to African American Drama Thematic and historical survey of African American drama. Sociopolitical context, thematic issues and styles, the aesthetic reflected in the work, impact on African American and general theater audiences.

404-C38-0 Dostoevsky's Way Impact of Dostoevsky's Notes from the Underground and Crime and Punishment on Wright's Native Son, Ellison's Invisible Man, and Faulkner's Light in August.

404-C44-0 Black Presence in Faulkner Centrality of black culture to the themes of violence, rites of passage, tradition, guilt, and the family in Faulkner's The Sound and the Fury, Light in August, Absalom, Absalom! and Go Down, Moses.

404-C49-0 Black Families in Literature Starting with James Baldwin's novel Go Tell It on the Mountain (1953), much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African Americans living under the duress of racism.

404-C60-0 The Art of Toni Morrison Investigates all the published novels by Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

404-C78-0 The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and B10-1,2 or another African American literature course.

404-C79-0 African American Women Playwrights Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, anti-lynch and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and B59 and/or other African American literature courses.

404-C80-0 Topics in African American Studies Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic.

Courses for Advanced and Senior Students

404-C90-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

404-C96-0 Internship in African American Studies Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of
social and cultural institutions through field study and participant observation.

404-C99-0 Independent Study Open to advanced students with consent of the department.

African and Asian Languages Program
The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the CAS requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, and Jewish studies. Opportunities for study abroad are available.

Undergraduates may take advanced language study through C99 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses
433-A05-1,2,3 Elementary Arabic Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.

433-A06-1,2,3 Intermediate Arabic Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: A05-3 or equivalent.

433-B07-1,2,3 High Intermediate Arabic Reading and discussion of Arabic writings relevant to students' interests and needs. Emphasis on writing skills. Prerequisite: A06-3 or equivalent.

433-A21-1,2,3 Swahili I Basic literacy and interactive proficiency, in cultural and historical context.

433-A22-1,2,3 Swahili II Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: A21-3 or equivalent.

433-B23-1,2,3 Introduction to Swahili Literature Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: A22-3 or equivalent.

433-C99-0 Independent Study For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses
433-A11-1,2,3 Elementary Chinese Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.

433-A12-1,2,3 Intermediate Chinese Conversation, aural comprehension, writing based on reading Chinese stories, poems, ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: A11-3 or equivalent.

433-B13-1,2,3 Advanced Chinese Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: A12-3 or equivalent.

433-A01-1,2,3 Elementary Hebrew Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.

433-A02-1,2,3 Intermediate Hebrew From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: A01-3 or equivalent.

433-B03-1,2 Advanced Hebrew Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: A02-3 or equivalent.

433-A15-1,2,3 Japanese I Conversation, grammar, reading, writing for beginners. Issues of U.S.-Japan cross-cultural communication. Five class meetings a week plus language laboratory.

433-A16-1,2,3 Japanese II A comprehensive approach to conversation, grammar, reading, writing. Four class meetings a week. Prerequisite: A15-3 or equivalent.

433-B17-1,2,3 Intermediate Japanese Advanced readings in modern colloquial Japanese; prose essay, literary, and newspaper styles. Prerequisite: A16-3 or equivalent.

433-C18-1,2,3 Advanced Japanese I Advanced reading skills: comprehension, vocabulary acquisition, speed. Oral and written translation. 2. Newspaper reading and developing oral/aural skills. 3. Advanced writing skills, further reading, and oral/aural skill development. Prerequisite: B17-3 or equivalent.

433-A25-1,2,3 Korean I Three-course introduction to basic literacy and oral proficiency in Korean.

433-A26-1,2,3 Korean II Development of literacy and interactive proficiency skills. In Korean. Prerequisite: A25-3 or equivalent.
adjunct major (see the Other Undergraduate Programs section of this catalog).

Study Abroad
Weinberg College students may study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experiences combine strong academic programs with a significant opportunity for immersion in the culture of the host country. For that reason, the college encourages students who study abroad to do so for a full academic year. Complete study abroad information is available from the Study Abroad Office.

General Studies
These interdivisional courses are open to all qualified students.

**GEN LA 280-7** (401-B80-7) **Residential College Tutorial**
A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

**GEN LA 298-0** (401-B98-0) **Student Organized Seminars**
Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

**GEN LA 393-0** (401-C93-0) **Chicago Field Studies Internship** (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; "real world" mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

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

The primary focus of courses in the department is on blacks in the United States. At the same time, because of the scope and importance of the African diaspora throughout the New World, serious attention is also given to peoples of African descent in the Caribbean and in Latin America. Many courses in the department compare the black experience in one part of the New World with that in another as well as with that of other racial minorities in the New World. This broad study of the African American experience is one of the key features of the department, one that distinguishes it from similar departments in other institutions. Other major themes in the department's curriculum include the nature of colonization and its impact on the colonizer and on the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; and analysis of key institutions such as the family.
African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since considerable attention is being paid by scholars and political leaders to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

The major and minor in African American studies are currently undergoing revision; please consult the department for the most up-to-date information.

Major in African American Studies

Departmental courses

Core courses: 210-1,2; 225; 236-1,2

Concentration: in addition to the core sequence, five courses selected from one of the following areas:

- Social and behavioral studies: 320 and four other courses, one of which includes data handling and analysis
- Historical and comparative studies: 245, 332, and three other courses
- Expressive culture and intellectual history: 349 and four other courses

Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

Senior sequence: two-quarter sequence taken in the senior year: 390 and either 396 or 399

Related courses: subject to approval of the department adviser, majors must take five courses offered by other departments at the 200 or 300 level, at least three of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies gives students a thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- Two foundation courses chosen from 210-1,2; 225; 236-1,2; and 240
- Six additional courses in the department or approved by the department, four at the 300 level and one a history course chosen from 214-1,2; 301-1,2; 326; or 332; and HISTORY 340-1,2 or another approved history course

Core Courses

AF AM ST 210-1,2 (404-B10-1,2) Survey of African American Literature Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 225-0 (404-B25-0) African American Culture Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

AF AM ST 236-1,2 (404-B36-1,2) Introduction to African American Studies 1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

Social and Behavioral Studies

AF AM ST 230-0 (404-B30-0) The Civil Rights Movement Interdisciplinary analysis of the civil rights movement, focusing on the period between the end of World War II and 1966. Opposition to the movement, competition among movement organizations, radicalization, and the movement as a problem in historiography.

AF AM ST 315-0 (404-C15-0) Urban Education Problems of urban education; special attention to prospects for reforming urban school systems.

AF AM ST 320-0 (404-C20-0) The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 (404-C21-0) Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 332-0 (404-C32-0) Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 (404-C34-0) Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.
Historical and Comparative Studies

AF AM ST 214-1,2 (404-B14-1,2) History of Racial Minorities in North America Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

AF AM ST 220-0 (404-B20-0) The Civil Rights Movement and Beyond Various struggles for racial equality in the United States from World War II to the present; the movement's transformation of the South and the nation; the persistence of racial injustice.

AF AM ST 245-0 (404-B45-0) Black Communities in Diaspora Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

AF AM ST 329-0 (404-C29-0) Sports and the African American Experience Exploration of African American history through sports and the experiences of professional athletes; consideration of racial ideologies and mythologies constructed and contested in the world of sports.

AF AM ST 330-0 (404-C30-0) Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, and civil rights movements and World War II.

AF AM ST 345-0 (404-C45-0) Politics of Afro-Latin America Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

Expressive Culture and Intellectual History

AF AM ST 240-1,2,3 (404-B40-1,2,3) Survey of African American Music Development of black American music from Africa to the Americas. Secular and sacred works, styles, performance practices. Blues forms, jazz, ragtime, musicals, black composers, black-derived music of Latin America.

AF AM ST 259-0 (404-B59-0) Introduction to African American Drama Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 331-0 (404-C31-0) The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 349-0 (404-C49-0) Black Families in Literature Much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particularly living under the duress of racism.

AF AM ST 360-0 (404-C60-0) The Art of Toni Morrison Investigates novels by Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

AF AM ST 378-0 (404-C78-0) The Harlem Renaissance African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 (404-C79-0) African American Women Playwrights Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynch and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and 259-0 and/or other African American literature courses.

Courses for Advanced and Senior Students

AF AM ST 380-0 (404-C80-0) Topics in African American Studies Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

AF AM ST 390-0 (404-C90-0) Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

AF AM ST 396-0 (404-C96-0) Internship in African American Studies Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

AF AM ST 399-0 (404-C99-0) Independent Study Open to advanced students with consent of department.

Related Courses in Other Departments

Social and behavioral studies
ECON 354 Issues in Urban and Regional Economics
POLI SCI 327 Black American Politics in the United States
SOC POL 312 Development of African American Children and Families: Theory and Research (see the School of Education and Social Policy section of this catalog)

Historical and comparative studies
ECON 321 African American Economic History
HISTORY 301-2 Survey of African American History
HISTORY 391 Special Lectures (when appropriate, e.g., History of Black Chicago)
Expressive culture and intellectual history
ENGLISH 366 Studies in African American Literature
PHIL 368 Problems in Social and Political Philosophy
(when appropriate, e.g., Race and Racism)
GEN MUS 330 Black Sacred Music: History
(see the School of Music section of this catalog)
GEN MUS 340-1,2,3 Performance Ensemble: Styles and
Techniques of Black Sacred Music
(see the School of Music section of this catalog)
COMM ST 326 Afro-American Rhetoric
(see the School of Speech section of this catalog)
PERF ST 216 Performance and Culture
(see the School of Speech section of this catalog)
PERF ST 309-1,2,3 Performance of Black Literature
(see the School of Speech section of this catalog)

African and Asian Languages Program
The Program of African and Asian Languages (PAAL) offers an opportunity to explore through language study some of the fascinating cultures that are most vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL’s African or Asian languages with a major or strong background in such departments as history, economics, political science, or sociology will be well prepared for graduate and professional programs and a future career in international business, journalism, trade, law, or diplomacy. Even in the natural sciences there are now exchange programs in which knowledge of one of the non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Swahili. Other African languages can be made available. Any PAAL language can be taken to fulfill the Weinberg College requirement of two years of foreign language study.

For programs in African and Asian studies of which the language offerings of PAAL are an integral part, see African studies, Asian studies, international studies, and Jewish studies. A wide variety of study abroad opportunities are available at Northwestern. Interested students are strongly encouraged to consult with an adviser in the Study Abroad Office as early as possible in their Northwestern careers. Undergraduates may take advanced language study through 399 registration. Work in the language laboratory is an integral part of some of the following courses.

African Language Courses
AAL 105-1,2,3 (433-A05-1,2,3) Elementary Arabic
Three-course introduction to modern standard Arabic. Speaking, reading, and listening comprehension skills developed.
AAL 106-1,2,3 (433-A06-1,2,3) Intermediate Arabic
Grammar, reading of Arabic texts, oral communication in Arabic. Prerequisite: 105-3 or equivalent.
AAL 207-1,2,3 (433-B07-1,2,3) High Intermediate Arabic
Reading and discussion of Arabic writings relevant to students’ interests and needs. Emphasis on writing skills. Prerequisite: 106-3 or equivalent.
AAL 121-1,2,3 (433-A21-1,2,3) Swahili I Basic literacy and interactive proficiency, in cultural and historical context.
AAL 122-1,2,3 (433-A22-1,2,3) Swahili II Development of literacy and interactive proficiency skills; introduction to verbal arts. In Swahili. Prerequisite: 121-3 or equivalent.
AAL 223-1,2,3 (433-B23-1,2,3) Introduction to Swahili Literature Overview of Swahili oral verbal arts, classical literature, modern writing. In Swahili. Need not be taken in sequence. Prerequisite: 122-3 or equivalent.
AAL 399-0 (433-C99-0) Independent Study For undergraduate students of any of the above languages who have advanced beyond the regular course offerings.

Asian Language Courses
AAL 111-1,2,3 (433-A11-1,2,3) Elementary Chinese Speaking, aural comprehension, reading, writing of basic vernacular Chinese. Both standard and simplified characters involving about 1,500 compounds. Accelerated section available for students with some oral proficiency but no literacy.
AAL 112-1,2,3 (433-A12-1,2,3) Intermediate Chinese Conversation, aural comprehension, writing based on reading Chinese stories, poems, stories of ballets, historical and cultural texts. Accelerated section available for students with some oral proficiency but no literacy. Prerequisite: 111-3 or equivalent.
AAL 213-1,2,3 (433-B13-1,2,3) Advanced Chinese Readings from the works of contemporary Chinese writers. Discussion and writing based on the reading materials. Prerequisite: 112-3 or equivalent.
AAL 101-1,2,3 (433-A01-1,2,3) Elementary Hebrew Understanding, speaking, reading, writing of mainly conversational Hebrew. Hebrew used as language of instruction. Drill in language laboratory.
AAL 102-1,2,3 (433-A02-1,2,3) Intermediate Hebrew From language to literature: review of grammar; reading and discussing Hebrew literary works (prose and poetry) and newspaper articles. Compositions and oral presentations. Prerequisite: 101-3 or equivalent.
AAL 203-1,2 (433-B03-1,2) Advanced Hebrew Reading Hebrew literature, some Biblical but mostly modern prose. Compositions and oral presentations. Prerequisite: 102-3 or equivalent.
AAL 115-1,2,3 (433-A15-1,2,3) Japanese I Conversation, grammar, reading, writing for beginners. Issues of United States-Japan cross-cultural communication. Five class meetings a week plus language laboratory.
Other Undergraduate Programs
Weinberg College students may enroll in courses offered by the interschool Undergraduate Leadership Program as well as those offered by several other interschool programs administered by the college, including the Center for the Writing Arts, the Integrated Arts minor, and the International Studies adjunct major (see the Other Undergraduate Programs section of this catalog).

Study Abroad
Weinberg College students are encouraged to study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experience combines continued work in a student’s chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. Complete study abroad information is available from the Study Abroad Office.

General Studies
These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

GEN LA 393-0 Chicago Field Studies Internship (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; “real-world” mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. Number of credits applicable toward the major, if any, determined by student's department. Prerequisite: consent of program director.

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

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

**Major in African American Studies**

**Departmental courses**

**Core courses:** 210-1, 2, 225, 236-1, 2

**Concentration:** In addition to the core sequence, 5 courses selected from one of the following areas:
- Expressive culture and intellectual history: 349 and 4 other courses
- Historical and comparative studies: 245, 332, and 3 other courses
- Social and behavioral studies: 320 and 4 other courses, 1 of which includes data handling and analysis
- Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

**Senior sequence:** 2-quarter sequence taken in the senior year: 390 and either 396 or 399

**Related courses:** Subject to approval of the department adviser, majors must take 5 courses offered by other departments at the 200 or 300 level, at least 3 of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

**Minor in African American Studies**

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

**Minor course requirements (8 units)**
- 2 foundation courses chosen from 210-1, 2; 225; 236-1, 2; or 240
- 6 additional courses in the department or approved by the department, 4 at the 300 level and 1 history course chosen from 214-1, 2; 332; HISTORY 301-1, 2; or another approved history course

**Core Courses**

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

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

**AF AM ST 225-0 African American Culture**

Principal facets of African American culture, slavery to the present. Interconnections between African American culture and the sociopolitical context in which it developed. Role of African American culture in the larger American culture.

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

1. Method, historical overview (Africa, slavery, rural, urban), social class, racism. 2. Institutional development of politics, church, education, culture, women/family; historical and contemporary liberation struggle.

**Expressive Culture and Intellectual History**

**AF AM ST 240-1, 2, 3 Survey of African American Music**


**AF AM ST 259-0 Introduction to African American Drama**

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

**AF AM ST 331-0 The African American Novel**

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

**AF AM ST 349-0 Black Families in Literature**

Much of the most significant literature written by black American authors has had at its center a deep concern for the problems of family life, particularly living under the duress of racism.

**AF AM ST 360-0 The Art of Toni Morrison**

Investigates novels by Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. The mythical powers of Morrison's art, her ability to haunt the reader's imagination with some of the most memorable characters in modern literature, and her evocative way of storytelling.

**AF AM ST 378-0 The Harlem Renaissance**

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

**AF AM ST 379-0 African American Women Playwrights**

Texts written from approximately 1916 to the present. Recuperation of biographical information, theatrical representations of the "folk" and of black feminism, antilynching and other propaganda plays, and development of analytical tools. Prerequisites: consent of instructor and 259-0 and/or other African American literature courses.

**Historical and Comparative Studies**

**AF AM ST 214-1, 2 History of Racial Minorities in North America**

Problems and experiences of racial minorities: blacks, Native Americans, Asian Americans, and Hispanic
Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600–1865. 2. 1865–1974.

**AF AM ST 220-0 The Civil Rights Movement and Beyond** Various struggles for racial equality in the United States from World War II to the present; the movement's transformation of the South and the nation; the persistence of racial injustice.

**AF AM ST 245-0 Black Communities in Diaspora** Comparative exploration of social and cultural life in communities of African slaves and their descendants in the Caribbean, Latin America, Asia, and the United States. Common heritage and diverse developments.

**AF AM ST 329-0 Sports and the African American Experience** Exploration of African American history through sports and the experiences of professional athletes; consideration of racial ideologies and mythologies constructed and contested in the world of sports.

**AF AM ST 330-0 Black Women in 20th-Century United States** Experiences and leadership of African American women in major events in recent history, including anti-lynching, women's suffrage, civil rights movements, and World War II.

**AF AM ST 345-0 Politics of Afro-Latin America** Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

**Social and Behavioral Studies**

**AF AM ST 315-0 Urban Education** Problems of urban education; special attention to prospects for reforming urban school systems.

**AF AM ST 320-0 The Social Meaning of Race** Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

**AF AM ST 321-0 Researching Black Communities** Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

**AF AM ST 332-0 Black Feminist Theories** In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

**AF AM ST 334-0 Gender and Black Masculinity** Perceptions and constructions of black masculinity within African American and “American” cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.

**Courses for Advanced and Senior Students**

**AF AM ST 380-0 Topics in African American Studies** Advanced work on social, cultural, or historical topics: for example, images of black women in the diaspora, urban revolts of the 1960s, black feminist theory. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

**AF AM ST 390-0 Research Seminar in African American Studies** Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

**AF AM ST 396-0 Internship in African American Studies** Direct participation in the regular activities of a community organization in Evanston or Chicago. Analysis of social and cultural institutions through field study and participant observation.

**AF AM ST 399-0 Independent Study** Open to advanced students with consent of department.

**Related Courses in Other Departments**

Expressive culture and intellectual history

**ENGLISH 365 Studies in Postcolonial Literature** (when related to people of African descent)

**ENGLISH 366 Studies in African American Literature**

**FRENCH 366 Francophone Literature**

**PHIL 368 Problems in Social and Political Philosophy** (when appropriate, e.g., Race and Racism)

**GEN MUS 330 Black Sacred Music: History** (see the School of Music section of this catalog)

**GEN MUS 340-1,2,3 Performance Ensemble: Styles and Techniques of Black Sacred Music** (see the School of Music section of this catalog)

**COMM ST 326 African American Rhetoric** (see the School of Speech section of this catalog)

**PERF ST 216 Performance and Culture** (see the School of Speech section of this catalog)

**PERF ST 309-1,2,3 Performance of Black Literature** (see the School of Speech section of this catalog)

**THEATRE 368-0 African Theatre and Drama** (see the School of Speech section of this catalog)

**Historical and comparative studies**

**AFST 390 Topics in African Studies**

**AFST 398 Seminar in African Studies**

**ECON 321 African American Economic History**

**HISTORY 301-1,2 Survey of African American History**

**HISTORY 366-1,2 History of the American South**

**HISTORY 355 Islam in Africa**

**HISTORY 356-1,2 History of South Africa**

**HISTORY 357 East Africa**

**HISTORY 358-1,2 West Africa**

**LATIN AM 391 Human Rights and Migration in the Americas**
including the Center for the Writing Arts, the Transportation Center, and the International Studies and Legal Studies adjunct majors (see the Other Undergraduate Programs section of this catalog).

**Study Abroad**

Weinberg College students are encouraged to study abroad, both in programs that are affiliated with Northwestern and those that are not. Prior approval is required in order to receive credit for any study abroad other than the summer programs in Mexico and Quebec operated by the Committee on Institutional Cooperation (consisting of the 11 Big Ten universities and the University of Chicago).

The philosophy of the college is that the best foreign study experience combines continued work in a student’s chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. Complete study abroad information is available from the Study Abroad Office.

**General Studies**

These interdivisional courses are open to all qualified students.

**GEN LA 280-7 Residential College Tutorial** A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate studies of Weinberg College.

**GEN LA 298-0 Student-Organized Seminars** Students who desire to study topics in arts and sciences that are not covered in the college’s course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate studies before the middle of the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate studies forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only one Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate studies for further details.

**GEN LA 392-0 Herskovits Undergraduate Research Award** (2 units) Selected students undertake self-designed, faculty-supervised research in the University’s renowned Melville J. Herskovits Library of African Studies for two quarters, earning two units of credit.

**GEN LA 393-0 Chicago Field Studies Internship** (4 units) Full-time participant-observer experience in Chicago-area political, planning, and policy organizations; service, civic, and community institutions; groups committed to social change. Placement of students in responsible volunteer positions; “real-world” mode of inquiry complementing conventional campus-based and outside-observer approaches to understanding urban processes. The number of credits applicable toward the major, if any, is determined by the student’s department. Prerequisite: consent of program director.

**African American Studies**

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

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation
for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses: 210-1,2, 225, 236-1,2

Concentration: In addition to the core sequence, 6 courses selected from one of the following areas:

- Expressive arts and cultural studies
- Historical and comparative studies
- Politics, society, and policy (including data handling and analysis)

Depending on the topic, 380 may, with the consent of the director of undergraduate studies, be counted in any of these areas.

Senior seminar: 390 or 399 taken in the senior year

Related courses: Subject to approval of the department adviser, majors must take 5 courses offered by other departments at the 200 or 300 level, at least 3 of which are at the 300 level. Students are expected to choose related courses that develop the methodological skills and substantive focus appropriate to their areas of concentration.

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

- 4 foundation courses chosen from 210-1,2, 225, or 236-1,2
- 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

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

Core Courses

AF AM ST 210-1,2 Survey of African American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 225-0 African American Culture
Survey of African American culture from slavery to the present. Relationship of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imaginary.

AF AM ST 236-1,2 Introduction to African American Studies
Key texts and concepts in African American studies from a range of disciplinary perspectives. 1. Africa, slavery, rural and urban life, class division, and the constructs of "race," "racism," and "blackness." 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both 1 and 2 will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

Expressive Arts and Cultural Studies

An asterisk (*) preceding the course number indicates a course that may count toward one or more other areas of concentration.

AF AM ST 259-0 Introduction to African American Drama
Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore
African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 331-0 The African American Novel
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

*AF AM ST 340-0 Slavery and Abolitionist Discourse
Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century. May also count toward historical and comparative studies concentration.
"AF AM ST 345-0 Race and Literature in 19th-Century America\nExamination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multicultural character of 19th-century America. May also count toward historical and comparative studies concentration.

AF AM ST 350-0 African American Literary Criticism and Theory\nAdvanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

"AF AM ST 355-0 20th-Century Intellectual and Popular Culture\nExamination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture. May also count toward politics, society, and policy concentration.

AF AM ST 360-0 Major Authors\nIn-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

AF AM ST 378-0 The Harlem Renaissance\nAfrican American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 African American Women Playwrights\nTexts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of "the folk," the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

Historical and Comparative Studies

AF AM ST 212-1,2 Introduction to African American History\n1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slavery and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-1,2 Comparative Race Studies in the United States\nProblems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. 1. 1600-1865. 2. 1865-1974.

AF AM ST 220-0 Civil Rights and Black Liberation\nExamination of the Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945-72.

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

AF AM ST 330-0 Black Women in 20th-Century United States\nExperiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 345-0 Politics of Afro-Latin America\nIntroduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

AF AM ST 370-0 Black Activist Debates\nAnalysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

Politics, Society, and Policy

An asterisk (*) preceding the course number indicates a course that may count toward one or more other areas of concentration.

AF AM ST 250-0 Race, Class, and Gender\nIntroduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.

"AF AM ST 319-0 Race, Ethnicity, and the American Constitution\nInvestigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. May also count toward Historical and Comparative Studies concentration. Prerequisite: POL SCI 220 or 230 or AF AM ST 220.

AF AM ST 320-0 The Social Meaning of Race\nRace as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities\nIntroduction to the methodology and findings of qualitative research on black communities in the United States. Topics
include black migration, urban geography, black culture, class and gender stratification, racial identity.

**AF AM ST 325-0 Race, Poverty, and Public Policy in America**
Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. May also count toward Historical and Comparative Studies concentration. Prerequisite: 236-1 or SOCIOL 110-0.

**AF AM ST 327-0 Politics of African American Popular Culture**
Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. May also count toward Expressive Arts and Culture concentration. Prerequisite: 236-1 or 236-2.

**AF AM ST 332-0 Black Feminist Theories**
In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

**AF AM ST 334-0 Gender and Black Masculinity**
Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, cultural studies.

**Courses for Advanced and Senior Students**

**AF AM ST 380-0 Topics in African American Studies**
Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Depending on the topic, 380 may, with consent of the director of undergraduate studies, be counted in any of the areas listed above.

**AF AM ST 381-0 Topics in Transnational Black Culture**
Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event.

**AF AM ST 390-0 Research Seminar in African American Studies**
Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary.

**AF AM ST 399-0 Independent Study**
Open to advanced students with consent of department.

**Related Courses in Other Departments**

Expressive arts and culture
ENGLISH 365 (if related to people of African descent), 366
FRENCH 365, 366
PHIL 368 (when appropriate)
GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)

COMM ST 326 (see the School of Communication section of this catalog)
PERF ST 216, 309 (see the School of Communication section of this catalog)
THEATRE 368 (see the School of Communication section of this catalog)

**Historical and comparative studies**
AF ST 390, 398
ECON 321
HISTORY 301-1, 306-1,2, 355, 356-1,2, 357, 358-1,2
LATIN AM 391

**Politics, society, and policy**
ANTHRO 320, 332, 372 (when related to people of African descent)
ECON 325, 326, 354
POLI SCI 327, 357 (when related to people of African descent), 359, 360

**African and Asian Languages Program**
The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Swahili. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For undergraduate programs that integrate the language offerings of PAAL, see African studies, Asian studies, international studies, and Jewish studies.

Advanced language study may be taken through registration in AAL 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office as early as possible in their academic career.

**Minor in Chinese or Japanese Language and Culture**
These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.
catalog. Application should be made with the Office of Student Affairs in the School of Education and Social Policy.

**Study Abroad**
Weinberg College students are encouraged to study abroad. The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. As early as freshman year, interested students should discuss study abroad plans with their Weinberg College and department advisers. Complete study abroad information is available from the Study Abroad Office.

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

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and
Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

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

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

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

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

Minor in African American Studies

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

Minor course requirements (8 units)

• 4 foundation courses chosen from 210-1,2, 236-1,2, 245

• 4 additional courses in the department or approved by the department, including 3 at the 300 level

Honors in African American Studies

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

Core Courses

AF AM ST 210-1,2 Survey of African American Literature
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

AF AM ST 236-1,2 Introduction to African American Studies
Key texts and concepts in African American studies from a range of disciplinary perspectives. 1. Africa, slavery, rural and urban life, class division, and the constructs of "race," "racism," and "blackness." 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations. Both 1 and 2 will connect their respective themes to the historical and contemporary liberation struggle, featuring occasional guest lectures by faculty members.

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

Courses

AF AM ST 212-1,2 Introduction to African American History
1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slaving and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization.

AF AM ST 214-1,2 Comparative Race Studies in the United States
Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society.

AF AM ST 220-0 Civil Rights and Black Liberation
The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945–72.

AF AM ST 225-0 African American Culture
Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

AF AM ST 226-0 Introduction to Transnational Black Cultures
An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

AF AM ST 250-0 Race, Class, and Gender
Introduction to scholarship and key theories that treat race, class, and gender as intersecting social constructs. Race, class, and gender in work, family and reproduction, education, poverty, sexuality, and consumer culture. How race, class, and gender inform identity, ideology, and politics to incite social change.
AF AM ST 259-0 Introduction to African American Drama
Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

AF AM ST 316-0 African American Folklore
African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution
Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220, POL SCI 220, or POL SCI 230.

AF AM ST 320-0 The Social Meaning of Race
Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities
Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America
Examination of the scope of poverty in America, competing theories about its causes, and how race stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture
Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States
Experiences and leadership of African American women in major events in recent history, including anti-lynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel
Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories
In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity
Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America
Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 336-0 The Harlem Renaissance
In-depth examination of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 337-0 The Harlem Renaissance
African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.
AF AM ST 379-0 African American Women Playwrights
Texts written from approximately 1916 to the present. Use of the stage as an arena of social activism, theatrical representations of "the folk," the family, respectability, and feminism. Prerequisites: consent of instructor and 259 and/or other African American literature courses.

AF AM ST 380-0 Topics in African American Studies
Advanced work on social, cultural, or historical topics. May representations of "the folk," the family, respectability, and Use of the stage as an arena of social activism, theatrical science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

AF AM ST 381-0 Topics in Transnational Black Culture
Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to explore comparatively how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies
Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies
Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study
Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments
AF ST 390, 398
ANTHRO 320, 332, 372 (when related to people of African descent)
COMM ST 326 (see the School of Communication section of this catalog)
ECON 321, 325, 326, 354
ENGLISH 365 (if related to people of African descent), 366 FRENCH 365, 366
GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)
HISTORY 212-1,1,2,1,2,3,2,3,5,5,356-1,2,357,358-1,2
LATIN AM 391
PERF ST 216, 309 (see the School of Communication section of this catalog)
PHIL 368 (when appropriate)
POLI SCI 327, 357 (when related to people of African descent), 359, 360
SOCIOl 201, 207, 323, 325
THEATRE 368 (see the School of Communication section of this catalog)

African and Asian Languages
The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL's language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Minor in Chinese or Japanese Language and Culture
These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

Minor course requirements (8 units)

Option A
• Language (5 units):
  3 quarter-courses of 200-level Chinese or Japanese
  2 quarter-courses of 300-level Chinese or Japanese
• Literature/culture (3 units):
  2 quarter-courses of Chinese or Japanese literature in translation (COMP LIT 271-1,2,3 or 274-1,2,3,4)
  1 quarter-course from an Asian studies discipline (e.g., ART HIST 240; HISTORY 281, 284, 381, or 384)

Option B: Semester or full-year study abroad
• Language (5 units):
  3 quarter-courses of 200-level Chinese or Japanese
  taken either partly or entirely in China or Japan (remainder taken upon return)
  2 quarter-courses of 300-level Chinese or Japanese taken upon return
• Literature/culture (3 units):
  Any 3 disciplinary courses taken in China or Japan
teaching certification through the School of Education and Social Policy. Areas of certification are art, biological sciences, chemistry, economics with history, English, French, German, history, Latin, mathematics, physics, political science with history, sociology with history, and Spanish.

Majors in the certification areas who wish to be considered for teaching certification must apply, be admitted to, and complete all requirements of the Secondary Teaching Program as described in the School of Education and Social Policy section of this catalog. Application should be made with the Office of Student Affairs in the School of Education and Social Policy.

Study Abroad
Weinberg College students are encouraged to study abroad. The philosophy of the college is that the best foreign study experience combines continued work in a student's chosen course of study with significant opportunities for immersion in the culture of the host country. For example, an economics major might study NAFTA in Mexico; a political science student might study the European Union in France. The college encourages participation in full-academic-year programs that include extensive study of languages and culture. As early as freshman year, interested students should discuss study abroad plans with their Weinberg College and department advisers. Complete study abroad information is available from the Study Abroad Office.

GENERAL STUDIES
These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate academic affairs of Weinberg College.

GEN LA 290-0 Summer Research (0 units) Required registration for students receiving summer research grants from Weinberg College or the Undergraduate Research Grants Committee. Grade of satisfactory will be entered after final report is submitted.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the associate dean for undergraduate academic affairs before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate academic affairs forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only 1 Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate academic affairs for further details.

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

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the
Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

**Major in African American Studies**

**Departmental courses**

*Core courses: 210-1,2, 236-1,2, 245*

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

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

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

**Minor in African American Studies**

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

**Minor course requirements (8 units)**

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

**Honors in African American Studies**

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

**Core Courses**

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

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

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

Key texts and concepts in African American studies from a range of disciplinary perspectives. Both quarters’ themes will be connected to historical and contemporary liberation struggles. 1. Africa, slavery, rural and urban life, class divisions, and the constructs of “race,” “racism,” and “blackness.” 2. The institutional development of politics, church, education, culture, women/family, and the social conditions that give rise to such formations, featuring guest lectures by department faculty members.

**AF AM ST 245-0 The Black Diaspora and Transnationality**

Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

**Courses**

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

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

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

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

**AF AM ST 220-0 Civil Rights and Black Liberation**

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

**AF AM ST 225-0 African American Culture**

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

**AF AM ST 226-0 Introduction to Transnational Black Cultures**

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

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

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

**AF AM ST 259-0 Introduction to African American Drama**

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

**AF AM ST 316-0 African American Folklore** African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, the dozens, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

**AF AM ST 319-0 Race, Ethnicity, and the American Constitution** Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220 or POLI SCI 220 or 230.

**AF AM ST 320-0 The Social Meaning of Race** Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

**AF AM ST 321-0 Researching Black Communities** Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

**AF AM ST 325-0 Race, Poverty, and Public Policy in America** Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

**AF AM ST 327-0 Politics of African American Popular Culture** Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

**AF AM ST 330-0 Black Women in 20th-Century United States** Experiences and leadership of African American women in major events in recent history, including lynching, women's suffrage, civil rights movements, and World War II.

**AF AM ST 331-0 The African American Novel** Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

**AF AM ST 332-0 Black Feminist Theories** In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

**AF AM ST 334-0 Gender and Black Masculinity** Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

**AF AM ST 335-0 Race and Literature in 19th-Century America** Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

**AF AM ST 340-0 Slavery and Abolitionist Discourse** Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

**AF AM ST 342-0 Comparative Slavery** Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the United States.

**AF AM ST 345-0 Politics of Afro-Latin America** Introduction to the racial politics of African American communities outside the United States; exploration of relationships between racial and social inequality, racial difference, and political development in selected Latin American nations.

**AF AM ST 348-0 Africans in Colonial Latin America** Explores the history of African-descended people throughout Latin America from 1492 to 1800, emphasizing the varied experiences of slavery and freedom, the emergence of race and colonial categories of difference, and the gendered lives of racialized colonial subjects.

**AF AM ST 350-0 African American Literary Criticism and Theory** Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to post-structuralist theory in African American criticism.

**AF AM ST 355-0 20th-Century Intellectual and Popular Culture** Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

**AF AM ST 357-0 Performing Memory in the Black World** Exploration of the ways in which peoples of the Black Atlantic remember slavery and fashion identities through novels, film, folktales, and drama.

**AF AM ST 360-0 Major Authors** In-depth examination of a selected author's body of work. Choice of author varies. May be repeated for credit with change of author.

**AF AM ST 365-0 Black Chicago** Surveys the social, cultural, and political history of African Americans in Chicago, including the Great Migration, the black political machine, black Chicago music, racial segregation, internal class stratification, and the role of black churches.

**AF AM ST 370-0 Black Activist Debates** Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary
struggle for reparations for slavery and segregation.

AF AM ST 378-0 The Harlem Renaissance: African American political and social movements and cultural production in theater, music, visual arts, and literature from 1915 to 1930. Prerequisites: consent of instructor and 210-1,2 or another African American literature course.

AF AM ST 379-0 Black Women Writers: Intensive, multi-genre examination of the contribution of black women to African American, women's, and American literature, with consideration of the factors and figures that have influenced the reception of black women's writings across time.

AF AM ST 380-0 Topics in African American Studies:
Advanced work on social, cultural, or historical topics. May be repeated for credit with different topic. Prerequisite: advanced student or senior.

AF AM ST 381-0 Topics in Transnational Black Culture:
Examination of middle-passage texts such as novels, poetry, film, drama, slave narratives, and historical texts in order to compare how artists from across the African diaspora have approached this historically and emotionally loaded event. Prerequisite: advanced student or senior.

AF AM ST 390-0 Research Seminar in African American Studies:
Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

AF AM ST 396-0 Internship in African American Studies:
Analysis of social and cultural institutions through field study and participant observation. Entails a research project sponsored by a Northwestern faculty member. Prerequisite: advanced student or senior.

AF AM ST 399-0 Independent Study:
Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

Sample Related Courses in Other Departments

AF ST 390, 398
ANTHRO 320, 332, 372 (if related to people of African descent)
COMM ST 326 (see the School of Communication section of this catalog)
ECON 321, 325, 326, 354
ENGLISH 365 (if related to people of African descent), 366
FRENCH 365, 366
GEN MUS 330, 340-1,2,3 (see the School of Music section of this catalog)
HISTORY 210-1,2, 306-1,2, 355, 356-1,2, 357, 358-1,2
LATIN AM 391
PERF ST 216, 309 (see the School of Communication section of this catalog)
PHIL 368 (when appropriate)
POLL SCI 327, 357 (if related to people of African descent), 359, 360
SOCIOL 201, 207, 323, 325

THEATRE 368 (see the School of Communication section of this catalog)

AFRICAN AND ASIAN LANGUAGES

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some of the fascinating cultures that are vital for Americans to understand: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL's African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese. Other African languages can be made available. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL's language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.

Minor course requirements (8 units)

Option A

• Language (5 units)
  3 quarter-courses of 200-level Chinese or Japanese
  2 quarter-courses of 300-level Chinese or Japanese
• Literature/culture (3 units)
  2 quarter-courses of Chinese or Japanese literature in translation (COMP LIT 271-1,2,3 or 274-1,2,3,4)
  1 quarter-course from an Asian studies discipline (e.g., ART HIST 240, HISTORY 281, 284, 381, or 384)

Option B: Semester or full-year study abroad

• Language (5 units)
  3 quarter-courses of 200-level Chinese or Japanese
The study of the African American experience has a long and distinguished history in the United States. The field has developed exciting insights as well as firm intellectual and empirical foundations for the systematic study of the African American experience and, through such study, for a greater understanding of the larger American experience. From its beginnings the field has been strongly interdisciplinary, bringing the perspectives of different disciplines to bear on understanding black life. The Department of African American Studies exemplifies these traditions and strengths and, through its courses, provides opportunities to explore the richness and diversity of the African American experience in a meaningful and coherent way.

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora—the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses (5): 210-1 or -2; 212-1 or -2; 215; 236; 245

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

Senior course (1): The major also requires a senior-level course (390, 396, or 399).

Related courses: Subject to approval of the department adviser, majors must take 5 200- or 300-level courses.

Student Organizations

Many departments and programs within the college sponsor student organizations. Some are honorary organizations, recognizing students who have achieved distinction within their fields of study. Others provide opportunities for students with common interests to come together for academic, social, career-focused, and service activities that complement classroom experiences.

The Weinberg College Student Advisory Board (SAB), the primary source of student advice to the dean and the associate dean for undergraduate academic affairs, selects students to serve on several college committees. The board includes representatives from each major in the college.

GENERAL LIBERAL ARTS

These interdivisional courses are open to all qualified students.

GEN LA 280-7 Residential College Tutorial A seminar for members of a residential college on a theme of common interest, meeting in the residential college and often directed by one of its faculty associates. Enrollment is normally limited to nine students. Proposals for tutorials must be approved by the associate dean for undergraduate academic affairs of Weinberg College.

GEN LA 290-0 Summer Research (0 units) Required registration for students receiving summer research grants from Weinberg College or the Undergraduate Research Grants Committee. Grade of satisfactory will be entered after final report is submitted.

GEN LA 298-0 Student-Organized Seminars Students who desire to study topics in arts and sciences that are not covered in the college's course offerings may initiate their own courses under the supervision of sponsoring faculty members. Enrollment in these seminar courses is limited to 20 students. The student organizer or organizers must, in consultation with the faculty sponsor, prepare a plan for the seminar and submit it to the assistant dean for advising before the middle of the quarter preceding the quarter in which the seminar is held. The plan must include a topic description, a reading list, specification of the work that will be graded (such as term papers and written examinations), prerequisites, and the meeting schedule. The associate dean for undergraduate academic affairs forwards proposals to the Curricular Review Committee of the college, which must review and approve all seminars to be offered. Students may enroll in only 1 Student-Organized Seminar per quarter, and enrollment must be on the P/N basis. Weinberg College students interested in organizing a seminar should consult the associate dean for undergraduate academic affairs for further details.

AFRICAN AMERICAN STUDIES

www.afam.northwestern.edu

The study of the African American experience has a long and distinguished history in the United States. The field
outside the department, including at least 3 at the 300 level. Students are expected to choose related courses that develop methodological skills and substantive focus.

**Minor in African American Studies**

The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

**Minor course requirements (8 units)**

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

**Honors in African American Studies**

To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during the senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project to the college. See also Honors in the Major on page 44.

**Core Courses**

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

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

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

1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slavery and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization. Taught with HISTORY 212; students may not earn credit for both courses.

**AF AM ST 215-0 Introduction to Black Social and Political Life**

Analysis of class, gender, sexuality, immigrant status, and ethnic origin in black society and politics. Focus on demographic trends, lived experiences, and ideological debates.

**AF AM ST 236-0 Introduction to African American Studies**

Key texts and concepts in African American studies from a range of disciplinary perspectives.

**AF AM ST 245-0 The Black Diaspora and Transnationality**

Examination of events, movements, theories, and texts that have shaped development of the African diaspora. Topics include slavery, abolitionism, pan-Africanism, the culture-politics nexus, hip-hop, AIDS, and linkages among gender, sexuality, and diasporic sensibilities.

**Courses**

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

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

**AF AM ST 218-0 Cracking the Color Lines: Asian-Black Relations in the U.S.**

Comparative historical analysis of Asian-black relations in the United States, including racialized and sexualized discourses structuring interracial relations and social, political, and economic location. Slavery, immigration, model minority myth, cross-racial politics. Taught with ASIAN AM 218; students may not earn credit for both courses.

**AF AM ST 220-0 Civil Rights and Black Liberation**

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

**AF AM ST 225-0 African American Culture**

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

**AF AM ST 226-0 Introduction to Transnational Black Cultures**

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

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

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

**AF AM ST 259-0 Introduction to African American Drama**

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

**AF AM ST 310-0 Contemporary Asian-Black Relations: Conflict and Cross-Cultural Collaboration in Urban America**

Divides between Asians and blacks; areas of positive cross-cultural collaboration. Historical analysis of reparations, the 1992 Los Angeles riots, and affirmative action. Cross-racial
AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

AF AM ST 342-0 Comparative Slavery Traces slavery across historical epochs and geographic contexts, with an emphasis on Latin America, the Caribbean, and the United States.

AF AM ST 345-0 Race in Latin America Introduction to the history of race in Latin America and the Spanish-speaking Caribbean; exploration of histories and experiences of racialized groups through examining relationships between racial and social inequality, racial difference, and political development.

AF AM ST 348-0 Afro-Latin America: Communities, Cultures, and Identities Exploration of the history of Afro-descended people throughout Latin America, emphasizing slavery, freedom, and the emergence of Afro-Latin American communities, cultures, and identities. Topics include race, gender, Afro-Latin spiritual systems/religion, family, and resistance.

AF AM ST 350-0 African American Literary Criticism and Theory Advanced introduction to African American literary cultural criticism and theory. Topics include the "black aesthetic"; black writers as critics; black feminism, representation, and sexuality; critiques of the roles of black intellectuals; and the uses of and resistance to poststructuralist theory in African American criticism.

AF AM ST 355-0 20th-Century Intellectual and Popular Culture Examination of the rise and persistence of the notion of black cultural/racial authenticity in the 20th century through the lens of various forms of intellectual and popular culture.

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AF AM ST 370-0 Black Activist Debates Analysis of African American political thought and advocacy since Reconstruction. Major ideological and tactical debates among Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey; the shift from civil rights to Black Power in the black liberation movement; the rise of black feminism and the gay and lesbian rights movement; the rise of black conservatism and the contemporary struggle for reparations for slavery and segregation.

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AF AM ST 390-0 Research Seminar in African American Studies Methods of researching the African American experience. Identification of research problems; location, selection, and critique of relevant literature; data gathering and analysis; report writing. Topics vary. Prerequisite: advanced student or senior.

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Sample Related Courses in Other Departments
- AF ST 390, 398
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- ECON 321, 325, 326, 354
- ENGLISH 365 (if related to people of African descent), 366
- FRENCH 365, 366
- GEN MUS 330, 340-1,2,3 (see the Bienen School of Music chapter of this catalog)
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- SOCIOL 201, 207, 323, 325
- THEATRE 368 (see the School of Communication chapter of this catalog)

AFRICAN AND ASIAN LANGUAGES www.paal.northwestern.edu

The Program of African and Asian Languages (PAAL) offers opportunities to explore through language study some fascinating cultures: those of Africa, China, India, Japan, Korea, and the Middle East. Students who combine study of one of PAAL’s African or Asian languages with a major or background in such departments as history, economics, political science, or sociology will be well prepared for graduate study, professional programs, and careers in international business, journalism, trade, law, or diplomacy. Even the natural sciences have exchange programs in which knowledge of non-Western languages is useful.

PAAL offers courses in Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Persian, Swahili, and Turkish. Minors are available in Chinese and Japanese language and culture. Any PAAL language may be taken to fulfill the Weinberg College requirement of two years of foreign language study. For programs of study that integrate PAAL’s language offerings, see the Program of African Studies, Asian and Middle East Studies Program, International Studies Program, and Jewish Studies Program.

Advanced language study may be taken through registration in 399 Independent Study. Students are strongly encouraged to enrich their language learning by studying abroad. Interested students should consult an adviser in the Study Abroad Office early in their academic careers.

Students must pass each AAL course with at least a C- to continue to the next level.

Minor in Chinese or Japanese Language and Culture

These PAAL minors offer a concise and coherent set of courses designed to develop strong language skills in either Chinese or Japanese along with a sense of the cultural context of the language. The minors also offer the opportunity to incorporate study abroad experience for even more intensive encounters with the language and culture.
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AFRICAN AMERICAN STUDIES

www.afam.northwestern.edu

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

The department offers courses that focus on people of African descent in the United States and other regions of the Americas and the African diaspora — the communities created by the dispersion of peoples from the African continent. By comparing the black experience in various parts of the world, students learn to analyze identity, race, and racism as formations that change over time and space. This broad study of the African American experience is one of the key features of the department, distinguishing it from similar departments at other institutions. Major themes in the curriculum include the nature of colonization and its impact on the colonizer and the colonized; racism and its effects on society as well as on scholarship; the importance of oral language, history, and tradition in the African American experience; the roots and development of African American music, literature, and religious styles; analysis of key institutions such as the family; and the traffic of people, ideas, and artifacts throughout the African diaspora.

African American studies provides good preparation for graduate work in the social sciences, the humanities, and the professions, as well as for jobs and careers in a variety of fields. Education, law, journalism, urban planning, health-care delivery and administration, business, social work, and politics are only a few of the fields for which African American studies provides an excellent background. In addition, since scholars and political leaders are paying increased attention to the Caribbean and Latin America as well as to blacks and other minorities in the United States, students of African American studies will enter a field that touches on issues of far-reaching national and international significance.

Major in African American Studies

Departmental courses

Core courses (5): 210-1 or -2; 212-1 or -2; 215; 236; 245

Major courses (6): In addition to the mandatory core sequence, 6 courses in the department are required, including at least 4 at the 300 level. Students should select courses in consultation with the director of undergraduate studies. Senior course (1): The major also requires a senior-level course (390, 396, or 399).

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

**Minor in African American Studies**
The minor in African American studies provides thorough exposure to contemporary scholarship concerning the African American experience.

**Minor course requirements (8 units)**
- 4 foundation courses chosen from 210-1,2; 212-1,2; 215; 236, 245
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**Honors in African American Studies**
To qualify for honors, a student must demonstrate consistently high performance in the major and complete a major research project during the senior year. Specifically, a student must have a cumulative grade point average of at least 3.3 in African American studies courses, with no grade below a B in any single course. A senior who meets these criteria and is interested in pursuing departmental honors must notify the honors coordinator during the fall of the senior year. The student will select a thesis adviser in consultation with the honors coordinator, who also serves as director of undergraduate studies. The thesis adviser need not be a member of the department. Completion of the thesis ordinarily requires at least two quarters, during which the student and thesis adviser are expected to meet regularly. Merely completing a thesis does not guarantee honors; the thesis adviser and one other faculty member, selected by the honors coordinator, must recommend the project to the college. See also Honors in the Major on page 44.

**Core Courses**

**AF AM ST 210-1,2 Survey of African American Literature**
Two-quarter sequence on the literature of blacks from slavery to freedom. Works of major writers and significant but unsung bards of the past.

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1. Key concepts in African American history from 1700 to 1861. Includes African origins, the Atlantic slave trade, origins of slavery and racism in the United States, life under slavery in the North and South, religion, family, culture, and resistance. 2. Key concepts in African American history from emancipation to the beginnings of the civil rights era. Focus on constructions of class, gender, and community; the rise of Jim Crow; strategies of protest; and migration and urbanization. Taught with HISTORY 212; students may not earn credit for both courses.

**AF AM ST 215-0 Introduction to Black Social and Political Life**
Analysis of class, gender, sexuality, immigrant status, and ethnic origin in black society and politics. Focus on demographic trends, lived experiences, and ideological debates.

**AF AM ST 236-0 Introduction to African American Studies**
Key texts and concepts in African American studies from a range of disciplinary perspectives.

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

**Courses**

**AF AM ST 214-0 Comparative Race Studies in the United States**
Problems and experiences of racialized minorities: blacks, Native Americans, Asian Americans, and Hispanic Americans. Comparative exploration of their relationships to each other and to the majority society. May be repeated for credit with change of comparative racial groups or time period explored.

**AF AM ST 218-0 Cracking the Color Lines: Asian-Black Relations in the U.S.**
Comparative historical analysis of Asian-black relations in the United States, including racialized and sexualized discourses structuring interracial relations and social, political, and economic location. Slavery, immigration, model minority myth, cross-racial politics. Taught with ASIAN AM 218; students may not earn credit for both courses.

**AF AM ST 220-0 Civil Rights and Black Liberation: The Northern and Southern civil rights movements and the rise of black nationalism and feminism, 1945-72.**

**AF AM ST 225-0 African American Culture**
Survey of African American culture from slavery to the present. Relation of African American culture to African and Euro-American cultures, the Black Atlantic as a unit of analysis, representations of blackness in the public imagination.

**AF AM ST 226-0 Introduction to Transnational Black Cultures**
An interdisciplinary introduction to history, cultural production, or politics of societies whose relationships to each other extend beyond national boundaries.

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

**AF AM ST 259-0 Introduction to African American Drama**
Thematic and historical survey of African American drama. Sociopolitical context, the aesthetic reflected in the work, impact on African American and general theater audiences.

**AF AM ST 310-0 Contemporary Asian-Black Relations: Conflict and Cross-Cultural Collaboration in Urban America**
Divides between Asians and blacks; areas of positive cross-cultural collaboration. Historical analysis of reparations, the 1992 Los Angeles riots, and affirmative action. Cross-racial
AF AM ST 316-0 African American Folklore African American folklore in a variety of genres and forms of presentation, from both rural and urban communities. Includes folk narratives, folksongs, toasts, jokes and humor, folk beliefs, preachers, folk heroes, and the literary transformation of folk materials.

AF AM ST 319-0 Race, Ethnicity, and the American Constitution Investigation of how race and ethnicity have influenced the evolution of the U.S. Constitution and legal debate and practice. Topics include affirmative action, school integration, and the death penalty. Prerequisite: 220 or POLI SCI 220 or 230.

AF AM ST 320-0 The Social Meaning of Race Race as a social concept and recurrent cause of differentiation in multiracial societies. Impact of race on social, cultural, economic, and political institutions. Discussion of prejudice, racism, and discrimination.

AF AM ST 321-0 Researching Black Communities Introduction to the methodology and findings of qualitative research on black communities in the United States. Topics include black migration, urban geography, black culture, class and gender stratification, racial identity.

AF AM ST 325-0 Race, Poverty, and Public Policy in America Examination of the scope of poverty in America, competing theories about its causes, and how racial stratification creates and perpetuates economic marginalization. Public-policy responses to the plight of the poor; debates about the future of antipoverty policy, with emphasis on the relationship between racial and economic stratification. Prerequisite: 236-1 or SOCIOL 110.

AF AM ST 327-0 Politics of African American Popular Culture Examination of the debates within African American communities about the proper role and function of black art and artists in relation to black politics. Prerequisite: 236-1 or 236-2.

AF AM ST 330-0 Black Women in 20th-Century United States Experiences and leadership of African American women in major events in recent history, including antilynching, women's suffrage, civil rights movements, and World War II.

AF AM ST 331-0 The African American Novel Readings in classic black American fiction. The author as creator and participant. Works of Wright, Ellison, Baldwin, and others. Prerequisite: sophomore standing.

AF AM ST 332-0 Black Feminist Theories In-depth survey of major constituents of black feminist theory, utilizing interdisciplinary approach with readings from history, sociology, literature, popular culture, and religious studies.

AF AM ST 334-0 Gender and Black Masculinity Perceptions and constructions of black masculinity within African American and "American" cultures in the United States; readings in gender studies, feminist theory, African American studies, and cultural studies.

AF AM ST 335-0 Race and Literature in 19th-Century America Examination of the evolution and persistence of the notion of "race" in 19th-century America, with attention to the origins of the idea of race in the West. Focus on the multiracial character of 19th-century America.

AF AM ST 340-0 Slavery and Abolitionist Discourse Investigation of the rise of abolitionist discourse in the West, including the evolution of the debates over slavery from the latter part of the 18th century to the late 19th century.

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AF AM ST 399-0 Independent Study Open to advanced students with consent of instructor. Prerequisite: advanced student or senior.

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- ENGLISH 365 (if related to people of African descent), 366
- FRENCH 365, 366
- GEN MUS 330, 340-1,2,3 (see the Bienen School of Music chapter of this catalog)
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<tr>
<td>1971-1972</td>
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Lerone Bennett, Jr.

Black Biography: Lerone Bennett, Jr.

editor; writer

Personal Information

Born October 17, 1928, in Clarksdale, MS; son of Lerone and Alma (Reed) Bennett; married Gloria Sy Constance, Courtney, Lerone III.


Career


Life's Work

Writer and editor Lerone Bennett, Jr., glides gracefully between the worlds of scholarship and journalism to explore race relations in the United States and the current political environment in which African Americans continue to struggle. Across his articles, Bennett proves himself not merely an insightful observer of society's racial injustices, but an informed analyst who can overcome bigotry and a history of subjugation. Bennett has trained his sharp, analytical eye to look for and dismiss narrow-mindedly. And he uses a spirited writing style laced with drama and punch to keep the debate over the nature of race in America.

He was born in the fall of 1928, in Clarksdale, Mississippi, the son of Lerone and Alma Bennett. After graduating from Morehouse College--a predominantly black school in Atlanta about which he would later write and which he would himself develop--Bennett served as a reporter and then city editor at the Atlanta Daily World newspaper. It was at this time and golden sense of story, Bennett became an associate editor at Ebony, a picture and news magazine that had been founded in 1945 by pioneering black publisher John H. Johnson, who would always encourage Bennett to write outside the narrow confines of black experience. For a one-year visiting professorship at Northwestern University, Bennett has consistently used the Ebony editor at the magazine, and his sweeping articles have become one of the publication's literary signatures.

Out of a series of articles written for Ebony emerged Bennett's first book, 1962's Before the Mayflower. As he wrote in the preface, "is a history of 'the other Americans' and how they came to North America here.... The story deals with the rise and growth of slavery and segregation and the continuing efforts of a Jewish poet of captivity: 'How shall we sing the Lord's song in a strange land?'"

With a reporter's thirst for drama and an inclination to place the story in a big-picture context, Bennett's Mayflower by invoking the landing of the first Africans on American shores. "A year before the birth of George Washington, 244 years before the signing of the Emancipation Proclamation, this ship anchor into the muddy waters of history," he recounted in his book. "It was clear to the men who received this momentous cargo. What seems unusual today is that no one sensed how extraordinary she really was. For the ordinary vessel."

Before the Mayflower takes the reader on a historical journey through the American revolution, the Civil War, Jim Crow laws that legally enforced segregation, and into the tumultuous 1960s--the era of the civil rights movement. Characteristic mixture of optimism and pessimism, Bennett lauds black accomplishment and the promise of economic alienation of blacks in a country passing itself off as a great melting pot.

Bennett's treatise, praised for its lucid writing, comprehensive vision, and masterful handling of both perspectives, was a first-class popular historian. "Before the Mayflower does not purport to present information, it evokes the tragedy and the glory of the Negro's role in the American past."

In subsequent books, Bennett continued to document the historical forces shaping the black experience, a perspective as well, concentrating on the emergence of the civil rights movement and its effect on the
the 1950s and 1960s. His 1964 book *What Manner of Man*, a biography of Morehouse classmate Martin Luther King, Jr., was an even-handed analysis of the black leader's life and his role in fundamentally changing the nature of racism in the United States. In a 1965 *Christian Century* review, Bennett praised the book as a "sensitive account of the spirit of an event or person, for using anecdote and setting to highlight the drama of the unfolding story, which will be told as long as men and women celebrate grace and courage, was more than valuable, it was endurable, and white liberals endure it amazingly well." Bennett wrote. "But Negro violence, which forces white liberals to choose sides; it exposes their essential support of things as they are."

Also in 1964, Bennett published *The Negro Mood*, a collection of essays that demonstrated a sharper emphasis on the failed integration of blacks into American life and the ways in which blacks are denied the same opportunities as whites. Bennett argued that white liberals have not changed the political reaction to black violence, for example, by dramatically illustrating the dangers of *the Negro* to the United States. In his 1965 publication *Confrontation: Black and White America*, Bennett wrote about the need for an elite core of African Americans to lead the rest; instead, he argues for large-scale political organization, economic and social stations, to effect *meaningful* social change.

As much as Bennett's clarity of thought and precision of analysis make him, according to Harry Hansen, "the most gifted American social critic of his time and the most important black political writer of his generation."](#)

Underlying the literary texture and suspense that grace his books and magazine pieces is the talent Bennett has for putting faces on the lessons of history. The author contends that the lessons of history are best learned by putting a face on the spirit of an event or person, for using anecdote and setting to highlight the drama of the unfolding story, which will be told as long as men and women celebrate grace and courage, was more than valuable; it was endurable, and white liberals endure it amazingly well." Bennett wrote. "But Negro violence, which forces white liberals to choose sides; it exposes their essential support of things as they are."

Bennett is equally critical of the black establishment. In his 1965 publication *Confrontation: Black and White America*, he argues for large-scale political organization, economic and social stations, to effect meaningful social change.

Throughout Bennett's work is the proposition, either implicitly or explicitly stated, that African American discrimination only if they understand the lessons of history. The author contends that is in the sufferings of the black people that the lessons of history can be found. Bennett wrote in *Ebony*, "a panel of major sports writers would call Jesse Owens' Olympic triumph the most important event of the century, this story, which will be told as long as men and women celebrate grace and courage, was more than valuable; it was endurable, and white liberals endure it amazingly well." Bennett added that when "became a living memorial, giving imperishable testimony on the limits of tyranny and the swiftness and permanence of mercy."

Blacks and whites, Bennett wrote in *The Negro Mood*, must turn their backs on racial stereotypes and confront the reality of the United States despite the odds. "America would not have been America without the Negro and America needs the Negro but the gifts the Negro bears. What is required now is an act of the spirit. We must abandon other as co-inheritors of a common land, which is to say that we must meet and know each other as fellow passengers on a journey into the unknown."

Awards

Book of the Year Award from Capital Press Club, 1963; Patron Saints Award from Society of Midland Authors, 1978; honorary degrees from Morehouse College, Wilberforce University, State University, University of Illinois, Lincoln College, and Dillard University.

Works

**Writings**

Lerone Bennett, Jr.: Biography from Answers.com


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— Isaac Rosen

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Lerone Bennett, Jr. (born 17 October 1928) is an American scholar, and prolific author and social his

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Biography

Bennett was born in Clarksdale, Mississippi, the son of Lerone Bennett, Sr. and Alma Reed. When he was growing up in Mississippi, Bennett graduated from Morehouse College in Atlanta, Georgia. He has noted this time was integral to his distinguished member of the Kappa Alpha Psi Fraternity, Inc.

He is most notable for his decades as executive editor for Ebony Magazine, to which he was promoted in 1973. Further information might be found on Lafayette College, where he was a student in 1949. He was promoted publication of a steady stream of articles on African-American history, some of them collected into books.

In addition Bennett has written several books, including numerous histories of the African-American exodus to the United States. The latter questions President Abraham Lincoln's role as the "Great Emancipator" in ending slavery.

Marriage and family

He married Gloria Sylvester on July 21, 1956. They had four children together: Alma Joy, Constance, C. Honors

• 2003 - Carter G. Woodson Lifetime Achievement Award from Association for the Study of African American History
• 1978 - Literature Award of the Academy of Arts and Letters
• 1965 - Patron Saints Award from the Society of Midland Authors
• 1963 - Book of the Year Award from Capital Press Club

Honorary degrees from Morehouse College, Wilberforce University, Marquette University, Voorhees College, Illinois, Lincoln College, and Dillard University.

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Lerone Bennett, Jr.: Biography from Answers.com

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- Confrontation: Black and White (1965)
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- Wade in the Water: Great Moments in Black History (1979)
- The Shaping of Black America

References


External links

- Bennett’s biography
- Lerone Bennett, Jr.’s oral history video excerpts at The National Visionary Leadership Project

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His archeological curiosity of the life of Native Americans elsewhere in the hemisphere led him to the vital knowledge of a grain, which flourished during the ancient American civilizations. He wanted to see this grain officially promoted in Caribbean countries

\* \* \* \* \* 

JAN CAREW

MISSION WITHIN THE MISSION

By Eusi Kwayana

The first 2002 edition of Race and Class, a "London Journal of Black and Third World Liberation" (Volume 43 Number 3) saw fit to devote itself wholly to the celebration of the activity and the being of Jan Carew, whose 80th. birthday, 24th. September 2000 is still being observed. He is so well known in so many countries of the world that some were late for the party.

Both the man himself and the special publication of Race and Class deserve all the attention possible. That is the aim of this article. After a review of Race and Class (Volume 43 Number 3), the article will leave aside its material, which readers may obtain from any worthwhile bookstore, and offer a unique perspective of this remarkable individual.

The special issue is fittingly titled "The Gentle Revolutionary: Essays in Honor of Jan Carew". It includes essays by notable scholars. Frank Birbalsingh, who explores 'Race, Colour and class in Black Midas' an early Carew novel set in his homeland, Guyana. There is A. Sivanandan's "Jan Carew, Renaissance Man," which is closer to a definition of the person and his thought. My favourite essay is "Explorations into the 'Feminism' of Jan Carew" by Joy Gleason Carew, his present wife, who reveals not only his salutation of matriarchy, but the extent to which he has gone to create in his plays and other works women who, whether in inter-personal, private, domestic sphere or in social relations blazed the trail.

Clinton Cox reminds the failing memories of Carew's weighty contribution to the revelation of the true genocidal role of Cristobal Colon, for English speakers. Christopher Columbus; that Carew is far and away the outstanding Caribbean artist and activist to put Caribbean and western hemisphere history on its feet, shaking it roughly by the shoulders out of the drunken stupor of Euro-coated history, by his explanation of the critical and disastrous role of Columbus, a subject which easily raises the adrenaline of the gentle revolutionary.
away the outstanding Caribbean artist and activist to put Caribbean and western hemisphere history on its feet, shaking it roughly by the shoulders out of the drunken stupor of Euro-coated history, by his explanation of the critical and disastrous role of Columbus, a subject which easily raises the adrenalin of the gentle revolutionary.

Jan Carew's interest in cultures, as they have developed, is not enforced by decades-old state programs of multiculturalism. But his own inborn understanding of his origins and of the society which cradled him. He formally embraced, before it became the fashion, his country's and the world's marginalized cultures without discrimination, though distinguishing those ugly behaviors, seeking cover in the culture, from the culture itself. *Race and Class* (Volume 43 Number 3) also contains poetic tributes from Claire Carew and Sterling Plumpp, and in prose from some of our most sensitive contemporaries in various climates.
I had declined the honour of writing for this issue on the ground that, living in Guyana as I do, I was not up to date with Dr. Carew's works over the years, only stumbling across one or two as the years rolled on. I felt unequal to the task. Now that I have read *Race and Class* (Volume 43 Number 3), "The Gentle Revolutionary," I am most excited by the excerpts of his plays and their whole amazing scheme, conception and setting. These plays broke the natural limits of human empathy and imagination. His resurrection of Thaddeus Stevens, another figure of my curiosity, and his spouse is fascinating and shows Carew's genuine closeness to all underdogs, regardless of breed.

I knew Jan Carew when we were both young, my year of birth being 1925, in another Guyana plantation. He was then an urban city dweller and he had the strange habit of cycling twelve lonely, uncomfortable miles on Friday nights to deliver a series of talks to the Buxton Discussion Circle. This was in the late forties, very likely in 1949 when, according to his odyssey, as given in "The Gentle Revolutionary." He was in his native Guyana.

His study of communities is holistic. That is why he must be credited with reviving knowledge of the magic of the grain amaranth and with launching a campaign inter-linked comfortably with his literary and historical productions which has brought amaranth to the notice of nutrition-conscious community. And a cross section of consumers. He really wanted to see amaranth cultivated by the indigenous and coastal populations of his native Guyana, as an economic crop.

His archeological curiosity of the life of Native Americans elsewhere in the hemisphere led him to the vital knowledge of a grain which flourished during the ancient American civilizations. He wanted to see this grain officially promoted in Caribbean countries -- Guyana and every country with under-developed, one-crop agriculture. I am sure that he still cherishes that dream which I also share. Jan has lived his own vision.

He has served his visitors amaranth bread and given it to his friends. Amaranth for him was a factor in the cultural reconstruction of the Americas.

These are only some of his dimensions. A glance at his printed odyssey shows his after-school youth spent in a mood of expansion and motion, in teaching, serving in the military in the second world war, writing, working at the Customs as public servant in Trinidad and Tobago, and student at Howard University and then at Western University, like an artistic jack of all, but novice at none. He was active in a theatre group with Lawrence Olivier the British Shakespearean actor and has produced and acted in many countries.

For many years he and Dr. O.R. Dathorne and others provided the leadership for the Association of Caribbean Studies, which gathered annually somewhere in the Caribbean, assembling many from various places. In addition, to what the scholars have written there is more to be said about this enduring personification of thought and action. One of his deep concerns is his environmental intelligence.

He was an environmentalist long before it become fashionable. In the Guyana Law Books there is an Act with the following title, "An Act to provide for the sustainable management and utilisation of approximately 360,000 hectares of Guyana tropical Rain Forest dedicated by the government of Guyana as the Programme Site for the purposes of research by the Iwokrama International a Centre to develop, demonstrate, and make available to Guyana and the International Community systems, methods, and techniques for the sustainable management and utilisation of the multiple resources of the Tropical forest and the conservation of biological diversity and for matters incidental thereto."

Almost a million acres, offered by the Executive in Guyana from the people's endowments for the future of the planet! This law in the statue books of his native Guyana is witness to Jan Carew's aspirations for Guyana, his national spirit and the fact that he has had practical impact on the environmental policy.

He made this recommendation to the PNC President of Guyana, Mr. Desmond Hoyte recommending an

international involvement for a million acres of forest and in Guyana. He was a supporter of the PPP, but gave the idea to the PNC which was in office. Mr. Hoyte at once made the offer to a Commonwealth conference, no doubt his first opportunity. The unique offer from a sovereign country was readily accepted. Carew was disappointed that it had been offered to the Commonwealth and not to the United Nations.

Jan Carew also has an unequalled curiosity about the world's peoples and especially of those of that world which endured and still endures centuries of suppression after the invasion of Columbus. For to him as well as to the historian Basil Davidson, it was Columbus who wielded the double-edged sword of medieval genocide on the two continents facing each other across the Atlantic, the Americas, and Africa, with extensions to Asia. Faced with the whole complex outcome of an accomplished, multi-faceted genocide, Carew seems early to have made the resolve to make his jihad the unearth ing and revealing of the hidden strengths, hidden genius, and forgotten accomplishments of these magnificent peoples whom history had all but written off.

Carew lent his talents to the effort of the Nkrumah government to globalise the African revolution through communication with the literate world outside, absorbing the finest elements of the people's rich culture. His work on Malcolm and his dramatisation of the rape of enslaved Africans in the USA viewed through the windows of the civil war and its complexities drew him typically to Thaddeus Stevens, a white legislator whose empathy with the emancipated was remarkable.

Carew, I recall, earned early the reputation of an adventurer -- here today, gone tomorrow, seeking out strange things among peoples he did not know and venturing into unknown seas. I learned from senior thesis (unpublished) by Iyabao Kwayana on the Trickster in Literature and how Carew's analysis of Tar Baby, along with Van Sertima's showed the continuity of Africa in the West, showing the force of mythology and the silent, elemental power of the folk in the composition and cultivation of a people's culture, in fact, in being the people's culture. She represents him as arguing, "Tar-Baby is an archetypal symbol of the oppressed black and indestructible, endowed with the strength and powers of resistance of both the male and the female. Its tormentors were themselves worn out raining blows on its head and in the end the aggressor becomes the victim."

Taking the road not trodden, his interest in Malcolm X and Carew's own family-bred matriarchy led him to a search for Malcolm's mother, Ms. Little, who, he was delighted to find, was a West Indian. This quest for the Mother always gives validity to the historical character. He seemed to have met Malcolm X in London in 1965 and then soon after to have gone to Ghana. Malcolm had visited Ghana not long before and had met Maya Angelo there along with Ras Makonnen of Guyana, Nana Kobina Nketsia, a custodian of Akan culture, Kofi Badu of Ghanian Times, the late Neville Dawes of Jamaica and his Ghanian wife, Cho Cho and Kofi Baacha of the Spark and others.

At the time Kofi Awoonor was a rather young man known as a poet and a film producer. The tension, some would say dialectic, between the USA and Africa is not easily understood from one shore. The civil rights movement in the USA and the African decolonisation movement mutually reinforced each other. No one visiting African countries then, any of them, could miss this interaction and interdependence. Every statement made by Malcolm X, Martin Luther King, Stokely Carmichael and other leaders was headline news in the newspapers of that continent. The hard-pressed African leaders not only instinctively supported the struggle of the down-pressed in the USA, but they perhaps saw news of it as welcome diversion for the political energies of their own populations.

The remarkable thing about Jan Carew, however, is his ideological self reliance. He was perhaps the most eminent Caribbean activist of the left community of change to emancipate himself and his line of thought from the apron strings of an invasive state, the USSR. Thus he challenged the USSR's monopoly of revolutionary theory. And its tutelage of the so-called Third World.

As a young writer and dynamic theatre personality Carew would have had the promise of ready made promotion and prestige in the soviet half of the world and in a large part of the rest of the world. He paid the price and was the subject of vilification from the left in the Caribbean. The price was heavy but he preserved himself and his tradition as valuable resources for freedom of the down pressed. He had gone to the promising new civilization, which had him as guest of the Writers Union. Moscow was the spiritual home of millions of the USSR.

Like Padmore before him, like CLR James who had not visited, Jan Carew found some dissonance and wrote critically of the directions. "Moscow is not my Mecca." He had disappointed many uncritical admirers of the Soviet system, such as the PPP in Guyana, but he bore it heroically. Carew's difficulty
with Moscow was not its official commitment to socialism, but rather its missing the mark. His problem to be sure was not that of deviation, of which he was accused.

This is what he said about it to Malcolm X in 1965. In an answer to Malcolm's question [Read Ghosts in Our Blood], Carew explained his own socialism as "a humane and resilient socialism that is sensitive to the rhythms of life and to all human needs -- material, social, psychological spiritual, collective, and individual. Above all it must be a patient and tolerant socialism. 'But that is more socialism as a religion than socialism as a political ideology', derisory voices shout at me, and I reply, 'If it is, then so let it be!' Dostoyevsky voicing one of his prophetic insights, once said that should the Russian masses embrace communism, it would succeed only if it turned into religion."

The Russian masses did embrace communism, for a moment in history, but when religion was brutally suppressed and a parasitic bureaucracy with a lamentable absence of imagination tried to foist its own gods, saints and devils; push its own gods saints and devils only to that society for three quarters of a century, it collapsed. This collapse brings another Dostoyevskian adage to mind: If God does not exist then it becomes a carnival of devils."

Perhaps his singular effectiveness as teacher, activist, revolutionary, political worker, adviser, dramatist, speaker, researcher, explainer, came from the deep respect he accorded every human culture in its sane manifestations. Perhaps this respect sprang of his central rooting in culture. He knew that when the culture of a movement is imperiled the movement is imperiled.

His story reads at this time like an enjoyable romance but Jan Carew has known the hardship of the moneyless condition, of poverty and confinement, hunger. A free man, he did not free himself of obligations A modern mariner he had to tell his story. Like his story was one of the unity of life. He would carry out his obligation as cultural evangelist in a poem, or a play or a pamphlet on a bean or grain, a grain good for human nutrition.

His marriage with novelist and thinker, Sylvia Winter Carew of Jamaica, was in addition a marriage of literature and philosophy. They lived a productive union. In Ghosts of Our Blood, he wrote of his marriage to a European woman. His current marriage with Joy Gleason Carew, a linguist and Russian specialist, also had its intellectual ingredients, apart from the physical or emotional. They have a daughter Shantoba, and many joint and individual productions of the imagination. Like the late Andrew Salkey and the late Walter Rodney, historian and revolutionary, he felt a compulsion to speak to children and help them out of the Caribbean rat race of which Bob Marley so eloquently warns.

The work on Malcolm X is a "return to source." Again as in his earlier works he explores the strength and dignity of his own Caribbean people. He finds the genius of Malcolm X, the amazing phenomenon, in his mother's psyche and his mother's blood and he is delighted because that is as it should be. To me his most influential political works are Grenada: The Hour Will Strike Again and Fulcrums of Change. For the composite diaspora which close to his work and relies on them for cultural revelations through history, this work which helped prepare this hemisphere for the self-redeeming assault on the cult of Columbus, as the fifth centenary of his invasion, 1992, loomed. By the time it came the hemisphere had acquired many of the psychological and scholarly antidotes to one of the most powerful myths of the world. Thus Fulcrums of Change opens with a chapter, "Columbus and the origins of racism in the Caribbean."

Grenada: The Hour Will Strike Again came two years after the Reagan invasion of Grenada in the wake of the implosion of the short lived evolution there. To heal the trauma of the masses of the people, Carew unearthed and revealed sources of independence in the country itself. It went back to and beyond the struggles of the rebellious African captives, but to the epic resistance of the island's indigenous population. A few impressions remain with me. One is the guerilla warfare waged by the African captives inspired by Fedon. Brightest is the Carib remnant which, following their versatile hero Kaierouanne, and rather than suffer defeat the hands the overwhelming force of Spaniards, leaped from a cliff into the more congenial ocean, the water the salty primordial matter.

Many Caribbean writers and in English thinkers have overcome the undignified foster mothering of their mother-deprived subjected populations and have sparked stream of thought and consciousness in the world's thinking. Carew stands out as the one who restless fought in the English language to restore the personality of ancient American civilisations and their descendants. Grenada also left a picture of the communications network which the indigenous people enjoyed even after Columbus, of their long boat journeys, their conferences, and federations in the interest of the sovereignty.

A tireless communicator, motivator, and teacher he has a long bill of indictment before the judgment seat of
imperialism. Some charges will read: subverting innocent minds and immunising them against duping and self-deprecation, preaching the damnable doctrine of human dignity and the entitlement of all. My senior of a few slight years pursues his mission. At eighteen he was precocious. At eighty he remains innovative.

* * * * *

Jan Rynveld Carew, Emeritus Professor Northwestern University, was born in Agricola-Rome, Guyana, South America on September 24, 1920. Novelist, poet, playwright, educator, Carew describes himself as "an inveterate wanderer for whom travel is like the breath of life." In addition to his education at Howard and Western Reserve Universities in the United States, he also studied at the Charles University in Prague, Czechoslovakia and the Sorbonne in France.

He is a founder of the field of Pan-African Studies. Jan Carew has served as lecturer, professor or program director at Princeton, Rutgers, George Mason, Hampshire, Lincoln and London Universities.

Writer, artist, and educator, Jan Carew moved to Louisville in Fall 2000 as a Visiting Scholar-in-Residence with the Pan-African Studies Department. An authority on fields ranging from Third World studies to Caribbean literature to race relations, he has also served as an advisor to the heads of state of numerous nations on the African continent and in the Caribbean.

A founder of the field of Pan-African Studies, Carew entered academia after living for years in Britain as a writer, and in an Emeritus Professors of African-American and Third World Studies at Northwestern University. Among the many universities that. He is a permanent advisor to the University of Namibia in Windhoek, Namibia and to the St. Petersburg University of the Pedagogical Arts in St. Petersburg, Russia.


He has resided in Mexico, England, France, Spain, Ghana, Canada and United States. The men and women that he has interacted with include W.E.B. DuBois, Paul Robeson, Langston Hughes, Malcolm X, Kwame Nkrumah, Shirley Graham DuBois, Maurice Bishop, Cheikh Anta Diop, Edward Scobie, John Henrik Clarke, Tsegaye Medhin Gabre, Sterling D. Plumpp and Ivan Van Sertima. They all form a veritable pantheon of illustrious African scholars and activists.

* * * * *

The writer, Eusi Kwayana, 78, is a Guyanese who has lived in Guyana all his life except in the last year (2202-2003). He has been active in the political and cultural life of Guyana since the 1940s. He was once a government minister. That was in the first People's Progressive Party administration of 1953. He was a lifelong teacher. He was one of the founders of the African Society for Racial Equality (ASRE) and then of ASCRIA (African Society for Cultural Relations With Independent Africa).

He spent four years as a member of the People's National Congress and in 1974 joined the Working People's Alliance. He and his wife; Tchaiko, of Georgia, are blessed with four offspring.

* * * * *
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Biography

The distinguished African-American writer and educator Cyrus Colter was born in Noblesville, Indiana, on January 8, 1910. Colter was one of two children born to James Alexander Colter and Ethel Marietta Basset Colter. His father's various jobs included insurance salesman, actor, musician and regional director of the Central Indiana division of the NAACP, which took the family from Noblesville to Greensboro, Indiana, and later to Youngstown, Ohio. Cyrus Colter graduated from Rayen Academy in Youngstown and pursued his undergraduate degree at Youngstown University (Ohio) and Ohio State. In 1940 he earned a degree from the Chicago-Kent College of Law. On January 1, 1943, he married Imogene Mackay, a teacher, who served as his supporter and critic until her death in 1984.

Colter's early life was marked by his legal and military pursuits. After a brief stint as an agent for the Internal Revenue Agency, Colter served in World War II as a field artillery captain and saw combat in Europe in the Fifth Army under General Mark Clark. In 1946, he returned to civilian life and the practice of law in Chicago. Four years later, Governor Adlai Stevenson appointed him to the Illinois Commerce Commission (ICC), where his twenty-three year tenure was the longest in that agency's history.

In 1960, at the age of fifty, Colter reassessed his life's work and began an accelerated reading program that focused on Russian literature. Colter became more and more impressed with the range of characters depicted by Tolstoy, Dostoevski, and Chekhov, and he recognized the deficiency of African-American literature in this regard. When his wife challenged him to address this problem in fiction, Colter began to write. Colter's first short story, "A Chance Meeting," was published in 1960 in Threshold, a little magazine out of Belfast, Ireland. Ten years later, a collection of his short stories, The Beach Umbrella (1970), won the prestigious University of Iowa School of Letters first prize award for short fiction (chosen by Kurt Vonnegut). In the years that followed, he published countless short stories and poems, and six novels: The Rivers of Eros (1972), The Hippodrome (1973), Night Studies (1979), A Chocolate Soldier (1988), The Amoralists and Other Tales (1988) and City of Light (1993). Now widely read, his works have been translated into German, Italian, Hungarian, Danish, French, and Japanese.

Colter resigned from the ICC in 1973 in order to accept a professorship of creative writing in Northwestern's Department of African-American Studies, then two years old. A year later Colter was named as the first Chester D. Tripp Professor of the Humanities, a post he held until his retirement in 1978. Colter died on April 17, 2002.

Throughout his lifetime, Colter received countless accolades, including an honorary degree of Doctor of Letters from the University of Illinois (Chicago). One of the highest honors was bestowed in 1990 when Colter's was one of the names engraved on the frieze of the new Illinois State Public Library alongside such Illinois literary figures as Upton Sinclair, Carl Sandburg, Studs Terkel and Gwendolyn Brooks.
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Biography

William H. Exum was born on December 11, 1942 in Oklahoma and grew up in Kentucky. He became involved in school integration efforts during the late 1950s and early 1960s both as a student and as a civil rights worker. He received an A.B. cum laude in Social Relations from Harvard University in 1963 and a Ph.D. in Sociology from New York University in 1974. He received the Founders Day Award from NYU in 1974 for "consistent evidence of outstanding scholarship."

Exum began his teaching career at Sarah Lawrence College as an instructor and assistant professor from September, 1969 to June, 1973. He was on leave for the academic year 1971-1972. From July, 1973 to June, 1977 he was Assistant Professor, Department of Sociology, Williams College, serving as Director of the Afro-American Studies Program from July, 1975 to June, 1977. He joined the faculty of Northwestern University in September, 1977 and served as Associate Professor of African-American Studies and Sociology until his death in April, 1986.

Exum's stated research interests and publications all indicate his concern for understanding the "phenomena of difference," that is, how people and behavior come to be defined as different and the impact that perception has on those individuals in institutions and social interactions. He was an active member of the American Sociological Association, the Illinois Council for Black Studies, the Midwest Sociological Association, the Society for the Study of Social Problems, and the Society for Values in Higher Education.

Description of the Series

The William H. Exum Papers fill three and one-half boxes and are arranged in five subseries: biographical material, education files, correspondence, teaching files and publications files.

The small amount of biographical materials consist mostly of curriculum vitae, prepared by Exum at Northwestern University. Further biographical material on Exum appears in a booklet titled "NIA Afro-American Studies Newsletter," September 1974, No. 2 page 12.

The education materials are from Exum's years as a graduate student at New York University. They consist of some course readings, notes (a few handwritten) and exams, 1964-1967 and some lengthier course papers submitted during the years 1964-1966. A photocopy of his Ph.D. dissertation "Black Student Movements in White Colleges and Universities" February, 1974 is also part of this material.

The correspondence relates primarily to Exum's professional career, especially his teaching, writing and speaking engagements. A few letters from former students and correspondence with department heads dealing with the conditions of his employment are also included. The correspondence is arranged in chronological order, 1970-1985. A copy of an alphabetical list of correspondents, 1970-1985, is included.

The teaching files consist of class materials (bibliographies, syllabi, reading lists, and exams) from Sarah Lawrence College, Williams College, and Northwestern University, 1969-1985. Tenure related materials are filed here. Among these materials is a photocopy of testimony by William Exum to the House Subcommittee on Elementary, Secondary, and Vocational
CURRICULUM VITAE

Leon Forrest
1516 Hinman Avenue
Evanston, Illinois 60201
(708) 869-3773

Married to the former Marianne Duncan, 9/25/71.

LEON FORREST was born in Chicago on January 8, 1937 and he was educated at Wilson Junior College, Roosevelt University, and the University of Chicago.

He edited Chicago community weeklies form 1965 to 1969; and he was managing editor of Muhammad Speakers Newspaper, 1972-1973.

He was appointed associate professor of African-American Studies, Northwestern University, 1973; advanced to tenure, 1978.

Ralph Ellison wrote the introduction to his first novel, There Is a Tree More Ancient Than Eden. The author of Invisible Man said of Forrest's work: "How furiously eloquent is this man Forrest's prose, how zestful his jazz-like invention, his parody, his reference to the classics and commonplaces of literature, folklore, talltale and slum-street jive! How admirable the manner in which the great themes of life and literature are revealed in the black-white, white-black Americanness of his characters as dramatized in the cathedral-high and cloaca-low limits of his imaginative ranging".

Forrest's second novel, The Bloodworth Orphans, was published in 1977. (Both novels were published by Random House Inc.).

The opera Soldier Boy, Soldier, for which he wrote the libretto, was premiered at the University of Indiana in October and November of 1982. (Music by T.J. Anderson). Recreation, a verse play, set to music by T. J. Anderson, presented at the studio of the sculptor Richard Hunt, June 10, 1978; and at Harvard University, Sanders Theatre, March 31, 1989.


By proclamation, Mayor Harold Washington declared April 14, 1985 as Leon Forrest Day in Chicago. Mayor Washington's citation stated in part: "This distinguished, major American writer is a native son of Chicago whose outstanding achievements bring special recognition and praise to our great city".
Forrest served as president of the Society of Midland Authors in 1981-1982. (First Afro-American so honored). He is a member of the International Writer's Organization, PEN. He is an Associate Member of Northlight Theatre.

He has read from his works/or lectured on F. Dostoevsky, William Faulkner, and Ralph Ellison at Yale, Kentucky, Brown, Tufts, Wesleyan, Notre Dame, University of Illinois (at Circle), Urbana, and Carbondale, University of Wisconsin, and Harvard.

Forrest was promoted to professor, African-American Studies, 1984. He was appointed Chair of the department, June, 1985. He has held that Chair from 1985-1990. In February, 1985, he received a joint appointment with the English Department.

He was saluted for his teaching excellence by the ASG Faculty Honor Roll, 1981-82 and 1985-86. For his work on the Committee on Academic Standing, 1982-83, he received the Outstanding Member Certificate. He was a College Advisor in the CAS Dean's Office, 1983-84. He was selected as Teacher of the Year, by Omega Psi Phi Fraternity, May 12, 1988.

Courses created and taught by Mr. Forrest a Northwestern are: Literary techniques in Creative Writing; Survey of African-American Literature; The Art of James Baldwin; Black Presence in Faulkner; The Literature of Deviance; Dostoevsky's Way; Studies In Spiritual Agony and Re-Birth: the sermons and the Bible; Black Families in Literature.

He has served as Director of the Summer Academic Workshop, SAW, 1985-to present; Chair of the Martin Luther King Commemoration Committee; member, Chaplain's Search Committee.

The published book reviews, essays and fiction of Mr. Forrest have appeared in Chicago Tribune, Chicago Sun-Times, Chicago Magazine, the New York Times, Iowa Review, TriQuarterly Magazine; Story Quarterly; and Carlton Miscellany. His works have been anthologized in Chant of Saints and Giant Talk. His feature length article on ecstasy in the Black Baptist Church, which appeared in the July, 1985 issue of Chicago Magazine, was nominated for a Peter Lisagor Award, at the Chicago Headline Club Banquet.

A 10,000 word autobiographical essay (with family pictures) appeared in Contemporary Authors--Autobiography Series, Volume #7--1988, entitled: In the Light of the Likeness--Transformed.

Selected as one of three final judges for the first Gertrude Johnson Williams Contest, EBONY Magazine, (see Ebony, Feb. 1989).
--MAJOR LECTURES--

-- First Annual Allison Davis Lecture, on Herman Melville's Bentio Cereno, Fall 1981, Northwestern University.

-- "Dimensions of the Democratic Character" was the title of his convocation address, at NU's University-College graduation, June 15, 1985.

-- "Migration and Return: Rituals of the Spirit" was the name of his paper at the MLA meeting in Chicago, 1985.

-- Address at Ole Miss, annual Yoknapatawpha Country seminar, on the works of William Faulkner, August 5, 1988. Reforestation/In Faulkner was the title of the paper.

-- Reinvention in Ralph Ellison, and Toni Morrison., was title of Forrest's paper at the MLA, In December, 1988.


-- The Transformation of Grief Forrest's address at the Fifth Biennial Conference on Southern Literature, Chattanooga, Tennessee, April 7, 1989. Paper was an interpretation of Faulkner's Go Down, Moses, and its relationship to the Civil Rights Movement.

***********************

Forrest's three novels were reissued in paper-back, 1987-1988, with introductions by John Cawelti, Ralph Ellison, and Toni Morrison. Another Chicago Press, the Publisher.

-- Major Studies Published/or In Progress on Forrest's Fiction --

1987. Professor John G. Cawelti wrote the introduction for paper-back of The Bloodworth Orphans. Spring, 1987 Professor Cawelti received a grant from University of Kentucky to interview Forrest, as a first step toward critical study of his works.


From Folklore to Fiction, by H. Nigel Thomas, Greenwood Press, 1988 ... With two extensive chapters on The Bloodworth Orphans.
Beyond The Jagged Grain, by Keith Byerman. A study of contemporary African-American Fiction, with a chapter on There Is a Tree More.


**********************

Among the Universities and Colleges where Forrest's Fiction is being used in the classroom:

Graduate Seminar, University of Kentucky..."Influences of Joyce's Ulysses on the American Novel"--The Bloodworth Orphans and There Is a Tree More Ancient Than Eden; English Department, John Cawelti, professor, 1987-89.

African-American Studies..."Major Black Authors...Ellison and Forrest". University of Wisconsin, African-American Studies.

Art Institute of Chicago...Contemporary Authors: Black Literature...1988.


Western Michigan University, at Kalamazoo, MI. Summer, 1989. There Is a Tree More Ancient Than Eden.

**********************

Works-In-Progress...The Memoirs of Joubert Jones, Forrest's fourth novel is 1750 pages in manuscript. This novel is scheduled for publication by Another Chicago Press, Fall, 1991.
Leon Richard Forrest was born January 8, 1937 at Cook County Hospital in Chicago to Adelaide Green Forrest (1920-1964) and Leon Forrest, Sr. (1918-1971). His mother’s family was Catholic and from New Orleans. His father’s family were Baptists from Bolivar County, Mississippi. Leon Forrest Sr., who worked as a bartender on the Santa Fe railroad, moved to Chicago with his wife and grandmother in the late 1920s. Leon Forrest’s great-grandmother Katie helped raise him until the age of nine. His father composed song lyrics and did some recording and his mother loved music and wrote short stories.

Forrest grew up in a middle-class African-American neighborhood on the South Side of Chicago. He attended Wendell Phillips, an all African-American elementary school where he won the American Legion Award as the best male student in his class. A friend of Forrest’s father let the family use his address so that Leon could attend the highly regarded and racially integrated Hyde Park High school. A mediocre student, Forrest excelled in creative writing. He went on to attend Wilson Junior College (later Kennedy-King). His parents divorced in 1956. When Forrest’s mother remarried, she and her husband opened a liquor store where Leon worked as clerk and relief bartender while attending Roosevelt University. He took courses in journalism and playwriting at Wilson and Roosevelt and briefly studied accounting.

In 1960 Forrest took a playwriting course at the University of Chicago, but soon dropped out of college and was drafted. He spent his tour of duty in Germany working as a Public Information specialist, reporting on troop training and writing feature stories for the division newspaper. He wrote plays in his off-duty hours.

Upon his discharge, Forrest returned to his parents’ liquor store to tend bar while taking extension courses at the University of Chicago. There he met and befriended Professor Allison Davis, social anthropologist, and educational philosopher and English professor John G. Cawelti.

Shortly after attending the March on Washington in August 1963, Forrest moved into a small room in a building filled with musicians, painters, retired professors and writers. Forrest purchased a typewriter and began his first novel while working as an office boy for the Catholic Interracial Council’s Speakers Bureau. His play, Theatre of the Soul, was performed at the Parkway Community House, Chicago, in November 1967.

By 1970 Forrest had written for and edited several South Side community newspapers, among them The Woodlawn Booster, The Englewood Bulletin, The Chicago Bulletin (1964-1967), and The Woodlawn Observer (1967-1970). In 1969 Forrest joined Muhammad Speaks, the newspaper of the Muslim movement, as associate editor, writing on the arts. He was promoted to managing editor in 1972, serving for a year. He was the last non-Muslim editor of this newspaper.

On September 25, 1971, Forrest married Marianne Duncan. That year he completed his first novel, There is a Tree More Ancient than Eden, parts of which had been published previously. Saul Bellow’s praise for the work (box 1, folder 8) was helpful in achieving publication in May of 1973. Ralph Ellison wrote the forward for There is a Tree More Ancient than Eden, endorsing
FORREST REMEMBERED AS `DAUNTING EXAMPLE' ADMIRERS PAY LAST RESPECTS TO AUTHOR-TEACHER; [SOUTHWEST SPORTS FINAL, SW Edition]
Rohan B Preston, Tribune Staff Writer.. Chicago Tribune. Chicago, Ill.: Nov 14, 1997. pg. 7

Abstract (Summary)
They came from all over the Chicago area and nation Thursday to pay respects to the author whose effusive lyricism earned him the title of the James Joyce of Chicago's South Side, a teacher who had been a mentor to thousands of students in nearly a quarter century at Northwestern University, a scholar who believed in the redemptive power of literature.

Leon Forrest, who was born 60 years ago to a working class composer-bartender father and jazz-devoted mother, died of prostate cancer last week.

"He made many of his contemporaries feel good about being writers, not simply because he was a good man and kind man but also because he was a very generous and unassuming teacher," said Wideman, who visited Forrest three weeks ago but was unable to make the funeral.

Full Text (817 words)
Copyright Chicago Tribune Co. Nov 14, 1997

They came from all over the Chicago area and nation Thursday to pay respects to the author whose effusive lyricism earned him the title of the James Joyce of Chicago's South Side, a teacher who had been a mentor to thousands of students in nearly a quarter century at Northwestern University, a scholar who believed in the redemptive power of literature.

Leon Forrest, who was born 60 years ago to a working class composer-bartender father and jazz-devoted mother, died of prostate cancer last week.

At St. Mary Church in Evanston, not far from where he lived, a song-filled mass reflected the range of his ambitions and tastes--from the operatic "Ave Maria" to the low-moaning jubilation of "A City Called Heaven."

Forrest may not have been the type of author who sold millions of books and made best-seller lists. But he had an impact on the nation's literary landscape in numerous other significant ways.

Luminaries such as Toni Morrison, who was his editor at Random House, Eugene Redmond and John Edgar Wideman often attested to his grace and humanity.

"He made many of his contemporaries feel good about being writers, not simply because he was a good man and kind man but also because he was a very generous and unassuming teacher," said Wideman, who visited Forrest three weeks ago but was unable to make the funeral.

"Leon stood for the highest standards, with the patience to take all the time that is necessary to put the right words in place to find the truest feelings and truest expressions that went with them. His example is daunting because he achieved his goals so often."

Sterling Plumpp, a poet and cultural historian who teaches at the University of Illinois at Chicago, attended and was visibly moved by the service at St. Mary's Church.
He said that another achievement of Forrest's "was that he weaved myths and the human spirit into triumph, providing a greater vision into the souls of folks rather than the weight of the chains borne. His approach to literature is itself a liberation."

Forrest also encouraged legions of emerging writers, such as Valerie Boyd, Kelle Hutchinson, Jabari Asim and Daniel Wideman.

He taught African-American studies and English at Northwestern, where he became known for challenging and championing his students.

"One challenge that he leaves for us is how to balance our craft and profession while being available and generous with people," said Sandra L. Richards, a professor of African-American studies and theater at Northwestern. "Entering his work was like wandering into some jazz session that made you pay attention. There is a polyphony of sounds and perspectives--like tragedy, humor and seeming ruckus. But out of all that chaos, he was most impressed with the way the human spirit could soar."

In his works, Forrest combined the aesthetic of jazz improvisation with the fire and redemption of the African-American church, often infusing his work with long sermons and homilies. The 1,138-page "Divine Days," the most significant of his four award-winning novels, is often measured in pounds rather than in chapters.

After the service, colleagues and admirers continued their testimonies. Noted American sculptor Richard Hunt, who commissioned Forrest to write the libretto for the opera "Re-Creation" (with T.J. Anderson scoring the music) was mournful but steadfast.

"Leon was a brother to me, in spirit and creativity, without the sibling rivalry that blood brothers usually have," he said. "He was great as an artist and great as a human being."

"And he was never taken in by the current intellectual fads," said Madhu Dubey, who teaches African-American studies at Northwestern. "He had a sharp and honest way of getting underneath the fluff, and I was able to talk with him with complete honesty about supposedly sacred subjects."

The funeral also was attended by such writers as Reginald Gibbons and Michael Anania as well as art curator and historian Gwendolyn Robinson, graphic artist Jeff Trimmingham and actor and Columbia College professor Catherine Slade, with whom he had worked when he was editor of the newspaper Muhammad Speaks.

Author and historian Glennette Tilley Turner said of Forrest: "I thought of him as a writer who nurtured other writers, but I had known about him forever and thought everyone else had."

"The volume of books sold is no yardstick to measure Leon Forrest's greatness."

Illustration
PHOTOS 3: Caption: PHOTO: Leon Forrest was known as the James Joyce of Chicago's South Side and a mentor to thousands of students. Tribune photo by Charles Osgood. PHOTO: Leon Forrest's daughter Peggy Holt (from left), his wife, Marianne, and Brenda Thatcher leave St. Mary's Church in Evanston after services for the writer and teacher. Tribune photo by Charles Osgood. PHOTO: Sculptor Richard Hunt says Thursday of his late friend Leon Forrest: "He was great as an artist and great as a human being." Tribune photo by Charles Osgood. (North Sports Final edition, Metro Chicago section, Page 2.)

Indexing (document details)
Subjects: Funerals, Writers, Fatalities
Locations: Evanston Illinois
People: Forrest, Leon
Author(s): Rohan B Preston, Tribune Staff Writer.
Document types: News
Section: METRO SOUTHWEST
Source type: Newspaper
Charles M. Payne, Ph.D.

Biography

Charles M. Payne is the Frank P. Hixon Professor in the School of Social Service Administration at the University of Chicago, where he is also an affiliate of the Urban Education Institute. His interests include urban education and school reform, social inequality, social change and modern African American history. He is the author of Getting What We Ask For: The Ambiguity of Success and Failure in Urban Education (1984) and I've Got the Light of Freedom: The Organizing Tradition in the Mississippi Civil Rights Movement (1995). The latter has won awards from the Southern Regional Council, Choice Magazine, the Simon Wisenthal Center and the Gustavus Myers Center for the Study of Human Rights in North America. He is co-author of Debating the Civil Rights Movement (1999) and co-editor of Time Longer Than Rope: A Century of African American Activism, 1850-1950 (2003).

He recently published So Much Reform, So Little Change (Harvard Education Publishing Group) which is concerned with what we have learned about the persistence of failure in urban districts, and an anthology, Teach Freedom: The African American Tradition of Education For Liberation (Teachers College Press), which is concerned with Freedom School-like education. He is the recipient of a Senior Scholar grant from the Spencer Foundation and is a Resident Fellow at the foundation for 2006-7. With the support of the Carnegie Scholar's Program, he is doing a study of how school reform dialogue in other countries compares to the American situation. His work on urban schools is also supported by an Alphonse Fletcher, Sr. Fellowship for 2007-8. Fletcher fellowships support
work that contributes to improving race relations in American society and furthers the broad social goals of the U.S. Supreme Court's Brown v. Board of Education decision of 1954.

Payne has been a member of the Board of the Chicago Algebra Project, of the Steering Committee for the Consortium on Chicago School Research, the Research Advisory Committee for the Chicago Annenberg Project, the editorial boards of Catalyst, the Sociology of Education and Educational Researcher. He currently serves on the Board of MDRC, the editorial board of High School Journal, and the advisory board for Teacher College Press' series on social justice. He is the co-founder of the Duke Curriculum Project, which involves university faculty in the professional development of public school teachers and also co-founder of the John Hope Franklin Scholars, which tries to better prepare high school youngsters for college. He is among the founders of the Education for Liberation Network, which encourages the development of educational initiatives that encourage young people to think critically about social issues and understand their own capacity for addressing them; i.e., freedom schools, social justice schools, rites of passage programs and so on.

Payne was founding director of the Urban Education Project in Orange, New Jersey, a nonprofit community center that broadens educational experiences for urban youngsters. He has taught at Southern University, Williams College, Northwestern University and Duke University. He has won several teaching awards and at Northwestern, he held the Charles Deering McCormick Chair for Teaching Excellence and at Duke, the Sally Dalton Robinson Chair for excellence in teaching and research.

Payne holds a bachelor's degree in Afro-American studies from Syracuse University and a doctorate in sociology from Northwestern.

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Publications

Core Faculty 2008-2009

Dr. Sandra Richards

Professor of African American Studies, Theater, and Performance Studies

Address:
African American Studies
Department
5-101 Crowe
1860 S. Campus Dr.
Evanston, IL 60208-2209

Phone: 847-491-7958
Fax: 847-491-4803

Email: s-richards@northwestern.edu

Courses:

AFAm 381 Topics: Performance of Memory in the Black Atlantic

AFAM 259, Intro to African American Drama

AFAM 378, The Harlem Renaissance

AFAM 379, African American Women Playwrights

AFAM 332, Black Feminist Theories

Degree:

Stanford University Ph.D.

Current Research:

Performances of Memory amongst African American Tourists to Slave Sites in the Black Atlantic.

Recent Awards:


2001-2002 Rockefeller Fellowship in Black Performing Arts, Stanford Humanities Center

Recent Publications:


Ancient Songs Set Ablaze: The Theatre of Femi Osofisan
CURRICULUM VITAE

DWIGHT A. McBRIDE
Dean of the College of Liberal Arts and Sciences
Professor of African-American Studies, English, and Gender & Women's Studies

Office Address:
University of Illinois at Chicago
College of Liberal Arts and Sciences
Office of the Dean
601 South Morgan Street (MC 228)
Chicago, Illinois 60607
Tel: 312-413-2500
Fax: 312-413-2511
dmcbride@uic.edu

EDUCATION:

Ph.D. University of California, Los Angeles
English Literature 1996

M.A. University of California, Los Angeles
English Literature 1993

A.B. Princeton University
English Literature and Afro-American Studies 1990

Academic Specializations and Interests: African American Literature and Culture (especially 18th and 19th
centuries), Black Queer Studies, Cultural Studies, Race Theory, Gender Theory, Nineteenth-Century
American Literature and Culture, British and U.S. Romanticism
Languages: Advanced Proficiency in French

EMPLOYMENT HISTORY:

Tenured and Tenure-Track Academic Appointments:

2007-present University of Illinois at Chicago
Professor of African-American Studies, English, and
Gender & Women's Studies

2005-2007 Northwestern University
Professor of African American Studies, English, and
Communication Studies

2004-2007 Northwestern University
Leon Forrest Professor of African American Studies

2002-2005 Northwestern University
Associate Professor of African American Studies, English,
and Communication Studies

1999-2002 University of Illinois at Chicago
Associate Professor of English and African-American
Studies (Summer 2001-Summer 2002); Assistant Professor
(Fall 1999-Spring 2001)
### Other Academic Appointments:

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<td>2004-05</td>
<td>University of California, Irvine</td>
<td>Visiting Scholar in African American Studies</td>
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<tr>
<td>Spring 1997</td>
<td>Occidental College</td>
<td>Visiting Assistant Professor of English</td>
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<td>Fall 1995</td>
<td>University of California, Los Angeles</td>
<td>Teaching Fellow in English</td>
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<td>California Institute of the Arts</td>
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<td>Santa Monica Community College</td>
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### Administrative and Non-Teaching Appointments:

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<td>University of Illinois at Chicago</td>
<td>Dean</td>
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<td>College of Liberal Arts and Sciences</td>
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<td>2002-2007</td>
<td>Northwestern University</td>
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<td>(on-leave 2004-05)</td>
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<td>2001-2002</td>
<td>University of Illinois at Chicago</td>
<td>Head</td>
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<td>Department of African-American Studies</td>
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<td>1992-1993</td>
<td>University of California, Los Angeles</td>
<td>Executive Assistant to the Director/Counseling Unit</td>
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<td>1991-1992</td>
<td>University of California, Los Angeles</td>
<td>English Graduate Mentor</td>
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<td>1989-1990</td>
<td>Princeton University Afro-American Studies Program</td>
<td>Research Assistant to Professor Toni Morrison</td>
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### AWARDS AND HONORS:

- **Marta Sutton Weeks Fellow.** In Residence at the Stanford Humanities Center, Palo Alto, CA. (2007-08)
Nominee. 2006 Hurston-Wright Legacy Award for Non-Fiction. For Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality (Summer 2006).

Nominee. 2006 Lambda Literary Award for LGBT Studies. For Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality (Winter 2006).


2003-04 Faculty/Administrator Honor Roll. Presented by the Northwestern University Associated Student Government.

Center for Lesbian and Gay Studies (CLAGS) 2004 Passing-the-Torch Award. Recognizes significant work by an emerging scholar in the field of LGTBQ Studies.

2004 Sidney Kaplan Memorial Lecturer. University of Massachusetts at Amherst Department of English.

Jean Gimbel Lane Professor in the Humanities. Northwestern University Humanities Center. (Appointment for Fall Term 2003).

Lambda Literary Award for Best Fiction Anthology. For Black Like Us: A Century of Lesbian, Gay, and Bi-Sexual African American Fiction (Spring 2003).

Monette/Horowitz Trust 2002 Achievement Award. For independent research which combats homophobia. (Spring 2003).

Nominee. Hurston/Wright Foundation Legacy Award. For Impossible Witnesses: Truth, Abolitionism, and Slave Testimony (Summer 2002).

NYU Press Author of the Month. For Impossible Witnesses: Truth, Abolitionism, and Slave Testimony. (February 2002).

Special Citation. MLA Crompton-Noll Award Committee. For producing and promoting Black Queer Literary and Cultural Studies (2000).

UIC Humanities Institute Grants-in-Aid. To support completion of Black Like Us: A Century of Queer African American Literature (Fall 1999).


Third Term Summer Research Grant. University of Pittsburgh (Summer 1998). [Declined]

National Endowment for the Humanities Summer Stipend. (Summer 1998)

University of California President's Postdoctoral Fellowship. In residence at the UCLA Department of English under the mentorship of Prof. Eric J. Sundquist (1996-97)

Distinguished Dissertation Fellow in Residence. Louisiana State University (Spring 1996)
UCLA English Department Fellowship. (1994-95)

University of California Office of the President Research Assistantship/Mentorship Fellowship. (1993-94)

Ford Foundation Pre-Doctoral Fellowship. (1990-93)

The Class of 1901 Medal. Annually awarded to the member of the senior class who has done the most for Princeton University (1990)


PUBLISHED BOOKS AND EDITED VOLUMES:


Editor. James Baldwin Now. New York: New York UP, 1999. (Received Special Citation from the 2000 MLA Crompton-Noll Award Committee for significant contribution to the field of LGBT Studies in the Modern Languages)

PUBLISHED ESSAYS AND ARTICLES:

“Why I Hate that I Loved Brokeback Mountain.” GLQ (Gay and Lesbian Quarterly), 2007 (Volume 13, Number 1): 95-97.

“Toward the New Black Studies, Or Beyond the Old Race Man.” Journal of Black Studies, 2006 (Volume
37, Number 3): 428-444.


"Preface." Works and Days, 2001 (Volume 19, Number 37/38) in a special issue on Virtual Experiences of the Harlem Renaissance: The Virtual Harlem Project: 9-11.


"Can the Queen Speak?: Sexuality, Racial Essentialism and the Problem of Authority." Callaloo, Spring '98 (Volume 21, Number 2) in a special issue on Emerging Black Male Writers: 363-379.


BOOK REVIEWS:


WORKS IN-PROGRESS:

Poetics, Politics, and Phillis Wheatley.

White Lies in the Republic: Race, Sexuality and Politics.

SELECTED INTERVIEWS AND PROFILES:


Black Lines (cover story), February 2003: 10-12. Interviewed by D. Kevin McNeir.


Chicago Free Press, August 1, 2001: 17. “Chicago Emerges as Gay Studies Center.”


INVITED LECTURES AND PAID CONSULTANCIES:


Apr. ’06 Lecture: “Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro” and a consult for faculty and graduate student diversity development. Vanderbilt University. Nashville, TN.


February 2003: "Race, Faith, & Sexuality: Or a Snapshot Genealogy of the Grateful Negro." Washington State University, Pullman, WA.

October 2005: Keynote: “Race, Faith, and Sexuality” at the “Secularism in an Age of Belief” Conference. University of Illinois, Urbana-Champaign, Urbana, IL.


May 2004: “Why All the Blacks Are Straight.” Sidney Kaplan Memorial Lecture. University of Massachusetts at Amherst, Amherst, MA.

April 2004: “Race, Lies, and the Black Community: Or, the Outing of African American Studies.” Plenary panel at the “New Directions in African American Literature, Theory, and Cultural Studies” Conference. Indiana University, Bloomington, IN.

April 2004: “Why All the Blacks Are Straight.” University of California, Irvine, Irvine, CA.

March 2004: “Straight Black Studies.” University of Maryland, College Park, MD.


July 2003: “Straight Black Studies.” Dartmouth College, Hanover, NH.


May.'02 Consultant. Center for Teaching and Learning. Columbia College. Chicago, IL.

Feb.'02 “Straight Black Studies: African American Studies and James Baldwin’s Prophetic Call for a Black Queer Studies.” Sponsored by the Yale University African American Studies Department. New Haven, CT.

Feb.'02 “The Uses of Black History in the Struggle for Freedom.” A black history month lecture. Sponsored by CUNY Graduate Center and Hunter College Departments of Sociology. New York, NY.

Jan.'02 “Straight Black Studies: African American Studies and James Baldwin’s Prophetic Call for a Black Queer Studies.” Sponsored by the University of Chicago Program in Gender Studies. Chicago, IL.

Sep.'01 “Race and Sexuality: The Harlem Renaissance and the Cult of Black Respectability.” African-American Women’s Academic Network (The Ambassador West Hotel). Chicago, IL.

Mar.'01 “Queering the Raced Nation: African American Studies and James Baldwin’s Prophetic Call for a Black Queer Studies.” African American Studies Winter Forum. Sponsored by the Northwestern University Department of African American Studies and the Program in Gender Studies. Evanston, IL.

Mar.'01 “Whence Black Queer Studies?” A plenary address at a symposium on “Critical Theory and Race.” Sponsored by the Purdue University African American Studies Program and the English and Philosophy Ph.D. Program. West Lafayette, IN.

Mar.'99 “Bearing Witness: The Uses of Space and Social Location in Slave Testimony.” Sponsored by the University of Illinois at Chicago Department of English. Chicago, IL.

Feb.'99 “Coming Home to History.” A lecture for the black history month program. Sponsored by the Cedar Grove Baptist Church. Belton, SC.


Nov.'98 “Truth and Witnessing in Slave Testimony.” A lecture and a seminar on abolitionist discourse. Sponsored by the University College Dublin Department of English. Dublin, Ireland.

Oct.'98 “Bearing Witness: The Uses of Space and Social Location in Slave Testimony.” Sponsored by the University of California, Irvine Department of English. Irvine, CA.

Sept.'98 “Bearing Witness: The Uses of Space and Social Location in Slave Testimony.” Sponsored by the Ohio State University Department of English. Columbus, OH.

Apr. '98 “Can the Queen Speak?: Sexuality, Racial Essentiaialism, and the Problem of Authority.” Given in a lecture series sponsored by the Wayne State University Department of English. Detroit, Michigan.


Sep. '97 Respondent to a lecture by Lindon Barrett entitled, “Black Men in the Mix: Badboys, Heroes, Sequins, and Dennis Rodman.” Sponsored by the Callaloo Speakers Series and the University of Virginia Department of English. Charlottesville, VA.
May '97 “Can the Queen Speak?: Sexuality, Racial Essentialism, and the Problem of Authority.” Given in a lecture series sponsored by the UCSD Center for the Study of Race and Ethnicity and the Department of Ethnic Studies. San Diego, CA.

PAPERS/PRESENTATIONS:

May '06 Presenter: Toni Morrison’s Retirement Celebration at the Lincoln Center. New York, NY.


Dec.'03 “Affirmative Action and White Rage.” On a panel sponsored by the Foreign Languages Division. The Modern Language Association of America, San Diego, CA.

Dec.'03 “Race and Sexuality in African American Studies.” On a panel sponsored by the African American Literature and Culture Division. The Modern Language Association of America, San Diego, CA.


Apr. '02 Moderator: “Writers at Hull House.” Hull House and the Chicago Cultural Front (1930-1945) Conference. Chicago, IL.


Apr. '01 Panelist: “Rediscovering James Baldwin.” The Goodman Theatre, Chicago, IL.


Oct. '00 “Comment.” On a panel on “Race and 19th-Century American Culture.” American Studies Association, Detroit, MI.

Oct. '00 “Why James Baldwin Now?” On a panel on “James Baldwin.” African American Literature and Culture Society Conference, Salt Lake City, UT.


Mar. '98 “Contemporary African American Intellectuals and Marxist Thought.” Guest Speaker in a Cultural Studies Graduate Seminar on “Marxism” by Professor Marcia Landy. University of Pittsburgh, Pittsburgh, PA.


Nov. '97 Moderator of a panel on: “Geographies of Race and Sexuality.” American Studies Association, Washington, DC.

May '97 Organizer of and speaker on a panel during an evening on James Baldwin. Presented a paper entitled “New
Scholarship on James Baldwin.” Skylight Books, Los Angeles, CA.


Apr. '96 Faculty Roundtable Discussant at a screening of Marlon Riggs's Black Is... Black Ain't. Department of Geography and Anthropology at Louisiana State University, Baton Rouge, LA.

Sept. '92 "Never Assume: Teaching in the Multicultural Classroom." Third Annual UCLA Teaching Assistants' Conference, Los Angeles, CA.

Apr. '92 "Speaking the Unspeakable: African American Intellectuals and the Rhetoric of Essentialism." Fifth Annual Southland English Graduate Student Conference, Los Angeles, CA.

Nov. '91 Moderator of a panel on: "Sexuality, Pornography, and Technology." The Lesbian and Gay Studies Conference, New Brunswick, NJ.

PROFESSIONAL ACTIVITIES

Board Member, Northwestern University Press (November 2006-September 2007)

Review Panelist, Ford Postdoctoral Fellowship (Spring 2006)

Review Panelist, NEH Fellowship—American Literature (Summer 2004)

Co-Convenor, with Professor Robert Gooding-Williams of "100 Years of the Souls of Black Folk: A Conference Celebration." Northwestern University (October 2003).

Judge, Hurston-Wright Legacy Award [non-fiction book award category] (2004)

Tenure & Promotion Evaluator, Duke University; Rutgers University; George Mason University; Skidmore College; University of Pennsylvania; Brown University; University of Southern California; Hunter College; University of Toronto; University of California, San Diego; University of California, Riverside

Member, Elections Committee of the Modern Language Association (2003-05)

Chair, William Sanders Scarborough Book Prize Committee for the Modern Language Association (2005)

Member, William Sanders Scarborough Book Prize Committee for the Modern Language Association (2002-04)

Chair, Lora Romero First Book Award Committee for the American Studies Association (2001-02)

Book Review Editor, Callaloo (1999-2000)

Review Panelist, NEH Summer Stipend—Early American Literature (Fall 1999)

Member, Minority Scholars Committee for American Studies Association (1998-02)

Member, Board of Contributing and Advisory Editors, Callaloo (1998-2000)

Referee, Literary Criticism, Callaloo (1997)

Chair, Ralph Henry Gabriel Dissertation Prize Committee for American Studies Association (1997-98)

Member, The American Studies Association (ASA) (1997-present)

Member, The Society for the Study of Multi-Ethnic Literature in the United States (MELUS) (1997-present)

Member, The Modern Language Association (MLA) (1991-present)

Member, The National Council of Teachers of English (1989-91)

UNIVERSITY AND COMMUNITY SERVICE:

Member, University of Illinois Press Board (2007-present)

Member, Northwestern University Graduate School Humanities Committee (2005-2007)

Member, Northwestern University African American Studies Graduate Committee (2005-2007)

Affiliate and Co-Founder, Northwestern University Center for African American History (2004-2007)


Member, Host Committee for the Lambda Literary Foundation’s Award Ceremony in Chicago, IL (2004)

Member, Northwestern University English Department Bergan Evans Chair (Senior Americanist) Search Committee (2003-04)

Chair, Northwestern University African American Studies Department Visiting Assistant Professor Search Committee (2003-04)

Speaker, “The Pitfalls of Thinking Race: Or Why All the Blacks Are Straight.” Northwestern Sociology Department Workshop on Race, Gender, and Class (May 2003)

Panelist, “African American Studies and the Humanities at Northwestern.” Preview NU for Prospective Students and Parents (Spring 2003)
Speaker, “African American Studies at Northwestern.” WCAS Board of Visitors Dinner (May 2003)
Director, About Face Theater Company Board of Directors (2003-2004 & 2006-present)
Member, Chicago Humanities Festival Advisory Board (2003-present)
Chair, African American Studies Department Postdoctoral Fellowship Selection Committee (2002-03)
Moderator, University of Chicago Gay and Lesbian Graduate Student Conference (2003)
Member, Northwestern University Gender Studies Program Advisory Board (2002-2005)
Speaker, “Fear, Perseverance, and the Dream.” Luncheon for Transfer Students to UIC sponsored by the Office of Community College Relations (March 2002)
Moderator, Panel on “Women and Representation: Challenging Conventional Narratives” at the UIC Annual Graduate Student Conference sponsored by the UIC Humanities Institute (Spring 2002)
Moderator, Panel on “The Legacy of Dr. Martin L. King, Jr.” sponsored by UIC Campus Ministries (Spring 2002)
Organizer, UIC Distinguished Visitor in Ethnic Studies Series (Spring 2002)
Member, Founders’ Circle of About Face Theatre Company, Chicago (Jan. 2002-present)
Chair, UIC English Department Senior African Americanist Search Committee (2001-02)
Member, (elected) UIC Graduate College Awards Committee (2001-2002)
Member, UIC English Department Graduate Curriculum Task Force (Spring 2001-Fall 2001)
Member, UIC Dean’s Search Committee for Head of African-American Studies (2000-2001)
Coordinator, UIC Graduate Student Symposium on “African American Literary Criticism and Theory Today” (Apr. 27 & 28, 2000)
Organizer, UIC English Department Publication Workshop for Graduate Students (Fall 1999)
Vice-President, Board of Directors for Healthworks Theatre, Chicago (1999-2001)
Director, Board of Directors for Healthworks Theatre, Chicago (1999-2004)
Member (elected), University of Pittsburgh Faculty Senate Anti-Discriminatory Policies Committee (1998-
Member, Literature Committee, University of Pittsburgh Department of English (1997-98)

Member, Graduate Placement Committee, University of Pittsburgh Department of English (1997-98)

Co-Organizer, “A Colloquium on Memory:” A regional event presented by the University of Pittsburgh Department of English (March 26-27, 1998)

Referee, The James Snead Award, University of Pittsburgh Department of English (1998)

Member, Cultural Studies Program Graduate Fellowships Committee, University of Pittsburgh (1998)

Speaker, “Presentations and Job Interviews.” Dinner for Graduate Students and Faculty of Color at Carnegie-Mellon University and the University of Pittsburgh (Jan. 1998)

Member, Personnel Interview Committee for the University to Pittsburgh English Department at the MLA (1997)

Co-Organizer, in conjunction with the Warhol Museum, of a community forum on “Celebrity and Social Responsibility.” The Warhol Museum, Pittsburgh, PA (Dec. 5, 1997)

Organizer, of a talk, “Identities and Identity Studies: A Reading of Toni Cade Bambara’s ‘The Hammer Man,’” by Professor Lindon Barrett. Sponsored by the Department of English and The Program in Cultural Studies (Dec. 5, 1997)

Coordinator, University of Pittsburgh Graduate Student Conference on “Abolitionist Discourse” (Dec. 1 & 5, 1997)

Member, The University of Pittsburgh Black Faculty Forum (1997-98)

Coordinator and Founder, The University of Pittsburgh Race and Ethnicity Study Group (1997-98)

Speaker, “Planning for Graduate Study in English and Cultural Studies.” A University of Pittsburgh English Department Panel on Career Options for English Majors (Nov. 1997)

Speaker, “Adversity, Community and Perseverance: One Model for Success in the University.” Opening Dinner for Graduate Students and Faculty of Color at Carnegie-Mellon University and the University of Pittsburgh (Sept. 1997)

Volunteer, Pittsburgh Gay and Lesbian Film Festival (Fall 1997)

Freelance Writer, Pittsburgh’s Out—Pittsburgh’s Gay and Lesbian News Monthly (Fall 1997)

**TEACHING:**

**Graduate Courses at Northwestern:**
- Literature, Gender, and the Politics of Racial Respectability (grad and undergrad enrollment)
- African American Literary Criticism & Theory (grad & undergrad enrollment)
- Early African American Literature
- Expressive Arts and Cultural Studies: Major Debates (AFAM core graduate course)

**Undergraduate Courses at Northwestern:**
Early African American Literature
Law & Order: SEI (Society, Ethics, & Intellectuals) [Freshman Seminar]
Introduction to African American Studies—Part I

Graduate Independent Studies at Northwestern:
“Black Expatriation in Paris” with Rashida Braggs, Performance Studies (Fall 2003)

Dissertation and M.A. Committees at Northwestern:
Chair, Qualifying Examination & Dissertation Committee for Tasha Hawthorne (2004-present)
Chair, Qualifying Examination & Dissertation Committee for Janaka Bowman (2004-present)
Member, Dissertation Committee for Antoina Randolph, Sociology (2003-2006)
Member, M.A. Thesis Committee for Nick Kaspar, Linguistics (2003)
Member, Dissertation Committee for Jeffrey McCune, Performance Studies (2002-2006)
Member, Dissertation Committee for Rashida Braggs, Performance Studies (2003-2006)
Chair, Examination and Dissertation Committee for Ebony Utley, Communication Studies (2004-2006)

Dissertation and M.A. Committees Elsewhere:
Examiner, Dissertation Committee for Nadine Ehlers (2004) [Macquarie University, Sydney, Australia]
Member, M.A. Thesis Committee for Justin Joyce (2003-2004) [UIC]
Co-Chair, Qualifying Examination Committee for Vershawn Young (1999-2000) [UIC]
Member, Dissertation Committee for Bridget Tsemo (1999-2005) [UIC]
Member, Qualifying Examination Committee for Janice Lively (2000-2002) [UIC]
Member, Qualifying Examination Committee for John Mead (2000-2002) [UIC]
Member, Qualifying Examination Committee for Pearl Ratunil (2000-2002) [UIC]
Member, Ph.D. Project Examination Committee for Michael Mazza (1998-1999) [Pitt]
Member, Dissertation Committee for Kara Keeling (1998-1999) [Pitt]

Graduate Courses Elsewhere:
Abolitionist Discourse in Britain, France and the U.S. (Pitt and LSU)
African American Literary Criticism and Theory (UIC)

Graduate Independent Studies Elsewhere:
“Race Theory and Black Authenticity Politics” with Kara Keeling (Pitt)
“African American Literary Criticism” with Richard Purcell (Pitt)

Undergraduate Courses Elsewhere:
History of American Literature: Beginnings to 1914 (UIC)
Introduction to African American Literature (1760-1910) (UIC)
Introduction to Literary Theory (UIC)
Race and Literature in 19th Century America (UIC-grad and undergrad enrollment)
An Introduction to Literary Study: Some Contemporary Approaches to Reading Texts (SMC)
Critical Writing and Critical Thinking (UCLA)
Slavery, the Law, and American Literature (Cal Arts)
American Literature, Beginnings to 1865 (LSU)
Early African American Literature, 18th and 19th Century (UCLA)
Race and 19th Century American Literature (Occidental)
African American Literature, 18th Century to the Present (Pitt)
20th Century African American Intellectual and Popular Culture [w/ a grad student section] (Pitt)
General Writing (Pitt)
Dr. Richard Iton
Associate Professor of African American Studies

Address:
African American Studies Department
3-134 Crowe
1860 S. Campus Dr.
Evanston, IL 60208-2209

Phone: 847-467-3467
Fax: 847-491-4803

Email: r-iton@northwestern.edu

Courses:
- 245-0 The Black Diaspora and Transnationality
- 319-0 Race, Ethnicity and the American Constitution
- 327-0 The Politics of African American Popular Culture
- 403-0 Diaspora Tropes and Diasporic Theory
- 460-0 Race, Politics, Society, and Culture

Degree:
Johns Hopkins University Ph.D.

Current Research:
A project examining the connections among culture, the state, and public policy

Recent Awards:
- 2001
  Gustavus Myers Outstanding Book Award

- 2000
  Best Book Award of 2000 on the Social, Cultural, and Ideological Construction of Race from the American Political Science Association

Recent Publications:

- Solidarity Blues: Race, Culture and the American Left (University of North Carolina Press, 2000)
Darlene Clark Hine

Black Biography: Darlene Clark Hine

historian; writer; educator

Personal Information


Education: Roosevelt University, BA, 1968; Kent State University, MA, 1970, PhD, 1975. Politics: Democrat.

Religion: Baptist.

Memberships:
(Selected) American Historical Association; Association for the Study of Afro-American Life and History; Southern Historical Association; Southern Association for Women Historians.

Career

South Carolina State College, Orangeburg, SC, assistant professor of history and coordinator of black studies, 1972-74; Purdue University, West Lafayette, IN, assistant professor, 1974-79; associate professor, 1979-85; professor of history, 1985-87, interim director of Africana Studies and Research Center, 1978-79, vice provost, 1981-86; Michigan State University, East Lansing, MI, John A. Hannah Professor of History, 1987-.

Life's Work

Darlene Clark Hine is a pioneering scholar in the field of African American women's history. She has written three award-winning books on African American women's history, and edited a two-volume encyclopedia, *Black Women in America*, the first major encyclopedia on the subject. Hine is considered to be a leading expert on the subject of race, class, and gender in American society. As the John A. Hannah Professor of History at Michigan State University in East Lansing, Hine helped to establish a new doctoral field in comparative African American history, one of the first of its kind. She has co-edited a 16-volume series on African American history in the United States, *Milestones in African American History*, as well as numerous anthologies.

In her academic work, Hine seeks not only to explore African American history, but also to redefine the discipline of history itself. "To me, the historical profession is still too caught up with the wealthy and the influential in political, social, and cultural arenas, who actually number only a very small minority of the human population," Hine told Roger Adelson of the *Historian*. "...Because so few of the new social historians have included black women, who remained at the very bottom of the ladder in the United States, we continue to lose much understanding and wisdom."

Influenced by Civil Rights Movement

Hine was born in Morley, Missouri, on February 7, 1947, the oldest of four children of Levestor Clark, a truck driver, and Lottie Mae (Thompson) Clark, a homemaker. When she was three-years-old, her parents moved north to Chicago in order to obtain better jobs, while Hine remained behind with her grandparents. Her grandmother was an early influence in Hine's life. As she told Roger Adelson of the *Historian*, "my maternal grandmother early observed that I was 'smart,' and she saw to it that the rest of the family neither discouraged my reading nor dampened my curiosity."

When she was nine years old, Hine left Missouri to join her parents on the west side of Chicago. From that point until she graduated from high school, her weekly routine was the same: weekdays she went to school, Sundays to church, and Saturdays to the public library. "Every Saturday I checked out five or six books to take me through the week," she was quoted as
saying in the Historian.

After graduating from Crane High School as valedictorian, Hine was offered a full scholarship to Chicago's Roosevelt University, where she began undergraduate work in 1964. During her freshman year, Hine discovered that she was pregnant; her daughter, Robbie Davine, was born that summer. "With my baby daughter to support and educate, I became more determined than ever to be a success," Hine told Adelson.

While she had originally planned to become a microbiologist, Hine began to develop an interest in African American history during her years at Roosevelt. As an undergraduate, she attended meetings of the Black Panthers and Nation of Islam, read books published by independent black presses, and attended lectures by eminent African American scholars. "Hearing black activists refer so often to history, seeing the black culture of the past and present celebrated by Chicago artists, and reading so many new works penned by black authors helped convince me that I should major in history," Hine remarked in the Historian.

The civil rights struggles of the 1960s also made her aware of the kind of history that was commonly taught in American schools--and the possibility that she could someday change the definition of "history." "When I was searching for some way to make a contribution to the whole movement for social justice, I came across the Black Panther Party's Ten Point Program," Hine was quoted as saying in the PBS documentary program, Shattering the Silences: Minority Professors Break into the Ivory Tower. "It was the fifth point that really struck me. The fifth point said we want a true education for our people. And I said, wow! That's it!"

**Wrote Pioneering Books**

After graduating from Roosevelt, Hine was awarded a graduate fellowship to attend Kent State University in Ohio. As a student at Kent State, she was present when the National Guard fired on student protesters in 1970. "I almost shut down emotionally, intellectually. It didn't make any sense. I went into exile into the library," she was quoted as saying in Shattering the Silences.

In 1972, Hine accepted a position as assistant professor of history and coordinator of African American studies at South Carolina State College in Orangeburg. During this time, she worked on her doctoral dissertation, which was later published as her first book, Black Victory: The Rise and Fall of the White Primary in Texas. "It reflects my concerns with the antecedents to the modern civil rights movement," Hine remarked in Contemporary Authors.

In 1974, Hine took a job as assistant professor at Purdue University, in West Lafayette, Indiana. She rose steadily through the ranks at Purdue, becoming an associate professor in 1979 and a full professor in 1985. Hine also held two administrative positions: interim director of Africana Studies and Research Center from 1978 to 1979, and vice provost from 1981 to 1986.

During her tenure at Purdue, Hine began to focus on African American women's history--a development that came about in an unorthodox manner. In 1980, she received a phone call from Shirley Herd, president of the Indianapolis section of the National Council of Negro Women. Herd wanted to commission Hine to write a history of African American women in Indiana. At first, Hine was uninterested. As she recalled in Shattering the Silences, she initially told Herd, "...you cannot call up a historian and order a book the way you would drive up to a Wendy's and order a hamburger. We historians do not work like that.' And Mrs. Herd was undaunted." Hine eventually agreed to look at the papers that Herd's organization had collected: letters, diaries, church bulletins, newspaper clippings, receipts, and legal documents. The papers revealed an unknown story: how black women had raised money to found and maintain churches, schools, settlement houses, and clinics. Using the information provided by Herd, Hine published a book, When the Truth Is Told: Black Women's Community and Culture in Indiana, 1875-1950.

"Historians can write a history of anything or anyone," Hine was quoted as saying in Shattering the Silences, "but the key is the historian must decide that thing, event, person or group is worthy of investigation. And apparently no one had ever thought black women were worth studying." After the publication of When the Truth Is Told, Hine received a grant from the National Endowment for the Humanities to set up the Black Women in the Middle West Project, an archive of information on African American women. In 1985, Hine co-edited a book about

**Published Encyclopedia on African American Women**


At Michigan State, Hine worked with other history professors to establish a new doctoral field in comparative African American history, encompassing African, African American, Latin American, Caribbean, and southern U.S. history. "This is one of the most exciting things that I'm doing within the larger field of African American history at present," Hine told the *Historian*. In 1997, Hine published the book *Hine Sight*, a collection of 14 of her most significant articles and essays. The book not only made her work more accessible, Hine told the *Historian*, but also served "to trace the evolution of my thinking about black women as historical subjects." She remarked further, "I hope that I can continue to give voice to people who otherwise would be ignored or forgotten, or rendered invisible and dismissed as unimportant," Hine told Adelson. "If I can...impress upon the historical profession how important it is to talk to those people who do not leave written records, but who have remembrances and have influenced generations and people all over the globe, then I feel that my career is worthwhile."

**Awards**


**Further Reading**

**Books**


**Periodicals**


**Other**

- Additional information for this profile was obtained from a transcript of the PBS documentary *Shattering the Silences: Minority Professors Break into the Ivory Tower* at www.pbs.org/shattering/hine.html.

— Carrie Golus

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From 1974 through 1986, Professor Hine served Purdue University in various administrative capacities including interim director of the Africana Studies and Research Center and in 1981, was named Vice Provost. From 1972 to 1974, Hine was an assistant professor and coordinator of Black studies at South Carolina State University in Orangeburg, South Carolina.

She received her B. A. degree from Roosevelt University in Chicago in 1968 and a Ph.D. degree from Kent State University in Kent, Ohio in 1975.

In 1990, her book Black Women in White was named Outstanding Book by the Gustavus Myers Center for the Study of Human Rights, received the Lavinia L. Dock Book Award from the American Association for the History of Nursing.

Hine has received many honors including the Otto Wirth Alumni Award for Outstanding Scholarship from Roosevelt University (1988) and the Special Achievement Award from the Kent State University Alumni Association (1991). She has also been awarded grant support from the American Council of Learned Societies, the National Endowment for the Humanities, the Rockefeller Foundation, and Ford Foundation.

In 1998, she was awarded an honorary doctorate from the University of Massachusetts, Amherst, in 2002 from Purdue University, West Lafayette, Indiana and Buffalo State College, Buffalo, New York. Hine is one of the recipients of the Detroit News Michiganian of the Year Award for 2002.
ESSAYS


"African American Women and Their Communities in the Twentieth Century: The Foundation and Future of Black Women's Studies."


"From the Margins to the Center: Callie House and Ex-Slave American Pension Movement."


"The Corporeal and Ocular Veil: Dr. Matilda A. Evans (1872-1935) and the Complexity of Southern History."


SPRING EVENTS

04 | 20 | 09
Abraham Lincoln Bicentennial
Town Hall Meeting - Detroit
Location: The Henry Ford Museum
Moderated by Dr. Adam Green, panel include Dr. Darlene Clark Hine, Dr. Douglas Brinkley, Dr. John Stauffer, and Ambassador Andrew Young.

05 | 01 | 09
John Hope Franklin Institute
Location: Duke University
Opening Keynote address at the "Histories & Humanities at Historically Black Colleges and Universities: Embracing the Legacy of John Hope Franklin Conference."

06 | 4-6 | 09
Southern Association of Women Historians Conference
CHAPTER 3

The African-American Odyssey
"Illuminates the central place of African Americans in U.S. history — not only telling the story of what it has meant to be black in America, but also how African-American history is inseparably woven into the greater context of American history and vice versa."

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BOOKS

Black Women in America
This set is a 2006 RUSA Outstanding Reference Source and a 2005 CHOICE Outstanding Academic Title. This three volume encyclopedia set, Second Edition celebrates the notable achievements of black women throughout history and emphasizes their unending contributions in American society today.

READ MORE
TO ORDER THIS BOOK

Beyond Bondage
Edited with David Barry Gaspar, this is "a collection of essays on free women of color that brings to the forefront the varying roles and generally marginalized status of persons who played an important role in the slave societies of the Americas."

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TO ORDER THIS BOOK
CHAPTER 3

Black Victory
"In Black Victory, Darlene Clark Hine examines a pivotal breakthrough in the struggle for black liberation through the voting process. She details the steps and players in the 1944 U.S. Supreme Court decision in Smith v. Allwright, a precursor to the 1965 Voting Rights Act."

READ MORE
TO ORDER THIS BOOK

The Harvard Guide To African-American History
Edited with Evelyn Brooks Higginbotham and Leon Litwack, "this landmark guide covers research into every aspect of African-American life and work, offering a compendium of information and interpretation about almost 400 years of African-Americans' experiences as an ethnic group and as Americans."

READ MORE
TO ORDER THIS BOOK

BOOKS

A Question of Manhood
Edited with Earnestine Jenkins, this two volume reader "is the first anthology of historical studies focused on themes and issues central to the construction of Black masculinities and Black men's history."

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A Shining Thread of Hope
"Chronicles the lives of black women from indentured servitude in the early American colonies to the cruelty of antebellum plantations, from the reign of Lynch law in the Jim Crow South to the triumphs of the Civil Rights era, and it illustrates how the story of black women in America is as much a tale of courage and hope as it is a history of struggle."

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1968 - Timeline

TIMELINE

Home | Photos | Audio | Documents

1968 was a volatile time on stages local and national. Here's a short timeline of notable events in the first half of 1968, to provide context for the events at Northwestern.

January 31  North Vietnamese launch Tet offensive at Nha Trang

February 1  South Vietnamese security official General Nguyen Ngoc Loan is photographed executing a Viet Cong prisoner. The photo will win the Pulitzer prize and serve as an anti-war rallying point.

February 2  Richard Nixon declares his candidacy for the Presidency

February 18  US State Department announces highest US casualty toll of the Vietnam War. The previous week had seen 543 Americans killed in action and 2547 wounded.

March 16  More than 500 Vietnamese civilians killed by US Charlie Company at My Lai

March 27  Czech president Antonin Novotny resigns, triggering a crisis meeting of the Warsaw Pact leaders

March 31  President Johnson announces his decision not to run for re-election

April 4  Dr. Martin Luther King, Jr. is shot and killed in Memphis. Riots break out in Baltimore, Boston, Chicago, Detroit, Kansas City, Newark, and Washington, D.C., resulting in 46 deaths.

April 22  African-American students present their demands to University administrators.
April 23  A planned rally and occupation of the Low Building at Columbia University, protesting the university’s involvement in the Institute for Defense Analysis, is blocked by conservative students and university security. Eventually, five buildings are occupied. Seven days later police will storm buildings and violently remove students and their supporters.

April 26  Deadline for administration reply to demands

May 3  Approximately 100 black students enter the business office at 619 Clark Street at 7:45 a.m. and occupy the building

May 4  An agreement is reached and the building is emptied by 9:30 p.m. after 38 hours of occupation

May 6  “Bloody Monday” as 5000 students march in Paris’ Latin Quarter. Riots break out as police and students violently clash.

May 11  Permission granted to Ralph Abernathy, successor to Martin Luther King, Jr., for encampment on the Mall in Washington, D.C. Over 2500 people will fill Resurrection City for six weeks. On June 24th, the site is raided by police, 124 are arrested and the encampment ends.

June 4  Robert Kennedy shot in San Francisco on the night of the California primary by Sirhan Sirhan, a Jordanian ex-patriot angered at pro-Israel speeches Kennedy had delivered during the campaign.
See Also:


"Northwestern Trustees Will Probe Student Sit-In." *Chicago Sun-Times*, 10 May 1968.


Washington, Sam. "Leaders of Sit-In Charge Tokenism By University." *Chicago Sun-Times*, 4 May 1968: 5.


1968 Student Protests

About the Archives

- What is the University Archives?
- Using the Archives
- Hours
- Location and Directions
- Staff
- Fee Schedule/Permissions

Holdings

- What We Have
- Finding Aids (descriptions of Papers and Records)
- Resource Guides
- Genealogy Questions (coming soon)

NU History and Traditions

- Documents and Articles about NU History
- Frequently Asked Questions
- Historic Moments
- NU History Sources
- Historical Timeline
- Histories of NU Libraries

more...

Digital Collections

- Exhibits
- Northwestern Architecture
- Notable Northwestern Alumni
- Football at Northwestern

Donating Materials

- Faculty Papers
- University Records (when in doubt, don't throw them out!)
- Students and Alumni (coming soon)

1968 Student Protests

Forty years ago, while demonstrations, sit-ins, and student activism were sweeping the nation's campuses, Northwestern was home to a notable moment of its own.

From May 3-4, 1968, a group of African-American students, organized by For Members Only and the Afro-American Student Union, occupied the school's business office at 619 Clark Street, to protest what they characterized as the school's lack of response to an April 22 set of demands to the administration.

This was the first time the administration was faced with this type of student action and it would go on to have lasting impact, particularly in the push for an African-American studies department and increased African-American enrollment.

Although the events of 1968 are summarized in the secondary sources (Williamson & Wild, Pridmore, the timeline) we like to make primary sources available so viewers can construct their own stories.
own interpretations.

Take a look at some photos, listen to audio recordings, and sample a few gems from the archives.

If you have further materials related to the 1968 Bursar's Office sit-in that you would like to share, please contact University Archives.

Exhibit constructed by Stephen Rettger | archives@northwestern.edu | Last updated 5/1/2008
1968 - Audio

The Archives has several recordings made by Northwestern radio station WNUR, including reports related to the sit-in.

On May 9, 1968, James Turner gave a speech concerning the sit-in and some of the issues it brought to the forefront of campus dialogue.

* Part One
* Part Two
* Part Three

archives@northwestern.edu

Last updated 4/18/2008
1968 - Documents

Documents

The University Archives has a variety of documents related to the student protests, including a complete collection of The Daily Northwestern from the period, clippings from other newspapers, memos, press releases, flyers, and records. Here are some highlights, in Adobe PDF format.

Histories

- The Bursar's Office Sit-in, Jay Pridmore
- Confrontation, May 1968, Harold F. Williamson and Payson S. Wild
- A brief timeline of the first half of 1968

Articles from the Daily Northwestern

- Daily Articles

Other Documents

- "Black Student Statement and Petition to Northwestern University Administrators Received Monday, April 22, 1968" and "Northwestern University Responses to the Black Student Petition Received Monday, April 22, 1968", Roland J. Hinz, Kathryn Ogletree, and James Turner
- Statement on the Assassination of Dr. Martin Luther King, Jr., Unknown Author, May 1, 1968
- Student Senate Resolution, May 2, 1968
- Press Release, Northwestern University Alumni Association, May 7, 1968
- Letter to the Board of Trustees, Chairmen of the College of Arts and Sciences, May 12, 1968
- A Letter from Northwestern, May 14, 1968
- "Message to the Reader," Unknown author
- "Newsletter #3," Unknown author

Additional Resources

- A listing of other articles of note held in Archives
- External Links (requires log-in; non-NU users contact local library)
  - "A Sad Day for Northwestern." Chicago Tribune, 6 May 1968: Section 1, p. 20. <Proquest>

NU black students make demands of university

By BILL HARSH
Assistant Managing Editor

Northwestern black students have presented administration officials with a list of grievances that must be answered by 5 p.m. today, the Daily Northwestern learned yesterday.

The list demands that the university:

- Deplore "the viciousness of white racism," and move to eliminate "all conscious or unconscious racist policies, practices and institutions" on campus. The list demands that the university "go to any extent" to achieve this goal.
- Guarantee the gradual expansion of the black student body to "a more realistic level which we (the black students) shall decide." The grievances also demand that at least one-half of all black students admitted each year come from inner-city school systems.
- Make jobs now required as part of scholarships optional and provide funds for black students who want or need to attend summer school.
- "Provide a living unit(s) for those black students who want to live together" and end the system that allows white girls to object to black roommates after room assignments have been made.
- Add a program of studies in black literature, history and art to the curriculum and grant black students the "ultimate decision in the choice of professors to be hired to teach these courses."
- Create a black Student Union and offices for black student organizations.
- Desegregate all NU real estate holdings and present evidence, in the form of a monthly report to the president of African-American membership, that "Northwestern is doing more than taking a stand on Open Occupancy."

The Daily obtained the text of the grievances from a source outside the administration and the black student community. A black student spokesman had sought to withhold the text from publication because negotiations, he said, were at a crucial stage.

The list of grievances was sent to 12 members of the administration Monday afternoon. Kathryn Ogletree, an FMO spokesman, said:

Miss Ogletree said 75 percent of Northwestern's 120 black students attended a two-hour meeting with Vice-President and Dean of Students Roland J. Hinz and Director of Admissions William I. Inlandfelt Wednesday night.

James Turner, a spokesman for the Afro-American Student Union, said "some of the issues were resolved (at the meeting) but some of the very important issues are still awaiting decision."

The list of grievances was drafted by the executive board of FMO. FMO is a campus black student organization that claims 80 of 120 Northwestern black students as paying members. However, FMO speaks for the whole Northwestern black community, Miss Ogletree said.

The list of grievances states that "the university either responds to our demands or we have no other alternative but to respond to its lack of response."

(Continued on Page 3)
Black students confront university

(Continued from Page 1)

Miss Ogletree said black students considered one week sufficient time for the university to respond. That time expires at 5 p.m. today.

HINZ IS EXPECTED to issue an official response sometime today. Miss Ogletree said black students will meet at 5 p.m. to consider the university’s response.

"We don’t intend to keep cool" if the university’s response is unsatisfactory, Miss Ogletree said.

Eva Jefferson, Class of ’71 senator, had arranged to present the list of grievances to Student Senate last night. She withdrew the list about 5 p.m. yesterday.

Miss Jefferson and Miss Ogletree declined to say why the list of grievances was not sent to senate.
WA-MU SHOW

See page three

Top-rate dance

Hinz disclose rep

Hinz disclose rep

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Sit-in, negotiations continue; no accords reached on demands

Ten black student negotiators met with nine university officials today in Scott Hall to discuss the administration's reply to demands that led to a black sit-in at the university bursar's office.

The meeting was the first between administrators and black students since the sit-in began at 7:30 a.m. Friday.

The general tone of the meeting appeared to be that all black acceptance of university proposals was not going to come immediately.

A university spokesman said it was expected that if the negotiations failed the issue would be referred to the grievance panel for a possible resolution.

The administration spokesman would answer no questions concerning the text of the university's proposals.

While the talks proceed in Scott Hall, about 90 black students continued to occupy the bursar's office.

Fifteen white students who began a sit-in at the dean of student office late Friday morning continued to occupy the Scott Hall office at 11:30 p.m. today.

Vice-President and Dean of Students Roland J. Hinz was among the administrators present at the conference.

Some of the university officials at the meeting included Franklin M. Krenkel, vice-president, planning and development; Byrons S. Wild, vice-president and dean of facilities; Lucius F. Gregg, associate dean of sciences; Walter L. Wallace, associate sociology professor; William L. Antonelli, director of admissions and financial aid, and Joe Park, chairman of the university's Committee on Educational Policies.

Gregg and Wallace are Negroes.

University President Dr. J. Horace Miller did not attend the talks.

Black students included James Turner, Kathryn Ogelee, Vernon Ford and Victor Good.

Hinz, the other university vice-presidents and University President Dr. J. Horace Miller were scheduled to meet with the students more than 12 hours yesterday before the takeover. Hinz emerged from the closed-doors meeting periodically to consult with Turner, the spokesman for the Afro-American Student Union and for Members Only students participating in the demonstration.

In today's talks, the administration appeared to be offering to establish a black advisory committee under which Negroes would have some say about the hiring of a black counselor. Another black advisory committee apparently would be established in the institution of circulating the university's demands by the black students.

A university spokesman said the statement could be offered to the administration probably was as far as the university would go in acceding to the blacks' demands.

Most university business was conducted as usual Friday although business department workers were

Can't give up control; Wild

By KATHY WATERS

Administration representatives said yesterday they 'couldn't give up control over the university any more than the black students want to give up their control of the university.'

The black students want to be heard on the curricular matters they feel are important.

The administrators are not willing to give up any power but balance in the decision-making process.

He indicated the administration would welcome 'advisory committees of blacks' but would not give up any of its decision-making power.

The university is 'dedicated to a non-violent solution,' he added.

"The black living unit is the demand most likely to be granted," he added.

Hour-by-hour at 619 Clark

See Page Four
Curiosity draws bystanders to bursar's office

by JOAN LUBLIN

Campus Editor

Many white bystanders stopped to watch just out of curiosity at yesterday's takeover of the university's bursar's office by black students.

"I don't know much about the demands," a heavy-set, Chinaman-like student said, answering the questions of other bystanders. "I am just sort of standing here to wait out the time," he added.

Bystanders ranged from NU coeds to belted Evanston policemen lately middle-aged businessmen. They leaned against car trucks or stood on the corners.

A GRAY-HAIRED MAN who spoke with an accent and identified himself only as "Jerry," said, "I haven't thought about it (the takeover). It's fun to watch. It would be even more fun if they had a good fight."-

A NORTHWESTERN FRESHMAN bystander from Winnetka agreed with Pearson. "I don't think we're using the method they're using to accomplish their goals," the freshman said. "I think it was done too quickly. They presented their demands two days ago and the university was given two days to react to it."

Other bystanders said that the black students were drawing undeserved attention upon themselves. The students advocate a form of reverse racism with their demands for separate housing and social facilities, some observers said. "The black students should get anything, the white students get," Len Pirtle, an Evanston man, said. "They have no right to demand preferential treatment."

There were few bystanders like the suburbanite woman who crossed Clark Street and asked a black student seated on the bursar's office steps, "Can I help? Do you need any food?" The student shook his head and said no.

NU STUDENT Robert Carney differed with the demonstrators.

"I don't believe they (black students) gain rights by restricting the rights of others," Carney said. "We're doing it and they can do it also."

Bystander John Goodman, who has lived in Evanston for 23 years, joined at the last moment of the bursar's office, said. "They said they had to get here by 6 o'clock. We can't give you your check today," Goodman recalled, "because the kids are blocking the doors."

Well I'll be darned," Goodman exclaimed, when told of reasons behind NU's black student grievances. "I thought the university was going extra miles to help Negroes," he said.

THE FREEZE OF THE NIGHT

Bundled against each other for warmth and wrapped in heavy blankets, these Northwestern students waited before dawn this morning for new university-black negotiations. (Photo by Barry Frank)

JANUARY 11

Blacks gave NU list of 15 minimum demands to meet

This is a list of the "minimum" demands, in eight areas of concern, released Thursday by black leaders.

POLICY STATEMENTS

1. That the Administration will accept and issue a policy statement as outlined in this document.
2. That the Administration restructure the UDC or create a new judiciary adequate and justly cope with racial problems and incidents.
3. That the Administration adopt a new judicial standard (as outlined) and apply this same standard retroactively to the UDC decision of April 15.
4. That the Administration allow the Black community to co-operate to a greater extent to the Hamilton Relations Committee and (b) determine its role in such appointments.

ADMISSION

1. That the admissions and leadership be increased and improved. 15-19% black students half of whom will sit on the inner city school systems.
2. That an admissions committee will be comprised of the non-Admissions officers, upperclassmen, and faculty.
3. That the members constituting this committee be in a salaried position.

FINANCIAL AIDS

1. That the process of evaluating financial need and administering financial aid be restructured to reduce the cost of the Administration and Financial Aid Administration.
2. That our scholarships be increased to cover what is now included in our "required" bill and that funds be allocated for those who need them and no summer session.

HOUSING

1. That the university provide us with a black living unit or commit themselves to immediately getting rid of the present fraternity and sorority housing arrangements.

COUNCIL

1. That any hiring of personnel in the position of counseling the black student be approved by the Black community.

FACILITIES

1. That a committee of Black students selected by us work with the Administration in meeting our needs for a new Black student Council in the future.

OPEN OCCUPANCY

1. That we be given access to the committee conducting open occupancy and discrimination with review rights to the matters they are discussing.

CURRICULUM

1. That the university add a Black Studies course to the curriculum incorporating black history, black literature and art. We demand the ultimate decision in the choice of Black professors to teach these courses.

Senate says motives OK, not methods

Student Senate said yesterday that it understands the motives of black student demonstration who took over the university's bursar's office, but cannot agree with their tactics.

Meeting in special session, senate approved a resolution from President Fran Shanahan that reiterated two resolutions passed by the senate the previous Thursday.

Shanahan left the senate office at 2:30 p.m. with Doug Beil, senate secretary. Shanahan was flanked by Chairman of the UDC and one of the chairman of the Hamilton Relations Committee.

The resolution states that "to gain respectability of black students' demonstration's tactics, was withdrawn after Shanahan relinquished the chair to debate the clause."

He called for "restraint and responsible action by a select committee of the faculty, students and the university." Shanahan said.

He called for "restraint and responsible action by a select committee of the faculty, students and the university." Shanahan said.

NU athletes act as individuals, not players

When the game starts, most racism stops.

That was one thing that Northwestern black athletes agreed on yesterday. The other principle they had to work on was that they were students at the bursar's office, not as athletes, but as members of the black race.

Basketball forward Don Adams stood in the middle of a small group talking with reporters.

"ON THE FIELD there is very little discussion," Adams said. You shake hands before the game and pat each other on the back, but there doesn't matter, because you're there to do a job.

But off the field, Adams and the other black athletes feel that they are not part of the NU community.

"I'm protesting not because I'm an athlete," Adams said, "but because I'm a member of the black race."

Soccer player Kelley, a basketball guard, joined the group along with wrestler Wayne." Don AND I are both going to take our turn in there (the bursar's office) with the others," Adams said.

While basketball players were demonstrating at the end of campus, football practice was about to start at Dye Field.

NU coach, Alex Agase watched at his watch, raised his helmet to his mouth when he broke into a broad grin.

Three black athletes who took part in yesterday's demonstration, Roland Collins, Harold Dugas and Mike Hudson, came running to the practice field seconds before the 3:45 session began.

"I TOLD YOU SO," Agase said. "I knew they'd be here."

"An athlete's personal life is in his own business. You cannot tell a man how to think or what to believe. If you do that, you are making trouble. However, when their personal lives interfere with my football program, then it does become my problem."

Agase said he did not know what he would have done if the three players hadn't shown up.

"I would have had to cross that bridge when I came to it," Agase said. "But I knew they would be here."

"One of the black players said that none of the demonstrations was the result of any specific grievances on the part of the NU athletic program."
There are four elongated windows at the southwest corner of Dunn Center's second floor. On a typical Friday night at Northwestern, the windows are dark. The building's occupants, the men who run Northwestern University, have gone home.

On this particular Friday night, though, you could walk down Clark street and see the students going through the windows. If you questioned yourself and looked closely, you could see a man with closely-cropped white hair and a dark suit coat sitting in front of the window on the left.

It is not unusual for University President Dr. Robert Morse to be sitting inside Dunn Center at 11 o'clock on a Friday. But yesterday was not a usual day for Northwestern, and there were signs of this Friday's difference from dawn to midnight.

\begin{quote}
**IT STARTED EARLY.**

After the black students had locked themselves in the barn's office, after the rest of the university had awakened to find they couldn't cash their checks, some white students decided they would sit in front of the building, so no one could remove the blocks.

A man in a green Volkswagen drove by on his way to work. He spotted Roger Friedman, liberal student leader, standing on the sidewalk.

"What's going on here?" he yelled.

Friedman smiled and raised his hand. "We've taken over," he said.

"The hell you have," the man shot back.

Friedman laughed. "May I see you student I.D.?" he called to him.

The man was furious. "Why, you funny-lair bastard," he screamed. "Who are your Communist organizers?"

**Vernon Ford** appeared at a side window of the captured building. He called over to Negro photographer from the Chicago Daily News, and began to talk.

A photographer from another paper yelled to Ford. "Hey, man, let me see a picture."

Ford glared back. "My name's not ma'am," he said. "And I don't want you to take my picture.

Up in Room F, Jim H. Smith Hall office, some white students had taken over in a sympathy protest for the blacks.

Mrs. Jesse Robertson and Mrs. Virginia Romans tried to work with the police outside. But many of the students milled around the room, talking about sending telegrams, and locked the door against the downtown press.

**SHOULD WE LET the press in and take some film?** one boy asked.

"I've seen film coverage before, and I don't want it," another replied.

"Yes," said a third. "We can try to get out, and let them take pictures of an empty office. But they're too smart. They'd probably think in pictures as we walked out."

Assistant Dean of Men James Smith who had been sitting on the floor aroin quitallaquq sath, laughed at that one.

One graduate student, who had several derogatory comments about the press coverage of the black revolt, was quick to spell out his name for the Daily.

(Sarry, friend.)

A couple of fraternity men walked in front of the barn's office and made up the people sitting in the office.

"Look at those disgusting human beings," one said. "The most disgusting in the world."

It was early-morning excitement at the barn's office had cooled. Leader James Turner had said there would be no decision until later in the day and most of the demonstrators to start their gathering at 7 p.m.

At midnight Northwestern's incredible Friday ended. Black students were starting to sleep inside the barn's office. White sympathizers joined in the front steps. And next door, at Dunn Center, the lights burned on.

\begin{center}
**Greene**
\end{center}

Our incredible Friday: Dr. Miller's long man

\begin{quote}
**EVERYTHING** may have a crowd at it university barn's office, but it didn't garner much excitement farther north.

\begin{itemize}
\item Patricia A. Thrash, dean of women, confided that her office was empty at 11 o'clock on a Friday night. The only thing she could imagine happening was the barn's office of cookies, offered to students in honor of her birthday.
\item Miss Thrash was calm, concerned and confirmed. Although she added to the large of black women's organizations trying to reactivate Alpha Kappa Alpha at Northwestern, her office was not used.
\end{itemize}

**Henry L. Dumas**, instructor in English, went home his 10 a.m. class and he could support some of the demonstration at 11 a.m.

\begin{itemize}
\item **Henry L. Dumas**, in a sociology quiz instructor who said students' biggest plans for them to be in the barn's office, although she wouldn't consider it for that reason.
\end{itemize}

But for the most part students didn't know anything specific about the situation, and they were going down south, or thought the demonstration was a joke.

"This is an awful inconvenience," a junior major said. "You can't catch any check."

\end{quote}

\begin{center}
**ON CAMPUSS**
\end{center}

\begin{quote}
**FROM THE HALLS OF PROTOZOA**

This edition, normally a treasure house of twinklepuffs and slapdash journalism, has been appearing in your campus newspaper for fourteen years, and if I have learned one thing in these fourteen years, it is not to try to be funny in the last column of the semester. With final exams looming, the medium is, after all, the message. I'm not sure what you want.

So today, forget levity; I give you a quick cram course in the subject in your are all flunking. I refer, of course, to biology.

Biology is divided into several phyla, or classes. First is the protozoa, or one-celled animals that have taught simple things like breathing in the newspaper, but when shopped for pets it is best to wait until at least two cells, or even four if your yard has a fence around it.

\end{quote}

\begin{center}
**Black officials conduct debate**
\end{center}

(continued from page 1)

The black students first issued their demands on the first day of last week and Monday the day. On Monday the University announced a release statement which was subsequently rejected by the students.

That led to Thursday's "final" demands—a list of 15 specific points which the students said would help building plans for takeover of the business office. Their plans had not been announced before they stopped a university employee.

\begin{center}
**DAILY NORTHWESTERN**
\end{center}

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**The makers of Personas, the Electric Bluebird have enjoyed bringing you another year of Old Man. From us two, Elma.
**
Northwestern black students wound center of the university
"619 Clark st: NU's day of decision"

The crowds at Clark street bus stops were packed, and the only way in was head first, with a little bit of help.

2 in 4 minutes

WHEN HINZ stepped out, a reporter asked him if he had anything to say. "No," was the response.

Hinz left, turned, told newsmen Hinz had delivered to him a series of documents that Hinz said had been provided by Hinz and other administrators.

Turner said Hinz had told him the documents contained a piece of paper that stated the responses to their demands. Turner said he would take the documents inside and present them to the "representative members" for review and study.

When a black student asked what the documents would be, Turner said a response to the documents would be made, "after our people have studied them.

At Midnight, Turner came to the window on the east side of the bus's office.

He noticed that the black students in the building had planned to study the document presented by Hinz at 8:40 p.m. in a large meeting in the legislative session with administrators for all levels.

However, we have heard from people we consider very credible that there might be an attempt to have the meeting at 3 this morning by the combined police and National Security in St. Louis.

The coroners' report was a statement to an effect signed by the Miller and all the university vice-presidents.

He said Hinz was preparing such a statement.

Turner also said that, while the document presented by Hinz at 12:40 was supposed to be concurred in by all the top administrators, it was signed only by Hinz.

Hinz demanded that the statement also be signed by Dr. Miller. Miller said all the vice-presidents and all the top faculty members involved in the decision.

Hinz also announced the next negotiations were scheduled for 9 a.m. today.

Hinz returned once more, at 12:30 this time, to announce how much more he was disappointed he was hopeful of getting all the signatures involved. He left for the right in applause from the crowd.

Turner also went inside for the night, to applause. Five minutes later, he said everyone inside was comfortable and he was tired.

Story compiled by Jim Harsh, Barry Frank, photos.
NU blacks—here to stay—celebrate successful sit-in

By KATHY WATERS

Campus Editor

"Northwestern blacks are here to stay. All hip, hip hurrah. We live in the same old way. All hip, hip, all hip. We made the university to see. All hip, hip, all hip."

In victory of Saturday night, Northwestern's students spilled out of the university's halls, poured down an aisle formed by white bystanders and chanted their way north on Chicago avenue to University Place, where they gathered for a brief moment of happiness and then dispersed.

8:45 A.M. MOMENT OF triumph approached, the whites who had been cuffed out on the front steps of the bursar's office rose and clustered around the revolving doors, squaring between newcomers and lookers.

In waves of three or four times during the hour before the blacks emerged, members of the crowd raised victory signs in Winston Churchill's fashion and cheered.

The thrill of the crowd was always forward. They pressed close to the door, partly to keep warm, partly to see what was happening.

No one noticed the campus approaching the rear of the main from the west.

"EXCUSE ME, PLEASE," a man said. No one paid very much attention to the man and those with him represented the university administration. They presented the bursar's office and to present the final university position.

Moments later, the blacks came out. The doors were opened.

THEY GATHERED on the steps of the bursar's office. James Turner, spokesman for the Afro-American Student Union and Fihn, read the statement acknowledging the satisfactory settlement.

The scene and the victory behind it created an atmosphere of integrity among Northwestern—students, that probably has not been seen here before.

Black students win many demands after 38-hour bursar's office sit-in

Black students who seized the university bursar's office in a sudden, early morning action Friday marched out of the building Saturday night at 9:30 to end their 38-hour demonstration.

About 160 students emerged from the building to cheers from about 300 white persons who were waiting outside the building at 619 Clark St.

James Turner, the 28-year-old sociology graduate student who spoke for the group and led the negotiating team, read a brief statement.

"THE SITUATION at Northwestern University has been positively resolved," he said. "To the extent it is to the benefit of all concerned and to the general community.

"Turner expressed a "solidarity" with black students at Columbia University who seized a building there earlier this week and who now are conducting a student strike.

"THE DIFFERENCE between the situation and the one at Columbia is due to the enlightened manner in which the administration conducted its response," Turner said. "They displayed themselves to men not only of responsibility but with a willingness to listen and learn.

"After Turner finished speaking, the black students sang "Lift Every Voice and Sing," an old song that has become the Afro-American national anthem.

"Singing a song full of the faith that the dark past has taught us, the student sang full of the hope that the present has brought us," they sang.

WHEN THEY SANG "Let Your Light Shine," a familiar folk song, but some of the verses were new: "All up and down Sheridan Road. I'm going to get my little light shine," they sang.

Following the song, the black

CONFRONTATION—ADMINISTRATION VS. BLACKS

The confrontation between representatives of Northwestern black students and university officials in Scott 217 yesterday led to agreement on a statement satisfying many of the students' demands and ending the bursar's office sit-in. (Photo by Barry Frank)

Senate to help implement black student programs

What next?

Sunday afternoon and demonstrators were back at the bursar's office. Their request? An Irish-Catholic dormitory. (Photo by Barry Frank)

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By BOB GREENE  
Associate Editor

The crowd outside the bursar’s office shuffled its feet and chattered, trying to fight off boredom Saturday night, and waited for an answer to the two-day-old question. Three hundred yards away, inside a warm, bright office, five men sat and waited too.

The door, marked simply 5446, opened every few minutes, letting one of them rush out, make a phone call and rush back inside the office to answer a message, or return it. The office is located in the Student Union, under the administration of a secretary. The office is held by Sara Han, Northwestern’s director of public relations. Inside, the men waited for a call from Jim Turner.

With Sara were Roland J. Hinz, who had engineered the change with the blacks; Lee Gregg, a Negro professor who had joined the bargaining; Ben Bedell, who was; and John Imrie, public relations man who long ago had moved back and forth between Sara’s Crown Center office and the bursar’s office.

At 8:45 Hinz had quickly walked to a construction fence between the two buildings and handed a cardboard box to Turner, leader of the blacks. Inside the box were copies of the newly reached agreement.

Now the men waited for a call from Turner, a call that would tell them if the blacks would accept the agreement.

At 7:30 Hinz, wearing a gray kerryherring jacket with patches on the elbows, emerged from the office. Two Daily Northwestern editors, the only newsmen inside the inner office, sat on chairs.

"Have you heard from Turner?" Hinz asked.

"Has there been any change in the mood there?"

Hinz said that the crowd was anxious to hear an answer, but not overly.

"We’re waiting for a call too," Hinz said.

Several times a phone rang, Sara’s voice, ordering loudly that pick that up, could be heard outside the door.

One of the Daily representatives left the building and returned to the office. "Sara’s office is all in the office. He knows that a Negro reporter from the Chicago Tribune has been called back. He was out today, had heard a story stating that the agreement had been accepted, but the blacks were cleaning up the office to prepare to leave.

The Daily man walked back to the public relations office, knocked on Sara’s door, and asked for

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TODAY AT NU

Bi-racial teach-in

A bi-racial teach-in next Wednesday sponsored by Northwestern Students for a Better Society will examine the causes of white racism and Negro black riots in urban ghettos.

The program begins at 6 p.m. in Parker Hall.

Eight persons will speak and answer questions on how the racial situation on campus and nationally can be alleviated. Diana Mays, SSB steering committee member, said yesterday.

SPEAKERS INCLUDE: James Turner, spokesman for the NU Afro-American Student Union; Vernon Ford, a senior in education; Rollie Schulte, assistant sociology professor, and political science instructor Edward Posey.

Other teach-in participants will be: Thomas Piccioni, who writes for the Chicago Daily Defender; a representative from the Evanston City League, and a Chicago spokesman for the Southern Christian Leadership Conference.

SSB, COMPRISSED of 150 NU students, is trying "to re-educate white people to the Negro situation and to the poverty situation in the U.S." Miss Mays said, "and make them want to do something."

She added that another SSB project will be to pass out leaflets about the Poor People's March on Washington to North Shore churches on May 12. SSB has also been coordinating tutoring projects, Miss Mays said.

NU athletic teams stumble

Northwestern's sports teams suffered through a rough Saturday.

The track team fared best of the NU teams in action, splitting a doubleheader with Iowa. Iowa won the first game 6 to 1, with Stan Kmet taking the loss. But the Cats tallied twice in the seventh and eighth innings, and Greg Craft and Dick Noffke combined to hold the Hawkeyes to one run in a 3 to 1 victory.

Michigan State clobbered the tems squad 7 to 2. NU's victors were John Lutz, 4-4, and the doubles team of John Brennan and Tom Rice, 4-6, 6-4, 4-3.

In track the Cats finished a distant third in a meet at Wisconsin.

The Badgers won the meet with 130 points, Minnesota had 71 and Northwestern 31.

And the golf team placed 12th of 13 teams in the Northern Intercollegiate Invitational in East Lansing, Mich. Michigan won the meet.

Water balloon thrown at blacks

A water balloon was thrown at seven black students as they walked along Sheridan Road at about 3 a.m. Sunday. The students told Hinsdale House residents that they thought the water balloon came from there.

President Hinsdale President Bill Burke said the water balloon could have been thrown from archways between buildings or from nearby living units.

Associate Editors: Bob Greene, Tom Davies

Daily Northwestern

Editor: John Walter
Managing Editors: Steve Sorg
Associate Editors: Bob Greene, Tom Davies
Assistant Managing Editor: Kathy Kelly

400 petitioners 'deplore means'

A petition "deploiring the means" used by black students in their sit-in at the bursar's office was signed by more than 400 Northwestern students over the weekend. Two residents of the North Shore Hotel circulated the petition to living units Friday night.

Juniors Herb Smith and Frank Hyken drew up the petition, which in part read, "Riotation and disruption by any group has no place in our university community." It called upon the university to apply "just disciplinary measures" to the protest, saying that black students "who turned their back upon the democratic process."

Smith said they thought the sit-in would not end until today. "So we originally intended to present the signatures to the news media and the university administration Monday," Smith said yesterday.

THE PURPOSE OF the petition was to prove that not all NU students believe in using a sit-in to get things changed, Smith said.

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GOD JACKETS OF cotton outerwear, $33, and Dacron-and-woven, $47.50; Dacron-and-flax, $52.

GOD TROUSERS of colored polyester-and-cotton, from $16; Dacron-and-cotton, $23.50; Dacron-and-cotton poplin, $11.50.

And Bermuda shorts, sports shirts, etc.

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Nominations for the committees to be formed under the agreement reached between the university and its black students Saturday, hopefully, will be made by the end of the week. Kathryn Ogletree, president of FMO Members Only, said yesterday.

She said the FMO executive board is meeting Wednesday to consider nominations and the areas in which each committee will function.

All committee will be established simultaneously, she said, but an extra effort will be put on housing and financial aid as areas where action is possible this quarter.

MISS OGLETREE stressed the need for black students to continue fighting for their demands. "If we slacken up now, the university will slacken up now.

The university's response depends on the committees, she continued, because the university will do no more than is necessary.

Miss Ogletree said the black students had no complaints with the results of negotiations, but she admitted that both sides made concessions.

"For example, she said the students agreed to leave "undefined" the extent of decision-making power the black advisors would have in admissions.

In addition to implementing the agreement, FMO now will become more involved with the black community in Evanston and Chicago. "We must define the role of the black student in terms of black people," Miss Ogletree said.

"By the sea, by the sea, by the beautiful sea: neo-classic recipes by John Meyer. Splendidly tailored in a bright little print of Vickers* polyester and cotton, appropriately named "Holiday." The shift with its scaly curving waist and flutter of ruffles $16. The 3-part bikini with desirable mini-skirt $21. In a wealth of Caribbean colorings:

Key Lime, Orange Peel, Razzleberry and Larkspur.

Now being shown at discerning stores everywhere.
A Sad Day for Northwestern

Alumni and friends of Northwestern university must be profoundly dismayed by the university's response to the demands of black power insurgents who seized and held the administration building for 36 hours. At the same time a handful of white student sympathizers took possession of the dean's office and were unmoslemmed in their assertion of squatters' rights.

The university's capitulation is as complete and humiliating as any event since Henry IV crawled on his knees in sackcloth to Canossa and there made penance and the act of submission to Gregory VII.

This was an invasion, pure and simple, by blacks of the premises of a private institution—in no way different from the occupation of the home of a private citizen.

A courageous university administration, with a fix sense of values, would have ended this insurrection within the first 15 minutes and driven out the intruders. It would have said:

"This is a private university. You are here on sufferance. You will abide by the regulations which all other students are required to honor. Your color gives you no sanction and no license. If you don't like it here, you are at liberty to go elsewhere. Now, clear out, or the force necessary to throw you out will be mustered at once."

The students would then have received a remission of fees and would have been expelled and sent home.

This would have been within the administration's proper sphere of action. The black power advocates had no more warrant for trespass and seizure than had the Rev. Martin Luther King when he seized a white apartment building and proclaimed himself conservator for its owner.

But the university officials lacked the courage of any convictions. They temporized and, in so doing, compounded the lawlessness with which they were challenged. They made common cause with the invaders in their stand that laws do not govern society and are made only to be flaunted and ignored.

The university has announced that no punishment under law or university disciplinary action will be sought for the offenders. If a student were caught stealing an examination paper or cribbing on an examination, he would be expelled or placed on probation, but, in Northwestern's new scale of values, no penalty is to attend students who appropriate the business office, where all university records are kept, or the office of the dean, from which all student affairs are directed.

Forgotten in the disgraceful articles of unconditional surrender signed by university officials was the fact that friends and alumni who had given countless millions of dollars to Northwestern were not contributing to a Tuskegee or a Howard university and had never conceived that their gifts were directed toward creating a racial haven and calling it Northwestern university.

In other days, the dean of a university was considered a man of stature and learning. At Northwestern we had the spectacle of the dean running back and forth between his own captive office and the captive business office where the black occupation garrison condescended periodically to hear his protestations of penitence, while mattresses, blankets, and food were passed in thru the windows.

The atmosphere was more like that of an outbreak in a penitentiary than of a university dedicated to intellectual freedom and the formation of individual character.

All the university's spokesmen had to tell the rebels was that when they got out of the building they could state their supposed grievances to a committee.

Instead, the administration put its unwarranted policy to an incredible document—an abject confession that Northwestern is, and has always been, the embodiment of the ethos of "white racism," that invincible term coined gratuitously by the knavish commission and eagerly accepted by every maasochistic breast-beater in the white "liberal" community.

Not content with this facet of self-humiliation, the university then extended its own professed guilt to all other institutions of higher learning in America and to the whole of American society. The self-impeachment will have few takers among the white community.

The university's fruitless apology that it really gave away very little beyond what justice demanded is absurd on its face. It has yielded to an infinitesimal minority—no more than 1/6th of the student body—and has made incredible concessions in order to buy peace. It is only buying more trouble and more insurrection in the time to come, for the course of black-mall and appeasement always proceeds progressively.

Moreover, it has bent the knee to an element that does not seek equal consideration, but special treatment. The Negro militants were not seeking integration or the Negro's proper sphere of action. The offense of poor white students, equally deserving in the rank of God's children, was never conceived that their gifts were directed toward creating a racial separatism in campus life, and the university, with a sick today. The university has made the Negro assert his national soul?"
Rep. Michel Hits 'Shameful Surrender' to N. U. Minority

BY ALDO BECKMAN

Washington, May 7—"The shameful surrender of authority by Northwestern university" was attacked on the House floor today by Rep. Robert Michel (R., Ill.). Northwestern officials, by bowing to demands of 100 Negro students, "allowed a group representing one-sixty-fifth of the student body to re-write rules and regulations affecting the other 64-65ths," said Michel. "This is an age when majority rights are trampled. This is an age where violence is honored, where obedience and observance of law are shunted aside."

Purpose Is Education

He told the House that "it is time that the parents who are paying tuition, those donors who are paying for other costs, and those in charge of endowments, insist that the officials of our universities make clear that the schools are being run for purposes of education, not as field laboratories for revolution—domestic or imported."

"It is high time that those who are paying for a decent education for their children to go to school to learn, and not be pawns in someone's socialistic educational reform plan, let school administrators know that they do not intend to support school administrations that allow one-sixty-fifth of the school population to set the policies for the institution," the Peoria Republican said.

"In all this ferment and fomenting of insurrection at our colleges and universities, one fact stands out—a very tiny minority is responsible. School authorities have been timid and unresponsive to their duties to maintain order and continuity on campus."

Free to Go Elsewhere

"College is not mandatory," Michel added. "Therefore, those who do not like a college or university should be free to go wherever they believe their peculiar views may be more accepted."

"The idea of depriving the majority of students, who attend institutions of higher education for the purpose of preparing themselves for jobs requiring university-level knowledge, of the opportunity to learn by tolerating disruption is an affront to common sense."

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Ferment on Campuses Challenges Rules

Protest by Students Replaces Dissent, Educators Say

By MARTIN GANSBERG

Protest has replaced dissent for college students across the country, in the view of many educators.

Not so long ago, thousands of undergraduates gave vent to their opposition to the war in Vietnam, the draft and the manufacture of munitions, napalm and other military articles.

In recent months, however, students have turned their attention to problems closer to home and are challenging the rules under which they study and live at universities, according to reports by correspondents for The New York Times.

They are asking for greater leeway in dormitory hours, a voice in determining course structure, a part in establishing administrative procedures and a role in scholarship selections.

One official of a Southern university, who asked that his name not be used, put it this way last week:

"The students, whatever they feel it or not, are asking for more than a few rule changes. They are challenging an attitude and a system."

Approach Varies

Their approach varies. At Colby College, in Maine, it included blocking the use of some buildings. At the University of Georgia, a sit-in was held in administration offices and an auditorium. At the University of Oregon, there was a three-day sleep-in.

What do students take these steps? A sophomore at Kentucky State College gave this account of his protest:

"I don't see how it could have been due to student grievances. The college's executive council and I had just recently talked with student leaders and granted them most of a number of concessions they were seeking."

The differences between the students and the administrators can seem picayune to observers, but they become major issues once resistance develops.

A Visit by Kennedy

At Brigham Young University in Utah, for instance, some students created a mild fuss when the school's president, Dr. Carl Hill, was denied admission to a dormitory building for a visit by student leaders and granted them most of a number of concessions they were seeking.

A second issue proved to be a ban by Mr. Wilkinson on miniskirts. There was some grumbling by students, whose protest included even shorter skirts and other violations of dress standards.

Negro students wanting such accommodations by the fall.

Courses in Negro literature and Negro art taught by professors approved by Negro students.

A Negro counselor provided by the university "to help us cope properly with the psychological, mental and academic tensions resulting from dualism of our existence as black college students."

The differences were resolved late Saturday. Roland J. Rinz, Northwestern's dean of students, said the "negotiations which resulted in the agreement were carried out in an atmosphere of earnestness and mutual concern." The university agreed to most of the student demands and said the protesters would not be disciplined.

For many students the dismissal of a faculty member who has been popular touches off a protest. At the University of Wyoming, about 70 Negro students occupied the administration building for a day to press these demands:

A policy statement by the university "denying the viciousness of white racism."

More and better scholarships for Negroes, with a gradual increase in the number of Negro students to a more realistic figure "which we shall demand."

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A Negro counselor provided by the university "to help us cope properly with the psychological, mental and academic tensions resulting from dualism of our existence as black college students."

The differences were resolved late Saturday. Roland J. Rinz, Northwestern's dean of students, said the "negotiations which resulted in the agreement were carried out in an atmosphere of earnestness and mutual concern." The university agreed to most of the student demands and said the protesters would not be disciplined.
Students’ Drive for More Power at N. U. Growing

It Is Peaceful So Far, but Determined

BY MICHAEL KILAN

Northwestern university is in the throes of an upheaval in which students are seeking to wrest power from the faculty and the administration.

Thirty, 20, even 10 years ago, such a statement would have been unthinkable, but the tide of unrest that has swept American campuses has not left Northwestern untouched.

Despite a Negro student takeover of an administration building last May, the Northwestern experience has thus far been comparatively peaceful. There have not been the violent clashes, displays of nudity, or the mass destruction common to some other campuses.

Yet the revolt exists and is growing, with student control of university functions among its goals. Moreover, in the opinion of many student, faculty, and alumni leaders, the revolt is having some success.

Backed by Whites

The Negro student takeover, supported by some white students, ended peacefully, with the university administration granting several concessions and promising more.

It was hoped that these concessions and others made earlier regarding co-ed visiting privileges and similar matters would bring things back to normal.

But, new disorders took place. In November, students interrupted an address by Joseph A. Meddental, a state department official, by throwing a paper plate filled with shaving cream in his face.

Demand More Housing

At the school’s last Founder’s day, Northwestern alumni were greeted by several hundred chanting pickets, who demanded more on-campus housing for freshmen.

A student-organized symposium last month featured several radical speakers, including Yippie leader Jerry Rubin, who shouted in unprintable terms to his audience that public copulation was the answer to the world’s problems.

There were other incidents, all well publicized, but among the more significant and typical of the Northwestern revolt was a recent meeting of the Northwestern Club of Chicago.

In an effort to make the club “more than a marching and chowder society,” Peter Van Cleve, the president, invited as speakers Fran Shanahan, N. U. student senate president; Richard Kilmer, a representative of graduate students; and Will Bin, organizer of the Rubin symposium.

Urgent All-out Effort

The three were blunt and to the point. They called for the removal of “arbitrary” distinctions between students, faculty, and administration. They asked for an all-out alumni effort to end “university racism.”

And, for a starter, they demanded the abolishment of the university’s board of trustees.

Already disturbed by the events of May, the alumni were outraged. One man, who had worked his way thru college in the depression, jumped up and began to shout. For days, angry letters poured into the club.

“This can’t go on anymore,” one alumnus told Tim Thum at lunch recently. “We have to take some action. We have to return control of the university to adults.”

According to Shanahan, it is too late. Because of the great student support of the revolt, the alumni will have to learn to live with such outrages.

The days of absolute administration control are at an end, he said. “It’s a question of numbers,” he said. “The students are coming to realize that they are like an elephant chained to a [Continued on page 7, col. 4]
Student Power Drive Continues
to Gain Momentum at Northwestern

[Continued from first page]

post. By moving a little, they find that it is very easy to break the chain."

One Step Forward

The temporarily satisfying, the recent administration's creations were but one step forward, "of many you've done," he said.

The student senate has made five proposals for the immediate future, which include: structure of the university's council on undergraduate life to permit more student participation and control.

Replace Student Senate

A new and more powerful student government replaced the "obscure debating society," the student senate. Given that the administration's encouragement of student political philosophy is "liberal," "the community of scholars," "there isn't the lumber that the university doesn't," he said. "They must be enough," the administration's conclusion.

"I hope we're doing the right thing," he said. "I think we are," he said. "I think the things we're doing are making a lot of improvements. There were times when we didn't listen carefully enough."

He said progress was essential to dialogue. While the Northwestern student's attitude may have been "vital," the university will have to make an effort to see the university's point of view, he said.

"Just stepping out is not dialogue," he said. "There must be an effort to effect understanding on both sides. Without this, our growth will be stunted.

Dr. Raymond Klipherdt, a member of the university's dis- for a list of those seeking a college education. Since the university was trying to "rubber up to the students," the establishment is "hitting the ground running," he said. "That isn't true. Our function is to recognize problems which occur in the family and attempt to solve them.

Great hope is being placed on the university's blueprint for future student-faculty relations as a first step. "The validity of the student government's proposals," student committees and increased representation of students and staff on the administration's planning committees, headed by Prof. Jean Hagstrum, of the school's English department.

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Shanahan said it was a "presentation of ideas," but was without any "prawn environment." he said. "Men and women living in the same dormitories, I would see a university where students not only judge upon the curriculum, but one where they will have to worry about meeting any requirements."

Perhaps it did, but the uncertainty remained. Shanahan said, the future of the university looks uncertain. Shanahan replied: "I would look for an overall goal," he said. "Men and women living in the same dormitory, I would see a university where students not only judge upon the curriculum, but one where they will have to worry about meeting any requirements."

The college program would be three instead of four years, with the students taking a year off to gain experience in the "real world" before graduating, he said.

Sears Student Dean

The board of governors would be composed of faculty and students. Students would have more power to hire and fire faculty for better and the goal of students would be a student himself.

These are goals far beyond the scope of any current protest or movement. How the students will go about achieving these goals, and whether anyone will be there to see them, will depend on whether any one is a student himself.

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These are goals far beyond the scope of any current protest or movement. How the students will go about achieving these goals, and whether anyone will be there to see them, will depend on whether any one is a student himself.
The beginnings: Students at Northwestern University demonstrating during a campus in 1968 to include courses on black history in the curriculum.

A Plea That Scholars Act Upon, Not Just Interpret, Events

By MANNING MARABLE

African-American studies, once considered an insurgent notion in academic circles, has in recent years become an entrenched academic specialty. Nearly all major universities have established programs, departments and research centers in African-American studies, as well as offering interdisciplinary programs in gender studies and ethnic studies. While the field's development is not without its challenges, most programs work cooperatively with other traditional departments, including those programs that have an emphasis on race or ethnicity, in order to serve the needs of undergraduates and graduates.

Henry Louis Gates Jr., who defends the idea of knowledge for its own sake.

A Call to Protect Academic Integrity From Politics

By HENRY LOUIS GATES JR.

The founding fathers of what we now call black studies programs saw themselves as scholars, not as activists. Thus, their work was often characterized by a commitment to scholarship and a professional approach to research. In this spirit, the work of those who have contributed to the field of black studies has been an integral part of the larger academic community.

Manning Marable, who would use black studies to help black people improve their lives.

A Sassy New Duet Danced to a Sprightly Old Solo

By JACk ANDERSON

Eliz Feld has choreographed a new dance, "It's a Bird, It's a Plane, It's Superman," a sassy and lively number that is sure to please audiences. The dance is performed by two women, dressed in colorful costumes and holding hands, as they leap and twirl across the stage. The lighting is vibrant and the music is upbeat, making for a delightful performance. The audience is captivated androunded by the energy of the performers. Overall, "It's a Bird, It's a Plane, It's Superman" is a fun and entertaining dance that will leave everyone smiling and cheering for more.

Museum Of the Indian Drops Its Designer

By PATRICIA LEIGH BROWN

Douglas Cardinal, the designer of the planned National Museum of the American Indian in Washington, has resigned, effective immediately. The museum, which had planned to break ground on the project last year, announced today that Cardinal had resigned after a series of disagreements with the museum's leadership. The museum has not released any details about the nature of the disagreements.

SATURDAY, APRIL 4, 1998

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The assassination of Dr. Martin Luther King challenges all whites to confront the institutional racism of their society. As a first step in this direction, all students and faculty are called to attend a mass meeting in University Place at the South end of Scott Hall at 2:00 P.M. today. The purpose of this meeting will be to lend visible support to the following demands upon the administration of our university:

1. That the University as a corporate body support a comprehensive open housing bill in the Evanston City Council.

2. That the University urge the City of Evanston to close all businesses on Tuesday as a fitting tribute to the funeral of Dr. King.

3. That the University desegregate all of its real estate holdings.

4. That the University donate a substantial amount to the Southern Christian Leadership Council for the Poor People's Commission as a memorial to Dr. King.

5. That the University establish a committee comprised of representatives of the administration, elected faculty, and elected students to implement these actions and delineate further constructive actions.

We will proceed to Rebecca Crown Center to await the administration's reply.
BE IT RESOLVED, That the Student Senate of Northwestern University require of the Northwestern administration that the following ideas and agreements be immediately implemented:

1) that the University assure the black students that a minimum of fifty per cent of the incoming class of black students shall be from the Chicago inner city. Furthermore, that the University assure the black students that the admissions office will maintain and increase the total percentage of black students in the student body.

2) that the University assure the black students that at least a corridor in both a men's living unit and a women's living unit be reserved for those black students who desire to live there.

3) that the University make all efforts to institute a course in black history by next fall.

4) that continued dialogue be maintained between black students and the Administration in relation to the remaining points in the demands of April 22, 1968.

When we find that no progress can be made on the implementation of these enumerated points, the Student Senate shall throw its support behind the responsible actions of black students in achieving these goals.

Respectfully submitted,

Douglas J. Behr
Northwestern is innovating social change based on compassion and concern to help solve one of the most fundamental problems of our time. This is bound to cause shock waves among alumni, friends, and the community at large. The students on campuses today are challenging the values and standards of our society as never before. In some cases they are employing extreme methods to gain their ends. When the dust is settled and we look to the deeper meaning of the actions at Northwestern, I believe we will find a source of pride and hope for the future.

Alumni deplore the tactics of lawlessness and blackmail that were used. They do not agree with all the phraseology of the document issued by the University. They are concerned with the ever increasing permissiveness on many college campuses today. They rightfully will expect that Northwestern will not tolerate further seizures of private property or submission to threats and that the administration will retain control of the institution as well as final authority in matters affecting student life and education. The University must protect the rights of all its students.

The campus must be the training ground for the democratic process. All parties must act responsibly. There must be ample opportunity in the future for good communications among students, faculty, and administration. Petition and redress of grievances are normal in a democracy, but these must be accomplished in an atmosphere of trust and mutual concern rather than in one of demand and threat. Students must recognize their responsibilities to others in the University as well as to the vast body of alumni and friends, who through devoted efforts of time, talents, and resources have made possible the present opportunity that students have for an education at Northwestern.

I urge alumni and friends of Northwestern to search their hearts carefully for the true meaning of the events of the past several days and to rally to the support of a great institution which is demonstrating courage and concern in the struggle for human dignity.
May 12, 1968

Board of Trustees
Northwestern University

Gentlemen:

As chairmen of the departments of the College of Arts and Sciences, we venture to express our concern over the welfare of the University during the present crisis. We respectfully urge the trustees of this great University to support the Administration's resolution of the crisis caused by the student sit-in. The atmosphere is presently such that if the agreement reached is qualified, in spirit or content, or if the trustees fail to back up President Miller and the Administration, we anticipate that many of the faculty will react with disappointment and dismay. Highly valued Professors will probably leave, at a time when they cannot easily be spared or replaced; even more serious, however, will be the general loss of confidence in administrative decisions, from those made by the President down to those made by us. The intricate fabric of the University, which depends upon a hierarchy of responsibility, will be perhaps irreparably torn. And the resultant disruption and uncertainty will be just what the President and his staff have labored so desperately to prevent.

The Board of Trustees has an opportunity, however, which transcends the avoidance of trouble. We hope that the Board will respond to these events by recognizing the remarkable opportunity provided the University for distinction as a private institution, which is pioneering in the achievement of viable solutions to the racial problems which beset this nation.

Lawrence Gilbert
Donald D. DeFord
Arthur J. Freeman
J. Allen Hynek
Ralph P. Boas
Arthur L. Howland

Biological Sciences
Chemistry
Physics
Astronomy
Math
Geology

Copies of this letter have been sent to both the business and home addresses of the Trustees.
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[Signatures]

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Alumni and friends of Northwestern University are understandably interested in and concerned about the events which occurred on the Evanston campus May 3-4, when a group of black students occupied the University's business office at 619 Clark Street. In any situation charged with intense feeling, the actual events tend to become obscured. This is especially true for those whose knowledge of the events is limited to reports in the press and on television. Here, then, is a chronological summary of the events and related documents aimed at putting the various incidents involved into as clear and accurate a perspective as possible.

J. ROSCOE MILLER
PRESIDENT

As early as March 25, when President J. Roscoe Miller met with the executive committee of the University's Board of Trustees, he told the committee that there were indications of student unrest on the campus and that overall campus problems suggested the possibility that this unrest might find expression in some form of student action.

It was not until a month later—April 22—that the administration received formal notice of grievances from the black student community. These grievances were contained in a petition listing eight major demands for changes in what they termed "the deplorably limited academic, cultural, and social conditions" affecting black students on campus. The demands were presented by James Turner, a graduate student member of the Afro-American Student Union, and Kathryn Ogletree, an undergraduate and member of the organization, For Members Only. Mr. Turner and Miss Ogletree were chief spokesmen for the black students.

Briefly stated, the demands in the petition presented the administration April 22 were for: (1) a statement by the administration deploring white racism; (2) assurance that Negroes would compose 10 to 12 percent of each new freshman class, and that half the black students come from urban ghettos; (3) increase in financial aid; (4) provision for a black student housing unit; (5) new courses in Negro history, literature, and art and a voice in approving professors who would teach these courses; (6) approval by the black student community of personnel hired to counsel black students; (7) a place that black students could use for social and recreational activities; and (8) desegregation by Northwestern of all its real estate holdings.

The administration received the demands from the students late in the afternoon of April 22. On April 24, after the demands had been studied, a meeting with black student representatives was requested by Vice-President and Dean of Students Roland J. Hinz and Director of Admission William I. Ihlanafeldt. Demands were discussed, but no final settlement was reached.

President Miller—who had returned to the campus after a trip to New York on University business—met with top administration officials the next day, April 25, to study the demands at length and to consider the University's reply.

On April 26, after a meeting that lasted much of the day, the administration released to black student representatives the University's formal reply to their demands.

On the following Monday, April 29, the administration heard that its reply had been rejected. Two days later the administration received from the black students a revised and clarified version of their demands, which also contained a formal rejection of the reply given by the University April 26.

After receiving the second petition of grievances, the administration asked the black student community to meet with members of the administration at 4:00 p.m. on Friday, May 3, but received no reply to its request.

Instead, on Friday, May 3, at 7:45 a.m. the black students
EDITORIAL

Any great social crisis confronts us with circumstances for which there is no exact precedent and with difficult if not impossible choices. Whatever resolution is made by those in positions of responsibility is bound to leave questions and ambiguities. Usually more than one principle or tactical approach can be applied, and when it is all over a case can always be made that the choice not made was the right one and the choice which was made was the wrong one.

At Northwestern last May 3-4, an illegal act was committed, and the rights of others were seriously violated by the students who occupied university buildings and offices. It could be legitimately argued that the forces of law and order should have been invoked, since to condone deliberate violations of the law is to invite chronic disrespect for the law. On the other hand, it was also possible to consider the actions of the students in terms of the moral and human issues involved. The black students felt that their grievances needed to be dramatized to receive adequate attention. In one sense they were not acting as free individuals, since the means they selected to make their point were suggested by the events of our times. For the University, the question was whether to choose a course that might lead to better mutual understanding, or one that would provide an object lesson in the scheme of guilt and punishment. Law enforcement officers and judges often are faced with this choice. The University decided to take the former course, moved by considerations of humanity, and in conformity with an age old academic tradition that a university must first attempt to restore order in its own way and resort to the instruments of law only when its own efforts have failed.

What happened at Northwestern is a small episode in a worldwide phenomenon, a local manifestation of unrest brought on not only by general political and social dislocations but also by unprecedented changes in the American university. The action of the black students and their white sympathizers cannot be approached simply as a student prank, or an act of calculated disorder, or a lack of understanding of the decencies and restraints of university life, though it had some aspects of all of these. The response to the action must be measured by its context.

One test of whether the crisis was met with wisdom and good judgment is to consider the consequences. The business of the university continues without disruption: classes are being held, examinations are about to be given on schedule, laboratories and libraries are in full use, and all the activities of a distinguished university are proceeding normally, and not in an atmosphere of strife, division and insecurity. A closer understanding has been established between the administration and those students who previously felt that the university had insufficient concern for their well-being and success.

There also exists now a greater degree of mutual understanding and respect between the faculty and administration than at any time in the recent past. This state of affairs does not mean that everyone in the university approves of the actions which precipitated the crisis or of the methods used and the decision made in restoring order. It represents something more significant—an awareness on the part of everyone that the university community has been tested by a serious and even dangerous situation and that the situation has been met with candor and humanity, and, in spite of concessions and compromises, without the sacrifice of any principles or safeguards upon which the independence and integrity of a university rest.

If this state of affairs is understood by those who constitute the university community, by its alumni and friends, and by the interested general public, then Northwestern is in a better position today to face the uncertain future and become worthy of its responsibilities than it was even a short time ago. It is in the hope of providing the basis for such an understanding that this account of the events of May 3 and 4 has been made public.

LETTER continued

entered the bursar's office at 619 Clark Street, employing a ruse to divert the security officer at the door, and locked themselves in. At 8:00 a.m. several administrative officers of the University met in an office nearby. Following a predetermined plan for incidents of this kind, they began marshaling Northwestern's security force. They also alerted the Evanston police department, which assured them eviction could be carried out in just a few minutes, but indicated that two hours were needed to marshal a sufficient force.

The administrators discussed the students' action and the consequences of the plan now underway to regain 619 Clark, i.e.: (1) request to leave; (2) order to leave; (3) use of campus security men in effective removal; (4) use of Evanston police if necessary. Two faculty members, Walter L. Wallace and Lucius P. Gregg, Jr., were called into the meeting. They expressed the view that the students had undertaken their protest not in arrogance, but through desperation and fear. They discussed specific examples of extreme hostility by white students toward Negroes over the past several months.

The consequences of such incidents upon the black students, declared the professors, had been profound. The black students had come to feel alienated from the University. Not only did they resent the hostile actions by certain white students, but they also felt that those white students, faculty, and administrators who professed friendship did not comprehend the severe traumatic experience of moving from a ghetto to a white upper middle-class society in a leading white university. Finally, said the professors, the students were undergoing an intense inner conflict resulting from their avid desire to succeed at the university coupled with the need to adjust to what they felt was a hostile environment. As evidence, the professors pointed to the fact that of 124 black students in the University, 90 were in the occupied building.

The importance of this action by the students should not be minimized, said the professors. Not only did the students fear the University's authority and the power at its command, they realized that they had put their futures and the hopes of their families in jeopardy with their action—futures of a kind that few Negroes have the opportunity to attain. The action, said the professors, was one of desperation in that it was the culmination of a driving desire to achieve opposed by complete frustration.
Against this background, the administrators agreed that they had not understood the true meaning of the black student petition, and that their reply to it had been inadequate. They agreed that they now faced a moral issue that superseded the legal issue, and that the moral issue required action first.

Immediately thereafter, President Miller met with twelve members of his administration and faculty in a 15-hour session. Together, they reviewed the second petition by the students and drafted a new reply to it, granting some of the demands but by no means all of them—and none that would infringe upon the fundamental authority of the university. This reply was given to the black students late Friday evening. The students asked for time to review it and agreed to meet with University representatives on the following morning.

At 10:00 a.m. Saturday the meeting on the reply given the students began. The administration explained why certain of the student demands could not be granted. The students, for example, had asked to share power and determining the admissibility of students to the University and on approving personnel hired as Negro counsellors. These demands, and others like them, were denied because such authority is vested in the University alone by its charter and statutes. The black students listened to such explanations and accepted them.

Here is a summary of the demands and the University’s final response to them. Of the eight major demands made, four were granted, one was partially granted, and three were denied.

• On the demand for a policy statement on the matter of “racism,” the University said that although members of the administration, faculty, and student body had worked to right racial wrongs, “the fact remains that the University, in its overwhelming character, has been a white institution.”—The statement said the University could not be “complacent with institutional arrangements that ignore the special problems of black students.” The University accepted the basic “sentiments expressed in the black students’ demands” and proposed that a special Northwestern University Advisory Council be set up as “an instrument of University administration to function at all administrative levels as the administration deals with problems of the black community related to the University.”

• The administration declined to set up any percentage target or quota for Negro students, pointing out that competition from other institutions for qualified Negro students and the absence of unlimited funds for scholarships makes such a projection impossible. The agreement noted that the University has been committed to increase the number of Negro students at Northwestern as rapidly as possible and to seek at least 50 percent from inner-city schools. While welcoming advice and counsel on the admission of black students, the administration said “it cannot permit students to make individual admission selections, this being an administrative responsibility of the Office of Admission.”

• On the matter of expanding studies of black history and culture, the University pointed out that determination of curriculum must be initiated through the faculty of each department, and that initial recommendation of faculty members is also a faculty prerogative. Students can recommend but cannot share in the final decisions. The University stated that suggestions by students in both areas would be welcomed by the faculty.

• The agreement specified that a committee is to be selected by the Negro community on campus to advise the University’s Committee on Financial Aid to Students on policy matters regarding financial aid to black students.

• On the demand for special living units, the University said that by the Fall Quarter of 1968 it will reserve sections of existing living units for Negro students who wish to live together. The University also said it continues to believe that a mixture of student types should be housed in living quarters, but that it was modifying that stand for two reasons: (a) the distinctiveness of existing racial concerns, (b) the admitted inconsistency between the ideal of non-discrimination in housing, and the selectivity exercised by some living units of the University.

• The demand that the black community approve the appointment of a counselor for black students was denied. The University reaffirmed its confidence in the Negro counselor who had been hired April 15, 1968, with joint responsibilities in the Admission Office and the Office of the Dean of Students, and indicated that it would as a matter of general practice consult with students on the appointment of counselors.

• The University agreed to provide a room on campus by September, 1968 to meet the needs of Negro students for social activities. This is unprecedented at Northwestern. Many social and religious groups have separate facilities.

• On the demand that Northwestern desegregate all of its real estate holdings, the University reiterated its concern for open occupancy and noted that in housing under University ownership—the N.U. Apartments, Dryden Hall, and faculty housing—there is no segregation whatsoever. The University said it is committed to working for just living space and conditions for all black people. It said it would be prepared to implement the recommendations of the Committee on Housing Discrimination when that group reports early in June.

Essentially, the agreement adopted was the University reply of the day before. There was no “complete capitulation” to the black students. The final agreement gave formal recognition to the serious problems of one group of Northwestern students and made a commitment to solve those problems, through structured continuing communication and consultation. The administration did not, it is repeated, yield any administrative authority or faculty prerogatives, nor did the black students press for them once they understood the University’s position.

At 6:30 p.m. Saturday the agreement was signed and the negotiations ended. At 9:30 the black students evacuated the bursar’s office, leaving the building as they found it.

In summarizing his position on the action taken, President Miller said, “The easiest and most popular action would have been to remove the students by force, since we clearly had the authority and the manpower to do so. By use of understanding, restraint and compassion we feel that we prevented what might have been a disaster at Northwestern.”

But he added: “This was a single confrontation of a special type. We will not again negotiate with any groups under such circumstances.”

The agreement reached between the administration and the black student community was presented to Northwestern’s Board of Trustees on May 9. The Board appointed a committee to review the agreement. On May 14 the Board met to receive the committee’s report. It concurred with the committee’s recommendation that the Trustees approve the administration’s action in working out an agreement with the black student community and expressed full confidence in the administration. The approval

continued on page 4
covered all elements of the agreement, but in view of the misunderstanding that had arisen with reference to the statement on “racism,” the Board said: “The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic ‘racism,’ is wholly unacceptable to the Board. In fact, the Board deciess racism in any form.” (See full text of the Trustees’ resolution on page 1.)

In a statement after the Trustees’ meeting May 14, President Miller said:

“I am deeply grateful to the members of the Board of Trustees of this University for upholding the decisions made by the administration in the events of May 3-4. Their approval enables Northwestern to go forward with programs of the utmost concern to the future of this country. Our work will succeed because we have been through these difficult days together—trustees, administrators, faculty, and students—and have proved that the fruits of forbearance are understanding and strength.”

STATEMENT BY BOARD continued

1. The provisions of the agreement with respect to separate housing of black students have been the subject of considerable adverse comment. While as a matter of policy the Board favors integration of University housing units and is opposed to “separatism” or “segregation,” we feel that the black students, whether right or wrong in their judgment, were nevertheless sincere in their belief that separate housing, on the basis of individual choice, was desirable in view of the special problems confronting them. On this basis, we approve of the administration’s response to their request.

2. The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic “racism,” is wholly unacceptable to the Board. In fact, the Board deciess racism in any form. It is proud that Northwestern University is in the forefront of those educational institutions which offer educational opportunity for all qualified applicants, without discrimination on the basis of race, creed or color.

3. The Board deplores the unlawful action of the students in occupying the Business Office. The Board does not subscribe to the philosophy that adherence to a cause justifies unlawful action and the consequent infringement of rights and curtailment of freedom of others. In order that there be no misunderstanding, negotiations will not again be conducted by the University while unlawful or disruptive activity is in progress. The University will take whatever action is necessary to terminate unlawful activities.

4. The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University. To this end the Board formally adopts the following statement as the policy of the University:

“Northwestern University stands for freedom of speech, freedom of inquiry, freedom of dissent and freedom to demonstrate in peaceful fashion. The University recognizes that freedom requires order, discipline, and responsibility, and stands for the right of all faculty and students to pursue their legitimate goals without interference. This University, therefore, will not tolerate any attempt by any individual, group or organization to disrupt the regularly scheduled activities of the University. Any such effort to impede the holding of classes, the carrying forward of the University’s business or the arrangements for properly authorized and scheduled events, would constitute an invasion of the rights of faculty and students and cannot be permitted. If any such attempt is made to interfere with any University activity, the leaders and participants engaged in disruptive tactics will be held responsible and will be subject to appropriate legal and disciplinary action, including expulsion.

It is further resolved, that copies of this Resolution be made known to the University community and to the public.

DATED, this 14th of May, 1968
TO ALL ALUMNI

From Howard H. Rosenheim, President
Northwestern Alumni Association

These are troubled days for Northwestern and her alumni. Never before in the history of this great University have so large a group of our alumni been drawn apart from their Alma Mater as they have by the events of May 3-4.

I know from your letters that some of you are distressed, angry, frustrated, unhappy, disturbed, bitter. Your hearts are heavy. You speak of criticism, disapproval, and in some cases, outrage and complete rejection.

Believe me, I deeply understand how you feel—the hurt, the anguish, the pain.

The confrontation was judged special and unique by those in the administration responsible for the decision and, hence, they felt justified in their actions. Many alumni supported them and many did not.

In any case, it is now clear that the University will not again permit the occupation of one of its buildings nor deal under such circumstances. It did not, nor will it release final authority in matters of academics or student life. Proper machinery will be established to insure good communications among students, faculty, and administration.

The statement of the Board of Trustees is shown in the accompanying Letter from Northwestern. Hopefully, the clear-cut stands taken will mitigate some of the unhappiness that was felt by those who disagreed.

The time has now come to turn our faces to the future.

I urge each of you—those who agreed and those who disagreed—to exercise patience and forbearance, to remain calm and dispassionate. I ask a personal commitment to open-mindedness—the suspension of further judgment and criticism of our University, so that all facts may become weighed by you as a person of thoughtful and reasoned consideration.

There is generally more than one side to a situation of this kind. Educated men and women, who have trained themselves in disciplined thought, search objectively for all aspects and hear carefully and honestly opposing points of view. They seek out the facts that have become obscured, as well as the underlying considerations. They try to place themselves in the shoes of the other person and see the world as he sees it and feel it as he feels it. This is not easy, but terribly necessary.

Think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. Concerned men and women of good will are still competent to adjust in the best way our present difficulties.

Our paramount object must be to help this great University. If we are divided, we can only hurt her. If those who disagreed with the actions that were taken can find a new depth of understanding in their hearts and unite in her support, then we can surely advance her to greater heights of excellence and achievement.

In your hands, my fellow alumni, lies the momentous issue of the future of Northwestern.

TO OUR FELLOW ALUMNI

At a special meeting of your Board of Directors, Thursday evening, May 16, the following resolution was passed:

"The Board of Directors of the Alumni Association recommends to the Board of Trustees of Northwestern University that a Trustee Committee on Student Affairs be established. This Committee would have among its members a group of Trustees who are alumni of the University. The objectives and activities of the Committee would have as their central thrust an ongoing policy review and study of all student affairs."

Your Alumni Board recognizes with you that Northwestern is innovating social change in many areas. The recently realized Afro-American minority policy is but one aspect of this. Because of the interest we know you have in such change, we urge you to freely express your views to us in writing, in order that your Board will have a cross section of viewpoints from all alumni across the nation. In writing us, it will be helpful if you identify your graduating class and your current interest in Northwestern beyond that of a loyal alumnus (e.g. if you have a son or daughter at or about to enter college, if you are an active participant in university activities, etc.).

Please send your letters to us within the next two weeks, so that they may reach us prior to our June Board meeting. Address them to Howard H. Rosenheim, President, Northwestern University Alumni Association, 1800 Sheridan Road, Evanston, Illinois 60201.

For the Board of Directors:

(Mrs.) Claudine VanCleave Mason (LA '21)
Secretary
MESSAGE TO THE READER

Flash! Northwestern rocks of revolution. What is happening here? Please explain. Have outside agitators come in from the cold? Has the Conspiracy struck? Or is everybody merely stoned out of their minds? Survey the situation, George.

Following the lead of the blacks (2 clubs), radicals jumped head first into the UDC fight. Great move for solidarity, not to mention a fantastic ego-trip.

TSST: Circle the one word which does not belong in this series.

a) White
b) Middle-class
c) Student
d) Revolutionary

Perhaps the whites should make sure their heads are all together? We seem possessed of an abundance of revolutionary rednecks. "We're real proud of our niggers. They real radicals." So what are you doing, honky? Black leaders are no better than white leaders. Don't follow leaders. Watch them parking meters.

Some of you may not be up for revolution, just tired of all the garbage being dumped on you by the University. Like dorm un-autonomy, mandatory deferred rush, parking tickets, and curriculums. At least it's a bore. So do something. Don't talk, rhetoric is cheap. Go, yes, and take action. Be creative, have fun. If you don't enjoy what you're doing, forget it. Some suggestions follow.

1) Walk through Rebecca Crown with your freaky friends. Test doorknobs, inquire about the water supply, etc.

2) Set up appointments with administrators. Demand an explanation.

3) Hold a two-day festival/rally/strike. Who wants to sit in class when it's so beautiful out.

4) Take ads and notices in the Daily. Claim to represent somebody you admire and who could foot the bill. Possibilities: Yippies (A myth)

National Movement of Rightist Students (Not a myth)

IFC

ILHA

Rocky

5) Get a tent and band and hold an over-night camp-in in the Meadow. Protest the lack of co-ed housing.

6) Send a revoir to Rocky

7) Get a guitar and some friends. Go into a class, sing a song, and disappear. Somebody has to provide entertainment.

8) Call up the registrar. Ask how things are, pass the time of day. Working in Crown can be boring.

9) ____________________________ (write down your own ideas.)

Yippies

The Revolution is dead.

Yippies

Long live the Revolution.
The recent actions and demands of black students and their white supporters at 619 Clark and at the office of Dean Hinz have been reported and rumored, filmed and falsified, praised and criticized. By now, those of you who were not there must have had your fill of this media-message: and so, this is just the time to get back into contact with your university and listen to the people who were there tell you their reasons for being there:

All existing forms and channels of meaningful dialogue had been exhausted over the last twelve months' time. This sit-in was the only logical step to re-establish dialogue between administrators and students. The black students acted first, for their needs are the most pressing, and when they asked for assistance, we were the ones who came there to back them up. Not all of us agreed precisely with the substance and phrasing of every single demand made by the black students, but each one of us believed their cause to be just, and as such, a benefit to all. It was such a personal decision that what developed at 619 Clark and at Scott Hall was not a faceless, slimy clique of radicals with a syrupy commitment to self-stroking sympathy; but rather a group of individuals, some old and some new, each committed to doing whatever was necessary to help the blacks to achieve their ultimate victory.

Results were forthcoming. The University listened to the black students and discussed their demands in good faith. What came of this was an agreement and a statement by the University which is nothing less than a commitment to justice. We ask that you read it and see what we mean. Respond to it.

The Whiten Who Were There
BLACK STUDENT STATEMENT AND PETITION TO NORTHWESTERN UNIVERSITY ADMINISTRATORS, RECEIVED MONDAY, APRIL 22, 1968.

We, the Black students at Northwestern University have found the academic, cultural, and social conditions for us on the campus deplorably limited. In order to counteract the physical, emotional, and spiritual strains we have been subjected to, in order to find some meaning and purpose in our being here, we demand that the following conditions be immediately met:

I POLICY STATEMENT

We demand, firstly, that a policy statement be issued from the administration deploiring the viciousness of "white racism" and insuring that all conscious or unconscious racist policies, practices, and institutions existing now on campus will no longer be tolerated. This statement should make it clear that Northwestern is willing to go to any extent to enforce such a policy and also to protect the interests of the Black students on campus who have been negatively affected by such racist attitudes and practices. Furthermore, this statement should express Northwestern's readiness to exert its influence (both political and financial, in uprooting racism in the city of Evanston).

II ADMISSION

Considering that Black people account for 12% of the total American population, we demand that Northwestern initiate a project which guarantees the gradual increase of the number of Black students to a more "realistic" figure which we shall decide. We demand also that we have some say in the development and initiation of such a project with Black students of our own choosing on the steering committee. We further demand that at least half (1/2) of each year's incoming Black students be from the inner school systems.

As for now, we demand a complete list containing the names of all Black students enrolled at Northwestern as of Fall Quarter 1967.

III SCHOLARSHIPS

We demand that our scholarships be increased to cover what is now included in our "required jobs" and to include funds for those who want or need to attend summer school. We have found that students who work because they want to, and not because they have to, perform much better academically and with less mental tension and frustration. Furthermore, we have found it a contradiction that in view of the fact that we inadequately prepared for the type of competition we encountered here at Northwestern, we were still expected to keep up and hold down a job simultaneously. We strongly feel, as well, that those Black students who want to continue their intellectual pursuits through the summer should have the same opportunity to do so as any other Northwestern student. The University should not deny them that opportunity by requiring that they work instead, in order to substantiate their scholarships for the other three quarters.

IV HOUSING

We demand that the University provide a living unit(s) for those Black students who want to live together. We demand that immediate action be taken to provide such a unit(s) by Fall Quarter 1968.
Inasmuch as that Black freshman women do not usually room with each other, we demand that they receive the same treatment as their white roommates. In the past, upon receiving room assignments, a white girl or her parents have been allowed to object to having a Negro for a roommate and upon either of their requests a shift in room assignments took place. We contend that if the girl or her parents wanted to be assured that she would not be rooming with a Negro, she should have stated on her housing form her preference of a Caucasian roommate to a Negro one. Black students did not even have the option to request another Black student for a roommate. We were told from the start that it was the University's intention to split us up and that we would not be allowed to room with each other.

Due to contradictory (racist) housing policies and practices, to the definite differences in social and cultural differences between us and our white roommates, and to the general tenseness of the racial situation, we demand that this Black living unit be made available to us by Fall quarter to help alleviate some of the tension of being "a Black student at a white university."

V. CURRICULUM:

We demand that a Black Studies Course be added to the curriculum including studies in Black history, literature, and art. In view of the fact that Black accomplishments have been underplayed and Black history misconstrued, we demand to have the ultimate decision in the choice of professors to be hired to teach these courses. There is no doubt, that since they inevitably must be 'Black' professors, no one on the administration is capable of adequately judging their qualifications.

VI. COUNSELLING:

We demand that a Black Counselor be provided by the University in order to help us properly cope with the psychological, mental, and academic tensions resulting from the dualism of our existence as "black college students." There is a definite need for Black students seeking to overcome the contradictions of the demands placed on us by this white community, which offers little for us to identify with, and the demands of our own people and our native communities which look to us for some kind of inspiration, guidance, and instruction in the struggle to overcome white oppression, to have someone who can relate to us and understand us out of a common experience. The "Great White Father" image the university has been projecting must be destroyed if any real communication is to develop.

VII. FACILITIES:

We demand a Black Student Union, a place to be used for social and recreational activities, as well as, a place to office F.M.O. and all other Black organizations on campus. Black students have nothing at Northwestern to call our own. We need a place where we will feel free to come and to go as we please, a place which will substitute for the lack of fraternity and sorority houses and provide us with the necessary facilities to function as independently as the Student Senate office.

VIII. OPEN OCCUPANCY:

We are aware that Northwestern University has taken a stand in favor of Open Occupancy. However, what good, we ask, is such a stand when Northwestern is in effect the main promoter of segregation in the City of Evanston? We demand that the University immediately cease with this hypocrisy and take the necessary steps
to desegregate all of its real estate holdings. We further demand that evidence
be presented to us, verifying that Northwestern is doing more than taking "a stand
on Open Occupancy," and that monthly reports be turned over to the president of
F.M.O. indicating N.U.'s subsequent progressive measures.

There has been too much idle talk about how to solve some of the problems
facing Black students here at Northwestern. Indeed, there has been too much talk
and too little action in regard to the general racial situation. We are not
about to solve America's race problems, if there is in fact a solution; however,
we are concerned about the problem as it affects us on campus and in the city of
Evanston.

Northwestern was wrong to assume that in bringing us here, we would be able
to disassociate ourselves from the injustices, sufferings, and mounting frustra-
tion of our people. Like them, we, too, are tired of being talked about and we
are weary of talking to people who cannot or refuse to do anything else but talk.

It would be useless to engage in further discussion--there are some things
which will never be understood, and even if they were understood, it would make
little difference anyway. These are our demands of the University. We are will-
ing to confer with the administration, but we have no intention of debating or
conceding our stand. We have been to the administration before but with very
little consequence. We want tangible results, not excuses or even promises. The
University either responds to our demands or we have no other alternative but to
respond to its lack of response. The University has until 5:00 p.m., Friday,
April 26, 1968, to notify us of its decision.

CONTACT: Kathryn Ogletree (F.M.O.), James Turner (A.A.S.U.).
Racism of any character has no place at Northwestern which as a University is a institution where tolerance and mutual respect are essential to the educational processes and for the dissemination of knowledge. The University repeats that in the admission of students, the appointment of faculty and staff, and in the operation of all its facilities such as housing, dining halls, libraries, placement offices and the like, no discrimination on the basis of race, religion or color can be countenanced. The University deplores incidents which have racial implications, and asserts its determination to prevent any such events and to use its authority to employ disciplinary measures against those who violate the rights of others.

Increasing efforts will be made to improve the social and cultural welfare of all students in ways which will better prepare them for the roles of professional leadership which are in keeping with the educational objectives of a university.

To this end and pending receipt of reports from existing University Committees now considering these problems, a special University Committee on Human Relations will be established to consider the grievances wherein the human rights and dignity of students have been violated, to continually review all facets of the university life, and recommend new policies and procedures which will bring our student environment in line with Northwestern's national and international responsibility. While the membership of this Committee has not yet been determined, appointments will be made after consultation with all elements of the university community.

The University Discipline Committee (UDC) has recently completed an intensive study of the racial problem of black students on campus, and their aspirations and search for identity within the university and the community. This report has just been released for publication. The Committee on Human Relations will be asked to develop programs and recommendations which will implement the objectives of the UDC report.

While the crises which confront the nation and the university warrant the depth of this concern, it is essential that all members of the university act responsibly and with accountability in helping achieve the objectives of equal rights and dignity for all.

II ADMISSION

Since the summer of 1965, the University has made a substantial effort to change the composition of the undergraduate student body. The change has been from a homogeneous student body to a student body which is representative of the many different subcultures of our society. The forces necessary to bring about this change were (1) increased recruitment efforts in a variety of high schools serving populations which traditionally had not been interested in the University in the past and, (2) a substantial increase in the University's financial aid program. One result of this effort was the matriculation of 54 black students in the entering class of 1966, in contrast to 5 black students in the entering class of 1965. At least 35 of these students were from innercity high schools in the fall of 1966, recruitment efforts were intensified in predominantly black areas. The results were more applications from these areas, more admitted students from these areas, but a nominal matriculation increase over the previous
year. For example, 50 students from innercity Chicago schools were accepted for the fall of 1967, but only 31 matriculated. In 1966, 36 students were accepted from these same high schools and 35 entered. Greater competition from other colleges and universities has affected the percentage of students who have entered the University. In the fall of 1967, the admission recruitment efforts were further intensified to include the innercity high schools of Chicago, St. Louis, Milwaukee and Gary, Indiana. In addition, the University has coordinated its efforts with the Cooperative Program for Educational Opportunity, the National Scholarship Service Fund for Negro Students and the National Achievement Scholarship Program.

These efforts resulted in more applications than in the year 1967 and the acceptance of approximately 100 black students to the entering class of 1968. The matriculated number will not be available until the end of summer. (According to a recent article in NEWSWEEK, Northwestern has accepted more black students to the entering class of 1968 than any other major private university.) The University will continue to increase its efforts in the innercity school systems and will continue to admit to the University those students who have a high probability of success at Northwestern. In terms of actual percentages, at least 50 percent of those admitted black candidates for admission have attended high schools serving the innercity. There is no reason to believe that this percentage should change with the University's intense interest and efforts in this area. The University will welcome the support of its black students in University admission activities.

In the spring of 1967, the University held a series of meetings with interested black students to discuss campus, summer program and admission problems. The Admissions Office now seeks to formalize such meetings in order to acquire better counsel from the University's black community regarding the recruitment of black students. (It is requested that a committee be appointed by the black student community to assist in University admission activities. One of the most immediate needs is to develop procedures to assure that a greater percentage of those black students accepted enter the University. Students selected to serve on such a committee should be undergraduate students. This is consistent with the University position in asking undergraduate students to participate more fully in the decisions governing those elements affecting student life.

The University further will provide the black community of Northwestern with the names of all black students who are known to the administration. In addition, the University will provide a list of names of all entering black students to the black community when all names of all entering students become available to campus organizations.)

III. SCHOLARSHIPS

The financial aid budget of the University has been expanded for the last three years. This expansion has permitted Northwestern to offer more financial aid to a substantially greater number of its admitted candidates. However, the increased offers of financial aid would not have been possible without the packaging—jobs, loans and grants—of all financial aid resources. A Acceptance of job and loan offers are optional. The packaging of financial aid is an agreed procedure by more than 600 universities which are members of the College Scholarship Service. The purpose is to assist as many students as possible who have demonstrated a financial need. (If a maximum utilization of resources had not taken place, the number of financial aid students assisted in the past two entering classes at Northwestern would have been reduced by one-third.)
Each application for financial aid is carefully evaluated relevant to the family background of the applicant. Special consideration is given to students from unusually limited economic circumstances. The University's Committee on Financial Aid to Students realizes that some students will not concur with the decision governing their applications. In such instances, the University's Office of Financial Aid requests the opportunity to fully explain the relevant decisions. Students receiving financial aid are made fully aware of their financial responsibilities before entering the University. This information is available in the University literature sent to the admitted candidate. The offer and acceptance of financial aid is a binding contract between the University and the student.

In the past, the University has established a temporary loan program in the Office of Financial Aid to assist black students. In addition, payment deadlines have frequently been waived and a mutually agreeable payment date has been determined. In several situations, awards have been increased after individual conferences with students. Realizing the pressures encountered by financial aid students, the University in 1966 eliminated the grade requirement for the retention of financial aid. Prior to that time students were required to maintain a minimum grade average of 2.5 if financial aid were to be continued.

To help alleviate any remaining financial burden of the student, a summer job placement program was established in 1967. The Office of Financial Aid assists students in securing summer employment. Earnings are as much as $800 to $1,000 for the summer through the Work-Study Program of the federal government. Summer jobs of this nature are available working with youth in innercity Chicago. (Because of the increasing needs for educated young men and women to work with innercity youth, the University encourages members of the student black community to seek such summer employment.)

The Office of Financial Aid also is willing to assist any student in acquiring additional University or federally guaranteed loans. A private university is unable to completely finance the education of any of its students without some financial demands put upon the students. However, better than eighty percent of the black student community is receiving outright grant assistance in excess of two thousand dollars a year.

To continue this kind of a financial commitment the University is constantly seeking additional funds for the financial aid program. Recently, the University received a grant of twenty-five thousand dollars a year for the next four years for scholarships for black students from the Chicago innercity.

The Office of Financial Aid will attempt to assist those students who need to attend one summer school session in order to graduate with their class. This opportunity will be made available to such students between their junior and senior year. Students who are unable to graduate even with one summer school session will not be provided this opportunity. However, they will be considered for a fifth year of financial aid in order that they may graduate. This statement, of course, is predicated on the assumption that the student is progressing normally toward a degree. A student whose grade average consistently falls below a "C" is not progressing normally toward a degree. In addition, students will receive consideration for financial aid for summer school if a special course or program necessitates such consideration.
In summary, the University will not be able to categorically increase the scholarships of all black students. However, the Office of Financial Aid is willing to evaluate each student's request independently and discuss the decision with that student. This position is consistent with the guidelines established by the Committee on Financial Aid to Students which governs financial aid applicable to all of its undergraduate students.

IV HOUSING

"The housing policy of Northwestern University is not predicated upon any consideration of race, color, or creed of the applicant. All roommate assignments will be considered binding for all parties throughout the first academic quarter." The foregoing is a direct quotation from the Housing Information statement which is sent to all new students. The University Housing Committee added the second sentence at its meeting in January of this year. Freshmen roommate assignments will not be changed during fall quarter. Thereafter, changes will be made by the Housing Office when possible and only upon the consent of all parties.

In addition, all landlords wishing to list a rental property with the University have been asked to sign a statement which specifies that they "agree to offer without regard for race, color, or creed the facility listed." In addition, they are sent a copy of the Housing Policy Statement.

While we can understand and appreciate the frustrations that lead to the demand for black living units, the University cannot accede to this request. For one thing, the University is living with a severe shortage of on-campus housing which in itself limits the policy options which are open to us. Given the need to house freshmen on campus, there are not enough spaces left over to permit the University to give any one group of students special exemption from the normal room assignment procedures.

The most important reason, however, for denying this request lies in the function the residence hall serves in the educational program of the University. The residence hall is far more than just shelter and a place to escape from the daily academic routine. Rather, it is a place where students learn from each other and thereby further the educational process in which this institution is engaged. This function of University housing depends on a mixture of student types which cannot be achieved if certain groups are segregated from the rest of the living environment.

While the University believes there is much that must be done to accord the black student the rights and respect on this campus that he deserves, it strongly believes that organizing separate living for black students is self-defeating and cannot contribute constructively to the academic purposes for which the University exists.

The University will take every step it can to provide housing for black students wishing to live on campus. Black students wanting to live off-campus are urged to use University off-campus housing directory services and to report to those services all cases of suspected discriminatory renting practices so investigation and follow-up action can be taken by the committee on housing discrimination.
V. CURRICULUM

Perhaps the most appropriate way in which a University can contribute to the increase in understanding which is needed between the black and white segments of our society is through its academic program. The faculty has the sole authority and responsibility for matters of curriculum with regard to course content as well as new courses. Any request for new credit bearing courses should be directed to the Curriculum Committees and Department Chairmen. Consideration should also be given to the development of special non-credit programs within such activities as the Evening Divisions, the Experimental College and Symposium.

While the recommendations for the appointment of new faculty emanate from the faculty, your assistance in identifying prospective faculty members would be useful. The University welcomes the addition of more qualified black faculty members to its ranks.

VI. COUNSELING

To improve relations between students and between students and the administration, the University is committed to increasing the counseling facilities available to all students. The University is pleased to announce that Mr. Calvin Smith accepted a joint appointment in the Office of Admission and in the Office of the Dean of Students on April 15, 1968, to be effective September 1, 1968. Mr. Smith is a graduate of Carver High School in Chicago, received his Bachelor of Science degree from Winston-Salem College in North Carolina, his Master's degree from DePaul University, and presently is a doctoral candidate at Northwestern. Mr. Smith also has been a high school teacher and administrator. The University encourages those students who are interested in meeting Mr. Smith to contact Mr. Ihlenfeldt so that a convenient time might be arranged.

VII. FACILITIES

The University realizes the special needs for activity space for black students. By September 1968 we will provide a room on campus in an attempt to meet some of these needs. The space should provide for general lounge activity and also be usable for meeting activity as well. It is clear that all of the space needs of black students cannot be met through the provision of such a room and every effort will be made to schedule other multiple-use-space to assist in meeting these special needs.

We ask that a committee of black students be selected by you to work with us in our efforts to meet these needs.

Some cultural activities and many social activities presently available on campus are irrelevant for the black students; new activities must be developed to meet these needs. In addition to space, financial support is also needed and while it is not possible at this time to specify what support will be available, every effort will be made to provide reasonable assistance.
VIII OPEN OCCUPANCY

The University has taken a strong stand on open occupancy in Evanston, as evidenced by Mr. Kerr's recent statement to the Evanston City Council. In the housing under its ownership—that is—the N.U. Apartments, Dryden Hall, and faculty homes—there is no segregation whatsoever. A list of occupants in this housing is available. Furthermore, when the Committee appointed to deal with discrimination in housing makes its report within the next two weeks, the University will be prepared to implement the measures recommended. The University is committed to working for just living space and conditions for all black people.

Roland J. Hinz
The purpose of this press conference is to clarify the issues surrounding recent and historic student involvement in the creation of a black studies department here at Northwestern University.

The African-American community, since 1968, has unequivocally avowed its desire to have the best and most creative African-American Studies Department in the nation. African-American students laid their academic careers on the line to force the university to establish a department of African-American Studies and to recruit the best scholars in the nation and the world to achieve this goal. We have at no point, in this long and tedious process of establishing a department, lost sight of the goal of establishing the best and most viable department in the nation. At no point have we worked in a manner which was not consistent with this goal. Many of us, past and present, have spent many emotional hours trying to help create the kind of department which would make a significant contribution to African-American scholarship and an understanding and analysis of the African experience throughout the diaspora.

We are adamant in your consensus that there will be no African-American Studies Department unless it is the best. History, progress, and the future of African-American Studies in this nation demands nothing less from us.

The current crisis in the African-American Studies Department at Northwestern has created an urgency in us to begin to move in a direction which would eliminate what we see as prevailing conditions operating to hinder the growth and development of the department.

Briefly, black student commitment to African-American Studies emerged as one of the principle demands of our struggle here at Northwestern University in 1968. The university responded in 1970 by proposing and attempting to get started a program of studies that was not accountable to the black student community. This we rejected. In summer of 1971 however, we succeeded in getting the university to agree to the establishment of a fully autonomous department of African-American Studies based on full-time faculty appointments and that would in time be degree granting.

It is important to emphasize that the department of African-American Studies was historically the result of black students' struggling at this campus, and was implemented by the university, it was not the university's creation. As a result of unanimous agreement by the Committee on African-American Studies the university was asked to invite Mr. Lerone Bennett to accept the position of chairman of the department. Mr. Bennett was approached in December of 1971 and agreed to chair the department in January, 1972.

Mr. Bennett's agreement to chair the department of African-American Studies was based upon the following agreements with the university:

1. The chairman had the responsibility for defining the goals and program of the department and for recruiting its faculty.
2. The question of the disciplinary specialty and training of the various members of the department would depend on the chairman's judgement concerning the needs of the department's curriculum.
3. That adequate funds would be available for the orderly growth of the department, the orderly growth of the best department in African-American Studies in the country.
AFRO-AMERICAN STUDIES

A possibility that has been discussed in the past Mass meetings has now become a REALITY. Because of unwillingness to co-operate and resolve the problems in Afro-American Studies on the part of the Administrators and the Chairman of that Department, FMO has decided that ALL Blacks should boycott that Department. In addition we strongly urge you to boycott the courses offered by Professors Leslie and Stuckey. More information can be received in Dorm meetings set up for this weekend and the mass meeting Monday, 7:30 at Harris 107. REMEMBER:

"Don't support those who place the Interests of others before the interest of the Black Community!"

Communications Conference

The first national black students communications conference will be held May 3, 4, and 5th in Chicago, Illinois at the Shoreland Hotel, 5454 South Shore Drive. The focus will be on communications utilizing survival techniques with a 1973 Black perspective. The conference is planned and programmed to expose and analyze all aspects of communication and communications systems and to synthesize strategies for establishment and control of effective media for black people. Workshops, program planning sessions, compilation of alternative processes and continuation. For more information contact: Columbia College, c/o Raymond Hughes, 540 North Lake Shore Drive, Chicago, Illinois 60611.

Vernice Spencer: She Believed in the Community
She helped to make.

People who are dedicated, loved, and respected are not easily found in any community. These people have
The following article is the complete statement as released to the Daily Northwestern concerning the African-American Studies Department at Northwestern.

Contrary to the comments released to the Daily by Dean Hanna Gray concerning the African-American Studies Department at Northwestern, the conflict is not over.

Since its inception, F.M.O. has been firm in its position that no major appointments of black faculty or administrators who would deal with black students should be made without the approval of the black community at Northwestern. The university has complied with these stipulations only when they prove beneficial to the university as regards the African-American Studies Department.

The latest breach in these relations occurred recently with the announcement of the appointment of Jan Carew as permanent chairman of that department. This was an appointment made by the administration without the input black students were customarily afforded. This was a decision made without even consulting the faculty (black), in the very department! The students were called to a meeting, at which time they were informed that a new chairman had been appointed. Insult was added to injury as administrators considered student input to be only telling students about what had already been done, not offering suggestions as to what might be done. The audacity of a white administration to select a chairman of African-American Studies without consulting black students for meaningful input until after selecting such a person is unacceptable and intolerable. Black students are tired of always being told what is good or bad for them. This university's paternalistic attitude is reminiscent of earlier slavery days.

The administration's reasons for not reconsidering the appointment of Lerone Bennett were equally as questionable. They stated that they and a supporting group of "significant black faculty," felt that Bennett's presence would have negative effects on the development of the department. When questioned as to who this "significant black faculty" was, President Strotz refused to give names stating that their identity had to be held in the strictest "confidence." Whoever this elite body of scholars might have been they definitely were not members of the African-American Studies Department. This type of clandestine gamesmanship shows the unethical and unprofessional manner in which the administration has handled this matter. F.M.O. feels that the time for games must come to an end. Now!"

The inquietude that we feel is unexpressable. We, the Black community, fought for an African-American Studies Department. It was Black students who put their educational careers on the line for this department; and for us to be expected to support a department when our feelings have been directly overlooked, is directly undermining the intelligence of Black students. If the university administration thinks that Black students are going to apathetically sit by and let this kind of action occur, then the administration is in for a surprise. If the administration thinks that the appointment of Jan Carew is going to water down the feelings of Black students, then it appears that we have overrated the intelligence of the administration.

For Members Only - A Black Student Alliance

Trancendental Meditation:
The Part It Can Play in Our Community

Meditation often has connotations of religious good making, contemplation, concentration, or withdrawal from responsibility and society. Transcendental meditation (TM), however involves none of these. Instead
NOTHING BUT A MAN

Those who saw last night's movie, "Nothing But A Man," starring Ivan Dixon and Abbey Lincoln, had an opportunity to see the reverse of the kinds of movies that some black students picketed against two weeks ago when "Sweet Sweetback Badass Song" was shown at Tech.

Unlike that bizarre, exploitative celluloid version of the black experience, last night's movie portrayed the virtues that many black people think are necessary for liberation from the political and social structures of a racist society.

The movie eloquently showed how a man and a woman survived in the face of vicious racism, and how they found the strength to build a stable family. "Nothing But A Man" was positive. It didn't glorify the abuse of drugs or sexual perversion, but emphasized the importance of a stable family amidst the race hatred that existed in the late 1950's, and that still exist today.

PROPOSED AGREEMENT BETWEEN
THE EXECUTIVE COUNCIL AND THE CULTURAL AFFAIRS COMMITTEE OF FMO

I. PURPOSE

A. Establish working reationship between the Executive Council and the Cultural Affairs Committee.
   1. Define relationship between the Cultural Affairs Committee and FMO
   2. Financial
   3. Scheduling and calendars (72-73) and for the future.

B. Finalized Commitment

II. Background Information

Shortly after the organization of the Northwestern Community Ensemble, there arose a misunderstanding between NCE and the Executive Council concerning the allocation of funds to NCE. This incident snowballed into a polarization between the Executive Council and the entire Cultural Affairs Committee. This was during Fall quarter of the 71-72 school year.

Several meetings were held between representatives of the Executive Council and the Cultural Affairs Committee during this school year and continuing into the Fall quarter of the 72-73 school year.

III. First Meeting

On September 26, 1972, representatives from the Executive Council and the Cultural Affairs Committee met to try to resolve the existing differences between the two. There existed an atmosphere of distrust between some of the Executive Council and some of the Cultural Affairs Committee. Questions were raised as to the responsibilities of each to the other with regards to finances, scheduling, procedures, and their joint relationship. Vague and general agreements were reached, but concrete decisions and definite policies were postponed to a subsequent meeting.

IV. Second Meeting

On October 24th, representatives from the Executive Council and the Cultural Affairs Committee met once again to obtain definite answers. Several points were agreed on at this meeting. The core of which follows:

A. Accepting the fact that the Cultural Affairs Committee is an integral part of FMO and the Executive Council realizing the capabilities of the Cultural Affairs Committee as a tool in obtaining Black unity, it was decided that:
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A. Accepting the fact that the Cultural Affairs Committee is an integral part of FMO and the Executive Council realizing the capabilities of the Cultural Affairs Committee as a tool in obtaining Black unity, it was decided that:
   1) The Cultural Affairs Committee should function as an integral part and arm of the FMO.
   2) The Cultural Affairs Committee is held accountable to the total Black community at Northwestern.
   3) As the parent organization, FMO must be responsive to the needs of the Cultural Affairs Committee.
   4) With the above, the Cultural Affairs Committee and FMO should work along the same lines toward the common goal of liberation for all Black people.

B. Being it that FMO and the Cultural Affairs Committee are one in the same body and realizing that the Cultural Affairs Committee is a potential financial asset, the following agreements were reached:
   1) There would be established one central fund for the entire organization (FMO).
   2) In accordance with (1) of this section, the Cultural Affairs Committee agrees to pool its' funds in the central fund of FMO.
Minority Affairs Staff and F.M.O. Members Meet With Administrators to Discuss the Future of Blacks at Northwestern

Black students and Department of Minority Affairs staffers discussed the definition and future of the department with Raymond Mack, vice-president and dean of faculty, Jim Carlton, vice-president of student affairs, and James Stull, dean of students.

The three administrators were asked direct questions about the target population for minority students and the implications of such a target population. In other words how many minority students does the university expect to enroll in the next decade and at the same time decrease the number of black students on campus.

Carlton answered the question with what he termed a "philosophical point of view." "I don't foresee that much of a change in the proportions of minority students. If we do develop a significant population for other minorities, I hope you and your staff will continue enlarging your interests to include other minorities."

At this point facilitator of communications, Sidmel Estes pointed out to Carlton that in 1968 when the department was conceptualized the number of black students was only about 60 to 80 people and the staff could handle other groups. Now there are 600 black undergraduates and 200 black graduate students and the staff could not conceivably meet the needs of other minorities as well.

Sidmel also added that if she were Chinese for example, she would rather have someone from her own representation to advise her.

Another sister continued addressing the administrators by suggesting that they were trying to contribute to the downfall of Minority Student Affairs by overburdening the staff with responsibilities that they have not already been handling.

When Mack brought up a number of hypothetical situations where the question of whether other Third World people would be admitted to cultural events at the House or assisted by the Minority Student Affairs staff, Dean Paul Black answered him by saying that although the staff and students wouldn't turn away other Third World groups, he couldn't deny that there would be some friction because of political ideologies and the history of black students on this campus.

Because Mack and Carlton said they had other appointments, the meeting lasted only 45 minutes. Many issues were raised such as whether the House will be exclusively black or not, the role, authority and budget for the department, the department's position should other minorities establish departments, and the status of the department's dean.

Seemingly the administrators wanted a clear understanding of both sides, because they took much of the time asking for definitions. At one point, it seemed like a semantics game because while the idea of changing the name of the department to the department of African American Student Affairs was brought up, clarification of what the term meant was requested. The answer, given with a smile was ended with the phrase, "You see, we consider ourselves an African people."

After the three left, some brothers and sisters talked about what had really been said. It was the general consensus that Mack and Carlton had no objections to the renaming of the department to the Department for African-American Student Affairs. The three seemed unable to make commitments to the department.
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For information about future meetings with the administration come to council meetings or talk to your dorm representative.

For further developments and analysis read the Black Board.

Sharron Kornegay

Don't Forget: House Dedication and Warming Saturday, May 5, 1973
Seminar on "The Black Struggle and the College Student" 4 p.m.
Sunday, May 6, 1973 at the complex
Dinner Sponsored by F.M.O. at the complex 6 p.m.
Northwestern University has approximately sixty Black professors. They are for the most part in the College of Arts and Sciences, but their actual expertise vary drastically. The largest concentration of Black talent and knowledge is, as it should be, found in the University-run African American Studies Department.

Effective for the school year 1973-74, seven new professors were hired by the University, all in CAS. Five are in the AAS Department. We have met with some of these professors (eventually all of them), and have expressed to them student sentiments in this regard. It should be quite clear that we are not opposed to them on a personal level, but more specifically to the method of appointment employed by the Administration.

With the exception of Robert Hill, all of these professors were appointed without student input. This causes us to wonder about the accountability of our seemingly autonomous Black professionals. By no means shall we end our questioning of those members of the African American Studies Department who went against student requests to accept their professorships. We must move on and examine the other faculty members who are here in answer to Black student demands hurled at the white hierarchy in 1968.
Again this year, we are offering an Alternative Program in opposition to the African American Studies Department. It promises to be more successful than last year's, that is, with the cooperation and participation of students. We hope to establish a series of Sunday seminars (i.e., lectures, writing workshops, discussions, etc.), through which some meaningful exchange can be effected between student and "teacher". Although some progress has been made in this respect, additional help in the planning/formulation of a smoother structure is needed very much. This is a plea to you.

Finally, we as Black students on a predominantly white University campus simply cannot afford to be 'trapped' by such dangerous precedents as the University has presented to us through the African American Studies Department. We have to find some mechanism to effect change. At this point in time, that mechanism has been agreed upon . . . BOYCOTT AFRICAN AMERICAN STUDIES. Remember, the struggle is still not over.

EDITORIAL:

In past years at Northwestern, many internal problems have beset the Black community. At times, these conflicts grew to such proportions that some Black students could not even deal/function/interact with each other neither on a personal nor a group level. This may be a manifestation of 'group factionalism' or any number of things, but a severe problem has always existed.

This fact is deplorable. We as (1) Black people and (2) Black students have the most to lose in such a setting as N.U. We don't have time to pit individual against individual, groups against groups, etc. - we all lose in the end.

By now we should all realize that we are not of a monolithic lot; we must learn to accept and respect this. At the same time, it is imperative that we function at this University as a collective body; otherwise, we will have to face the grim consequences.

All of us here are on the same level; we need not to make a big thing out of impressing each other for impression's sake. We don't have the time nor the need. Citing past grievances usually leads only to further animosity and only serves as a deterrent towards a future understanding among ourselves.

In retrospect, let us challenge each other, but in light of the fact that we do so to achieve this thing called mutual respect and understanding. Granted, this is an easy thing to say, but very hard to do. Remember, we're all in this struggle together. We should plainly see that such divisiveness will only diminish our own strength, and strength is just what we need. This fact is brilliantly illustrated when we relate it to present problems occurring in the Black community: Minority Student Affairs, African American Studies, Financial Aid, Housing, etc. Cliche or not, the lines are clearly drawn; we know what we have to do; let's DO IT!

Eugene Smith

Again this quarter, the School of Music is offering the course D37-l, "Selected Topics in Music History; The Gospel Tradition: A History of Gospel Music in Black America". The course will be taught by L. Stanley Davis, director of the Northwestern Community Ensemble. See Stanley for permission cards for the course; freshmen are not allowed by the Music School to register for the course. The purpose of the course is to provide
AFRICAN-AMERICAN STUDIES:

Last year the African-American Studies Department was in constant upheaval. Even though two new members have been added to its staff and a third (Barbara Fields) will be coming this winter, the future of the Department is quite uncertain. Two weeks ago the Department requested a meeting with F.M.O. representatives to discuss the points of conflict. The following is a summary of the student's position, which was sent to Jan Carew after the meeting:

1) No "Joint" or "Intermittent" professors who are committed to African-American Studies only. We feel that it is detrimental to the department's stability and growth to have professors whose time and energies are split between two departments. We also feel that it is quite disfunctional to have professors fly in for two hours a week. Black students place a high value on faculty-student interaction, which is certainly not possible if the professor isn't here.

2) The department needs a new chairman - in addition to protesting the manner in which the present chairman was appointed (without student input). Students are also aghast at the manner in which Jan Carew has operated thus far (i.e. blanket incompletes during winter quarter, intentionally harassing Bobby Hill, and reluctant to meet with F.M.O. spokesmen).

3) Students selected through For Members Only would participate in every major decision of the department - students should be integrally involved in the process of selecting and hiring any new faculty member. There should be (4) students, who along with the present faculty should chart the direction of the department. The number should be expanded to (5) by the fall of 1974.

4) The chairman must publically apologize for making certain inflammatory remarks against F.M.O. presented the community with alternatives to dealing with African-American Studies, it has ultimately been the entire Black student population who accepts or rejects a given line of action. And thus when Jan Carew attacks F.M.O. leadership, he is in fact, attacking the entire Black student community. And thus in his letter to the students we expect Carew to apologize to the students and also condemn the manner he was appointed and his treatment of Bobby Hill and Mari Evans.

5) The department in conjunction with F.M.O. would sponsor lectures, seminars and cultural events.

We would like to see a speedy resolution to the conflict that has stifled the African-American Studies Department. But pre-registration is less than a month away and if no resolution seems forthcoming, we have no choice but to put the issue of boycotting the department before Black students again. It is our desire to forgo such a painful process, but if there is no logical alternative, the choice will not be ours. Instead of discussing points on which we agree at our next meeting we should address the things which still separate as they are:
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  a) Carew's chairmanship
  b) whether student should have voting rights
  c) Carew letter to the students

In that meeting, Carew said that he had been mislead by two Black faculty members. But when students told Carew about these two men last January, Carew shunned the students and told them that these men were his "good friends". Students further queried Carew as to why he accepted the chairmanship, why he treated Bobby Hill and Mari Evans as if they did not belong in the Department, and why he attacked various student leaders in the Daily Northwestern last year and in a WNUR broadcast. We also questioned Carew about his class. Last winter Carew left the country at the end of the quarter and gave the entire class incompletes!

Carew's response to these and other questions were quite feeble, in fact, they were downright tired. For instance, he said he tried to cancel Bobby Hill's course and exclude Bobby in a departmental brochure, because he and Bobby were not getting along and that is the way he handles political opposition.

(continued)
AFRICAN-AMERICAN STUDIES: (cont'd)

Considering his past actions, the students felt that Jan Carew owed the Northwestern Black community a full explanation and an apology. Carew agreed to draw up a statement. We felt that his statement would not lend itself to a solution; our assumption were confirmed when we received his letter:

I had promised to put in writing some of my views on questions raised at our last meeting.

I deeply regret the animosities which surfaced during the past nine months between students and the Department of African-American Studies and I agree with you that a speedy resolution of the issues between students and the Department would be to the advantage of all concerned.

It does seem to be a great pity that the first-class course offerings made by the Department should be boycotted by the students who need to avail themselves of the unique opportunity to take these courses. The courses are specifically geared to give students fresh insights into the conditions of Black and other Third World peoples in one of the most turbulent periods in mankind's history.

I would suggest as an agenda for our next meeting:

a) The appointment of student representatives who would join with members of the Department in shaping future policies for the Department.

b) Joint sponsorship of lectures.

c) Questions of curriculum development and student-initiated seminars.

Yours fraternally,

Jan Carew

Today Carew left the country. He will be gone for about 2½ weeks and winter pre-registration is quickly approaching. The African-American Studies upheaval has not cooled out, on the contrary, it looks like it might even get a lot hotter.

The African-American Studies Strategy Committee

*************************************************************************

MOVIE REVIEW:

I guess I over-anticipated the opening of the filmed version of "The Spook Who Sat By the Door". I could still remember my sentiments from the sixties. Like everyone else, I was an eager, bright-eyed revolutionary. Then all sentiments were in the streets. People were disgusted. We seemed ready to fight. We were tired of integration. "Spook" helped reaffirm us. Sure, Freeman integrated. He even integrated into the CIA, but he brought his skills back to the community. And that skill was guerrilla warfare.

It's been a while since my hands were last on the book. But I remember reading about threats of genocide. I remember reading about programs of nation-building. But that must have been my imagination. I'm sure Sam Greenlee would forget or change this in his script. But somehow, I must have imagined a whole lot of the
NORTHWESTERN UNIVERSITY
BLACK STUDENT HANDBOOK
LOVE FOR THE NATION
UNDERSTANDING AWARENESS
FROM A BLACK PERSPECTIVE
Northwestern University
1978 — 1979

Brothers and Sisters. THIS IS YOUR HANDBOOK. It is our way of helping you make your stay at Northwestern as meaningful as possible.

We hope that the information in this handbook will provide you with some means of creative outlet—the kind of outlet that will help you succeed at this university, both intellectually and socially.

Take everything you read very seriously, for the information is based on our previous experiences at Northwestern.

There is some important information in this handbook. A lot of information is in it.

CHECK IT OUT!

PAULA EDWARDS
Coordinator of For Members Only
(1978—1979)
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PLEDGE TO THE BLACK FLAG

All Power to the People:
Black Power to Black People
Ethnic Power to the Vanguard
One Nation, One Flag
To Unite Black Brothers and Sisters
Or Perish.

Salaam!

THE BLACK NATIONAL ANTHEM

Lift every voice and sing, Till earth and heaven ring
With the harmonies of Liberty
Let our rejoicing rise, High as the list'ning skies
Let it resound loud as the rolling sea.

Sing a song full of the faith that the dark past has taught us
Sing a song full of the hopes that the present has brought us
Facing the rising sun of our new day begun
Let us march on till victory is won.

Roly the road we trod, Bitter the chast'ning rod
Felt in the days when hope unborn had died
Set with a steady beat, Have not our weary feet
Come to the place for which our father sighed?

We have come over way that with tears has been watered
We have come treading our path through the blood of the slaughtered
Out of the gloomy past, Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears
Thou who has brought us thus far on the way
Thou who has by thy might, Let us into the light
Keep us forever in the path, we pray

Let our feet stray from the place, our God, where we met thee
Let our hearts, drunk with the wine of the world we forget thee
Shadowed beneath thy hand, may we forever stand
True to our God, True to our Native Land.

NU—ACADEMICALLY

There are two words to describe academic life at Northwestern—very competitive. Everyone is out to make a 4.0. Most of the students want to go to graduate school and will do ANYTHING to get the grades. When you're in the classroom don't expect too much help from fellow students. To them you are their enemy. They can not afford to help you. Don't be surprised if you feel very alone while in a classroom. In some instances you will be the only black in the class. It's a lonely feeling. By all means if there are other brothers and sister in the class, get to know them as soon as possible. You could be a great asset to one another. Don't expect open arms, you may not get them. Try anyway, for we are all we have.

Your grades will probably not be as good as they were in high school. You may get C's and D's. Don't worry about it. Just study harder. Many of us have gotten C's by now and have lived through it, so will you. If you find you are having problems early in a class, seek help IMMEDIATELY. Don't wait until the last minute, PLEASE. Talk to your PROFESSOR as often as necessary. He may not be responsive at first, but keep trying. You're paying enough money to get the most of everything up here—make sure you get it. Make the professor earn his salary. If you have a TEACHER's ASSISTANT (TA), talk to him/her also.

The Black House has TUTORS for certain classes. Each department in the university also has tutors. Seek them out. Ask questions when you do not know something. This is no time to be shy. There are no stupid questions, if they will help you gain a better understanding of what is going on.

Study in the LIBRARY. Northwestern has many libraries. Find the one that you feel comfortable in and study there. The Black House also has a library and study areas. If you don't like the library or the Black House, use the study area in your dorm. Most people find it difficult to study in their rooms. The light is very poor and people fall asleep from studying in bed.

Good study habits is something we all need to be successful at any college. Unfortunately most of us do not have them. We tend to wait until the last minute to do things. If you are a last minute person, schedule your activities so that when it is time to really get down that is exactly what you do. Don't fool yourself and let everything slip up on you at once. Once you fall behind it is very difficult and sometimes impossible to catch up with your work. Try not to fall too far behind. If possible, stay a little ahead so that when you have something pressing to do, your classes will not suffer so much.

You should spend AT LEAST 25 hours a week studying-serious studying. Those of you in science, math and engineering should try to study about 30-35 hours each week. You can't do all of your studying on the weekends, although some of us try very hard to. If you don't put in the time with the books, don't expect to get the grades you want.

It is essential that you learn to budget your time. Make a DAILY SCHEDULE and stick to it. Make plans from the time you get up until bedtime, includin leisure and recreational time. This gives you an opportunity to discipline yourself early so by the time you're juniors and seniors you'll have two steps o everyone else.

For those of you who can not type, Please, learn to do so immediately, if not sooner. You will have many things to type in your four years here. You will not always be able to depend upon friends to do it for you.
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We have come over way that with tears has been watered
We have come treading our path through the blood of the slaughtered
Out of the gloomy past, Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years, God of our silent tears
Thou who has brought us thus far on the way
Thou who has by thy might, Led us into the light
Keep us forever in the path, we pray
Lest our feet stray from the place, our God, where we met thee
Lest our hearts, drunk with the wine of the world we forget thee
Shadowed beneath thy hand, may we forever stand
True to our God, True to our Native Land . . .
<table>
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<tr>
<th>Section</th>
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<tbody>
<tr>
<td>I. From a Black Perspective</td>
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<td>II. Black Flag Pledge - Black Anthem</td>
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<td>III. Table of Contents</td>
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<td>XII. Black Businesses in Evanston</td>
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<td>XIII. General Information</td>
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<td>XIV. Black Churches</td>
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F.M.O. IDEOLOGY

F.M.O. (For Members Only) founded during the academic year 1967, seeks to provide a basis of unity for Black students in our community. It functions under the premise that Black students must unite politically, economically, and socially with the goal of educating themselves to the concept of self-sufficiency, and Black collectivity in thought and action. F.M.O. then seeks immediately to provide a social, cultural, and intellectual outlet for the Black students of this community, and ultimately, to instill in Black students a sense of Black consciousness or awareness. Through this, F.M.O. hopes that each individual will develop an identity which defines for them their respective roles in the Black community and all over the world.
F.M.O. STRUCTURE

Executive Structure:
The organization shall be governed by a council consisting of dorm representatives, five (5) department facilitators, and two (2) facilitators at large, all having one vote. At council meetings 2/3 of the dorm representatives shall compose a quorum, and a simple majority shall pass issues.

Duties of Executive Council:
(a) Review Facilitators
(b) Vote on policies
(c) Fill vacated positions
(d) Sanction own members
(e) Authority to impeach all participating members
(f) Approve budget committee report
(g) Appoint secretary to Council

Department Facilitators Duties:
(a) Make everyday decisions of department
(b) Coordinate committees in department
(c) Recommend rotating spokesmen to Council
(d) Meet with other facilitators and decide policy of organization (immediate) can be approved by Council
(e) Appoint secretary for themselves

Facilitators-at-Large Duties:
(a) Coordinate organizations / Keep it functioning
(b) Chair mass / Council meetings
(c) Review Facilitators

Duties of Representatives:
(a) Chair Dormitory meetings
(b) Disseminate information from the Council
(c) Sit on Council and vote on issues before it
(d) Constitute, grievance committee
(e) Expected to serve on committee

Department facilitators will be elected by the people in their department. The facilitators at large will be elected by the entire community. Elections of dorm representatives will take place the second week of quarter. Elections of facilitators will take place the second week of winter quarter. If this structure is initiated, the department facilitators will be appointed because of the lack of functioning departments. All black students are members of FMO, unless they resign. No person shall hold more than one voting office.

Meetings:
The entire organization must bear the responsibility of actions decided upon at mass community meetings. Meetings on the dormitory level to take place a minimum of once per month. Community meetings are to take place a minimum of twice per quarter or as deemed necessary by the Executive Council. Meetings of the Council are to take place every two weeks and as needed. At Community meetings a simple majority shall pass issues.
Department
The various committees are to be divided into subject groupings and each group is to be known as a department.

I. Communication Department
   The head of the communications department shall also be the press secretary of the organization, and is charged with the responsibility of speaking with representatives of the various media and preparing statements when needed. Its committees are:
   (a) Blackboard
   (b) Newspaper
   (c) Uhuru
   (d) Inter-collegiate correspondence
   (e) Operations (secretarial help to all committees, minutes of all council and Community meetings).

II. Education
   Committees:
   (a) Summer program
   (b) Seminar-political education
   (c) Black Studies-programs, (courses offered by school)
   (d) Tutoring
   (e) Community projects
   (f) Cultural
   (g) Orientation
   (h) History (history of the organization is to be compiled and kept current).

III. Finance
   The Chairman of the Budget Committee shall be the organization treasurer. Committees:
   (a) Financial Aid
   (b) Budget-Treasurer
   (c) Fund Raising

IV. Campus Affairs
   Committees:
   (a) Admissions
   (b) Housing
   (c) Social

V. Bureau of Freshman Affairs
   (to be structured by Freshmen)

Activity Groups Under F.M.O.
1. Northwestern Community Ensemble (choir)
2. Watu Wazuri Wa Ngoma (Dance Troupe)
3. The Life and Death Situation (Band)
4. Black/Folks Theatre
5. WEAW Radio Team
6. Mystic Souls (Social Group)

Fraternities & Sororities
1. Alpha Kappa Alpha Sorority, Inc.
2. Alpha Phi Alpha Fraternity, Inc.
3. Delta Sigma Theta Sorority, Inc.
4. Kappa Alpha Psi Fraternity, Inc.
FINANCIAL ASSISTANCE

Financial Aid Appeals

At the beginning of the school year those students who feel that they have not received adequate financial aid may petition for more funds. These appeals are filed through F.M.O.'s Financial Aid Committee and are taken before the University's Financial Aid Committee where each case is dealt with on its individual merits. Applications for an appeal can be picked up at the Black House, 619 Emerson, starting the second week of the Fall Quarter.

Emergency Loans

Emergency loans of up to $25.00 are available through the University's Financial Aid Office to all students who have valid reasons. Any person seeking such a loan should contact a member of F.M.O.'s Financial Aid Committee.

Eyeglass and Dental Fund

Funds have been made available due to negotiations with the University by our financial aid committee. This fund is used to cover expenses for broken eyeglasses and necessary dental work for students on financial aid. Requests for money from this fund must be made directly to the Financial Aid Office.

Loans through F.M.O.

There is a possibility that loans on a small scale can be made through F.M.O. during this coming year. Arrangements for this will not become definite until Winter Quarter.
WINTER QUARTER 1971-72

January
1 Saturday Last day for Freshmen candidates under early notification to file for Admission and Financial Aid for 1972-73
3 Monday Registration for Winter Quarter 8:30 – 12:00 noon
4 Tuesday Classes for Winter Quarter begin 8:00 A.M.
7 Friday Applications due for make-up examinations and undergraduate language reading examinations
11 Tuesday Last day for changing registration, i.e., drop and add, add only, or change of section. (No refunds or bill reductions made on any changes of registration after this date.)
11 Tuesday Last day for late registration
17 Monday Last day for receipt of application for admission to candidacy after qualifying examination for Doctor’s degree in June 1972
19 Wednesday First day to initiate transfer from one School of N.U. to another for Spring Quarter
24 Monday Tuition bills due
29 Saturday Undergraduate language reading examinations

February
8 Tuesday Last day for dropping any course. (No tuition adjustment after Tuesday, January 11)
11 Friday No refunds on tuition for students withdrawing from the University after this date
14 Monday Last day to file application as an undergraduate student for Spring Quarter
16 Wednesday Last day to return to Registrar’s Office completed applications for transfer from one School of N.U. to another for Spring Quarter
29 Tuesday Advance Registration for Spring Quarter begins. (See Spring Quarter Time Schedule)

March
1 Wednesday Last day to file undergraduate scholarship applications for Spring Quarter
1 Wednesday Last day for Freshmen candidates under regular notification to file for Admission and Financial Aid for 1972-73
8 Wednesday CAS Reading Period begins
10 Friday Last day to file application as a special student for Spring Quarter
11 Saturday Last day of classes for Winter Quarter
13 Monday Winter Quarter examinations begin 8:00 A.M.
18 Saturday Examinations end. Vacations 6:00 P.M.

SPRING QUARTER 1971-72

March
27 Monday Registration for Spring Quarter 8:30 A.M. – 12:00 noon
28 Tuesday Classes for Spring Quarter begin 8:00 A.M.
31 Friday Applications due for make-up examinations and undergraduate language reading examinations
<table>
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<tr>
<th>April</th>
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| 2      | Sunday  
Easter                                                            |
| 4      | Tuesday 
Last day for changing registration, i.e., drop and add, add only, or change of section. (No refund or bill reductions made on any changes of registration after this date) |
| 4      | Tuesday 
Last day for late registration                                      |
| 10-14  | Monday 
Students planning to graduate in June or August 1972 must file through applications for degrees in Arts and Sciences, Education, Journalism, Music and Speech at the Registrar's Office; other must file at appropriate School Office 1 |
| 12     | Wednesday 
First day to initiate transfer from one school of N.U. to another for Summer Session or Fall Quarter |
| 17     | Monday  
Tuition bills due                                                     |
| 22     | Saturday 
Undergraduate language reading examinations                           |
| May    | Event                                                                 |
| 1      | Monday  
Last day for turning in completed dissertation to department for Doctor's degree in June 1972 |
| 1      | Monday  
Last day for students now in residence to file undergraduate scholarship applications for 1972-73 |
| 2      | Tuesday 
Last day for dropping any course. (No tuition adjustment after Tuesday, April 4) |
| 5      | Friday  
No refunds on tuition for students withdrawing from the University after this date |
| 10     | Wednesday 
Last day to return to Registrar's Office completed applications for transfer from one School of N.U. to another Summer Session or Fall Quarter |
| 15     | Monday  
Last day to file application as an undergraduate student for Summer Session |
| 29     | Monday  
Legal Holiday. Classes will not be held                                |
| June   | Event                                                                 |
| 3      | Saturday 
CAS Reading Period begins                                             |
| 6      | Tuesday 
Last day of classes for Spring Quarter                                |
| 8      | Thursday 
Spring Quarter examinations begin 8:00 A.M.                          |
| 14     | Wednesday 
Examinations end 6:00 P.M.                                           |
| 16     | Friday   
Baccalaureate                                                         |
| 17     | Saturday 
One Hundred Fourteenth Annual Commencement                             |

*Students completing requirements in December or March should file applications for degrees one year in advance.*

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Rappin' and more rappin' at the Black House
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<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Office/Department</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Richard Adams</td>
<td>Equal Opportunity Employer</td>
<td>Office of the President</td>
<td>492-5680</td>
</tr>
<tr>
<td>Marcus Alexis</td>
<td>Economics Department</td>
<td>Centennial Hall</td>
<td>492-5692</td>
</tr>
<tr>
<td>Edsell Ammons</td>
<td>Garrett Theological Seminary</td>
<td>Assoc. Professor</td>
<td>869-2511</td>
</tr>
<tr>
<td>Jacqueline Berry</td>
<td>School of Education</td>
<td>Old College</td>
<td>492-3218</td>
</tr>
<tr>
<td>Emetra Black</td>
<td>University Relations</td>
<td>Planning &amp; Development</td>
<td>492-5000</td>
</tr>
<tr>
<td>Juliann S. Bluitt</td>
<td>Asst. Dean Aux. Comm. Prog.</td>
<td>Assoc. Prof. Dental School</td>
<td>(310) 8348</td>
</tr>
<tr>
<td>Steven Broussard</td>
<td>(part-time) Counselor</td>
<td>Black House</td>
<td>492-3122/3613</td>
</tr>
<tr>
<td>Dennis Brutus</td>
<td>English Department</td>
<td>Visiting Professor</td>
<td>492-7294</td>
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<tr>
<td>Walter Clark</td>
<td>Assistant Director Admissions</td>
<td>Rebecca Crown Center</td>
<td>492-7271</td>
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<tr>
<td>Delores Cross</td>
<td>School of Education</td>
<td>Old College</td>
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<tr>
<td>Carl Crozier</td>
<td>Personnel Department</td>
<td>Job Analyst</td>
<td>492-7608</td>
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<tr>
<td>Annie Ruth Dorsey</td>
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<td>Black House</td>
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<tr>
<td>Godwin Ellis</td>
<td>School of Education</td>
<td>Project Upward Bound</td>
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<tr>
<td>William Ellis</td>
<td>Political Science Department</td>
<td>Associate Professor</td>
<td>492-3508</td>
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<tr>
<td>Jean Ruth Emmons</td>
<td>Assistant Director/TTT Project</td>
<td>School of Education</td>
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<td>Emylie Fields</td>
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<td>William Gilmore</td>
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<tr>
<td>Bonnie Gillespie</td>
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<td>Rebecca Crown Center</td>
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<tr>
<td>Vernon O. Jarrett</td>
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<tr>
<td>Joshua Leslie</td>
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<tr>
<td>James R. Neal</td>
<td>Assistant Professor of Ed.</td>
<td>Undergrad/ MAT Program</td>
<td>492-7029</td>
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<tr>
<td>Dennis Perry</td>
<td>Medical School</td>
<td>Associate Professor</td>
<td>(310) 8229</td>
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<tr>
<td>Bessie Rhodes</td>
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<td>Nathan Essex</td>
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<td>619 Clark</td>
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<td>Manager Food Service</td>
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<td>Fedde Wilson</td>
<td>Dorms &amp; Commons Manager</td>
<td>Scott Hall</td>
<td>492-7430</td>
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<td>Dorothy Wynn</td>
<td>Secretary</td>
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<tr>
<td>Radiance York</td>
<td>Secretary-Real Estate</td>
<td>1603 Orrington Ave.</td>
<td>492-7050</td>
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<tr>
<td>Robert Stone</td>
<td>School of Education</td>
<td>1849 Sheridan</td>
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<td>Sterling Stuckey</td>
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<td>Gloria S. Taylor</td>
<td>Medical School</td>
<td>Ward Building</td>
<td>492-3406</td>
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<tr>
<td>Hyell Taylor</td>
<td>Garrett Theological Seminary</td>
<td>2121 Sheridan Rd.</td>
<td>(130) 8140</td>
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<tr>
<td>Thomas Todd</td>
<td>Asst. Dir. Center for Urban Affairs</td>
<td>Levy Meyer Hall</td>
<td>492-8231</td>
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<tr>
<td>Mary Vismalle</td>
<td>Inst. Social Service</td>
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<td>Milton J. Wiggins</td>
<td>Asst. Dean of Students</td>
<td>619 Emerson</td>
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**STAFF**

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<tr>
<td>James Bardney</td>
<td>Security Department</td>
<td>629 Colfax</td>
<td>492-3254</td>
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<td>Edward Bryant</td>
<td>Security Department</td>
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<td>Albert Burroughs</td>
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<tr>
<td>Elizabeth Butler</td>
<td>University Library</td>
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<td>492-7658</td>
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<tr>
<td>James Campbell</td>
<td>Buildings &amp; Grounds Supervisor</td>
<td>619 Emerson</td>
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<td>William Clifton</td>
<td>Buildings &amp; Grounds Supervisor</td>
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<tr>
<td>Leola Colley</td>
<td>Graduate Management Secretary</td>
<td>619 Emerson</td>
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<td>Maria Crider</td>
<td>Library Clerk I</td>
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<tr>
<td>Jean Davis</td>
<td>Health Service</td>
<td>Searle Hall</td>
<td>869-8100</td>
</tr>
<tr>
<td>Louise Doss</td>
<td>Director Social Work</td>
<td>1441 N. Cleveland</td>
<td>337-1073</td>
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OFFICE OF MINORITY AFFAIRS

There are still many outstanding problems confronting the Black student on campus today. History has shown that Black existence at a large white university can sometime be a very frustrating experience for the individual student. Black students at Northwestern University have made some important gains within the past few years. They acquired the Black House in 1968; the Office of Assistant Dean of Students for Minority Affairs was instituted in 1968 and additional Black faculty staff have been hired.

At the present time, our undergraduate Black student enrollment is approximately five hundred (500) students. As the number of Black students increase, Black existence becomes even more complex. To combat some of the problems of Black students, it is felt that with the creation of a Department of Minority Affairs it will be able to render educational cultural and personal services in hopes of providing a more meaningful experience for Black students.

The Office of Minority Affairs will sponsor such activities as Spontaneous Forum, "Operation New Start", Career Week, along with many other activities.

It is anticipated that this department will be staffed with an Associate Dean and two Assistant Deans. It is the responsibility of this department to represent the needs of the Black community and to assist in the increasing visibility of Black to the University and to the nation.
BLACK ORGANIZATIONS IN CHICAGO & Evanston
(PARTIAL LIST)

Chicago
Black Panther Party, 2350 W. Madison, 243-8276, (60612)
Black People's Topographical Research Ceneter, 633 E. 75th St., 783-9056, (60619)
Chicago Urban League, 4500 S. Michigan, AT 5-5800, (60653)
Citizen Information Service, 67 E. Madison, CE 6-0315, (60603)
Community Legal Council, 116 S. Michigan, 726-0517, (60603)
Kenwood-Oakland Community Organization, 1328 E. 47th, 548-4577, (60653)
NAACP, 53 W. Jackson, 922-6781, (60604)
SCLC's Operation Breadbasket, 7941 S. Halsted, 548-6540, (60653)
Martin Luther King Workshop, 7941 S. Halsted
Communiversity, 436 E. 39th St.
Black Muslims Mosque #2, 5335 S. Greenwood, (60605)
OBAC, 77 E. 35th St.
DuSable Museum, 3806 South Michigan
Kuumba (Southside Community Arts Center) 3831 Michigan
Ellis' Bookstore, 4234 W. Madison, 638-3000

Evanston
Coalition of Independent Voters c/o Mrs. C. Johnson, 909 Gray, 869-8889
Concerned Citizens Commitment, P.O. Box 955, 869-8992
NAACP, 1904 Green Bay, 864-0038
Neighbors at Work, 1231 Emerson, 328-5166

LOCAL COLLEGES BLACK STUDENT ORGANIZATIONS

Barat College
Black Student Union
700 E. Westleigh Road
Lake Forest, Illinois
Miss Mary Thomas (Officer)
1527 E. 65th Pl.
Chicago, Illinois 60607
667-4271
Kendall College
Black Student Association BSA
Wellington Wilson (Advisor)
869-5240 X222

Lake Forest College
Black Students for Black Action (BSBA)
234-3100
Dean Paul Thomas
Mundelein College
McCuba
5363 N. Sheridan Rd.
338-3674

F.M.O. Meeting — September 1970

Lake Forest College
Black Students for Black Action (BSBA)
234-3100
Dean Paul Thomas
Mundelein College
McCuba
5363 N. Sheridan Rd.
338-3674
National College of Education
United Black Student Association of NCE (UBSANCE)
mrs. Phyllis Neulist (Faculty Advisor)
256-5157 X56

Loyola University
Loyola University Afro-American Assoc. (LUASA)
Chicago, Illinois 738-0193

F.M.O. Meeting — September 1970
BLACK BUSINESSES IN EVANSTON
ALPHABETICALLY

Afro Combs – Order by phone, 864-0094

Art Instructors – R. W. Smith, 2018 Sherman, 491-9754

Auto Repairing – Walter Strickland, 1524 Maple, 328-2343
   Marvin Daniels, 1821 Simpson, 328-3205

Barber Shops – Woodrow Cannon, 1321 Emerson, 475-9101
   Sami Johnson, 1821 Church, 328-9749
   Harry C. Brown, 1225–27 Emerson, 475-9403, 328-8200
   Garland Cheeks, 1569 Church, 475-9249
   Marshall Giles, 1708 Dodge, 475-9701
   Ronald Hutchinson, 1615 Emerson, 475-9382
   Charles Payne, 1727 Simpson, 475-9435

Beauty Shops – Alyee Barber, 1235 Emerson, 475-0205
   Ann Burtin, 1229 Emerson, 475-9273
   Beverly Mason, 1829 Emerson, 475-9291
   Harry C. Brown, 1225–27 Emerson, 328-8200, 475-9403
   Christine Reece, 1125 Elmwood
   House of Style, 1705 Simpson, 475-9393
   La Petite Shoppe, 2036 Dewey, 328-6949
   Ruby Manson, 1642 Maple, 475-9529
   Shereles, 1117 Emerson, 475-9424
   Beauty Studio, 1708 Darrow, 475-9347

Book Store – Ebony Book Store, 1708 Dodge, 475-9138

Bus Service – Robinson’s Bus Service, 1528 Emerson, 864-3134, 475-9565

Cafe Owners – Jesse Miles, 1098 Fowler, 869-5370

Caterists – Effie Brooks, 1928 Foster, 869-1295
   Hazel Chiles, 1740 Brown, 475-2369
   Blanche Ferguson, 2221 Emerson, 475-1409
   Daisey Hayes, 1740 Leland, 475-2863
   Barbara Lee, 1404 Pitner, 864-8914
   Lucille Sutton, 2001 Dodge, 864-1059
   Leanne Wade, 1914 Darrow, 864-0847

Cleaning Shops – Giant Cleaners, 1831 Emerson, 864-7123
   Jimmy’s Cleaners, 1425 Lake, 869-4615
   Jody Clay, 1209 Emerson, 475-9777
   Morris Wimberly, 1709 Simpson, 475-9093
   Kenneth Williams, 827 Dempster, 475-9704

Cobbler – Allen Price, 710 Seward, 869-0710

Currency Exchange – Leroy Young, 1703 Simpson, 869-6737

Day Nursery – Robinson’s Day Care, 2323 Lake, 475-0975
Dentists – Carl Cheeks, 1626 Darrow, 869-9709
Theodore Davis, 2026 Brown, 475-6616
Bruce Reynolds, 1310 Hartry, 864-1644
Clinical Psychologist, James Morton, 2102 Darrow, 475-3125

Grocers – B & J Food Mart, 1903 Church, 866-8980
Convenient Food Mart, 1618 Emerson, 866-8560
Lew's Delicatessen, 1027 Sherman
Jack Moss, 1613 Emerson, 475-9705
Spot Lite—Donald Avery, 1723 Simpson, 475-9155

Jewelry Shop & Monogram – John & Theresa Ingram, 1805 Dempster, 869-5187

Key Punch – Key Punch Farm, Maryland Williams, 2311 Main, 869-4460

Lauderettes – Barbara's Twin, 1615–19 Simpson
Kenneth Brown, 812 Dempster

Lawyers – Earl Gray, 1315 McDaniel, 864-7057
Charles May, 1907 Foster, 869-2428
Mayme Spencer, 1510 Asbury, 869-5589

Newspapers – North Shore Examiner, Randy Tomlinson, 2311 Main, 328-3238

Optometrists – Avery Hill, 1812 Hovland Ct., 864-1355
Donald Lawson, 1901 Dodge, 328-1340

Pharmacists – Carl Johnson, 1808 Laurel, 328-8646
Morrison’s Phamacy, 1825 Church, 475-7070

Photographers – Sanders Hicks, 1835 Darrow, 328-8411
Hutcherson Photographic Studio, Fred Hutcherson, 1904 Asbury, 869-4460, 328-6737
Lester Sanders, 2020 Dodge, 328-8656

Physicians – Jacob S. Frye, 1600 Washington, 864-5294
A. H. Gatlin, Gynecologist, 1901 Dodge, 864-5090
Elizabeth Hill, 1822 Darrow, 864-4125
Warren F. Spencer, 1310 Hartry, 491-1030
Florence Winfield, 1822 Darrow, 864-4125

Podiatrists – John Adams, 1129 Fowler, 328-7558
Alvin Keith, 1246 Pitner, 328-8224, 475-4995

Radio-TV Repair – Earl Chastang, 1910 Maple, 328-4052
Loyal Moss, 1319 Emerson, 475-3911
West Side Radio, 1115 Emerson, 864-1115
Lakeside TV Service, Inc., 1465 Ashland, 869-1834

Record Shops – Lakeside TV Service, Inc., 1465 Ashland, 869-1834
Loyal Moss, 1319 Emerson, 475-3911
Powell’s, 1812 Church, 328-9059
Restaurants — Big Sis’, 1704 Dodge, 864-6067
   Bobby’s Corner Spot, 1900 Asbury, 328-9737
   C & W Bar BQ, 1819 Church, 869-9345
   Debbie’s Cafe, 1229 Emerson, 475-9361
   Muffin’s, 1813 Church
   V.I.P. Snack Bar, 2421 Dempster, 475-9200

Secretarial Services — Norman Barber, 2311 Main, 866-7499

Service Stations — Citgo, 1101 Dodge
   Clark, Sylvester Hodge, 1622 Emerson, 475-9770
   Fred Hunter’s Standard Station, Golf Rd. & McCormick, 673-9881
   Jesse’s Mobil Service, 1901 Dempster, 328-9881
   L & D Texaco, 2400 Dempster, 475-0505
   Lincoln’s Standard Service, 1823 Dempster, 328-9857
   Robinson’s Service Station, 1332 Emerson, 475-9565

Sewing Shop — Crumpton’s, 1705 Simpson, 328-5460

Shoe Repairing — Richard Williams, 1810 Church, 328-5460
   Jody’s Shoe Repair, 1229 Emerson, 475-9777

Snack Shop — Walker’s Snackery, 1827 Emerson, 475-9826

Social Service — Evanston Neighbors At Work, 1231 Emerson, 328-5166

Taxi’s — Better Cab, 1528 Emerson, 328-2515
   Best Cab, 2104 Green Bay Rd., 864-2500

Time out to “graze in the grass” at a picnic, Summertime — 1970
CONTENTS
By the early 1970s, counterculture styles were ubiquitous: bell bottoms, India prints, Kurt Vonnegut novels, and abundant hair were standard issue. Psychedelic decor took many forms, and footwear was optional.

The Bursar’s Office sit-in

Racial progress at Northwestern, never particularly smooth or steady, had reached a sharp turning point by the 1967–68 school year, when the African American enrollment on the Evanston campus had risen to 160. Until 1966 it had been almost always less than 50. The University’s accomplishments in recruiting and admitting more African Americans were positive, but the immediate result was that difficult racial issues were bubbling up with more force than ever.

Among these issues was the strict segregation of housing in Evanston and the resulting lack of decent apartments for African American undergraduates and graduate students near campus. This situation had been difficult for several years, although the University had long refused to impose sanctions against local landlords who discriminated. Eventually the University came around and wrote letters to all landlords expressing their intolerance of such practices. This was too little, too late for many African American students, who were already forming organizations on campus.

In the spring of 1968 Martin Luther King Jr. was assassinated, and race riots tore open many American cities, including Chicago. Very quickly, several African American organizations at Northwestern grew militant and expressed starkly separatist views.

Racial strains did not abate. Later that spring, African American students made additional demands related to recruiting, admissions, and curriculum matters. When the administration balked, the students took their most radical step to date. On May 3, more than 100 members of For Members Only and the graduate student organization called the Afro-American Student Union marched to the administration complex and occupied the Bursar’s Office in the first major sit-in experienced at Northwestern. The students delivered an expanded list of demands and threatened to keep the financial nerve center of the University closed until they were satisfied. For 36 hours, the occupation of the Bursar’s Office was a peaceful though tense confrontation. “Closed for Business ‘til Racism at NU Is Ended,” read a sign on the door. The press gathering outside was told by the protesters’ spokespeople that nothing would be damaged as long as police didn’t move against them.

Police did not. Instead, Roland Hinz, who was then vice president of student affairs, opened negotiations with James Turner ’68, the leader of the Afro-American Student Union. Mindful of angrier student protests at Columbia and Berkeley that spring, the administration carefully considered the student ultimatum. And so they came to terms. On a number of matters, the administration promised student involvement, though they drew the line when it came to admissions and financial aid decisions. Importantly, the administration drafted a concise and largely acquiescent
response to the student demands. One of the most enduring concessions was the development of a Department of Afro-American Studies.

When the crisis was over and the Bursar's Office vacated, the press gave mixed reviews. The Chicago Tribune, still a strongly conservative newspaper, wrote a harsh editorial criticizing the University for giving in to "Black Power." But other papers, including the Daily Northwestern, endorsed the agreement between the African American students and the Miller administration. "It again places 'old, conservative Northwestern' among the leading institutions in attempting to understand Negro needs," the Daily editorialized.

The rise of Eva Jefferson

Another important effect of the 1968 protest was the rise of one of the most celebrated Northwestern students of the era, Eva Jefferson '71. A middle-class African American, Jefferson was a freshman when she participated in the occupation of the Bursar's Office. In the years that followed she was involved in campus politics on many levels until she was elected in April 1970 as the Associated Student Government's president, the highest student office at the University.

While Jefferson was not a separatist, her platform had a radical edge. "The quality of education is poor," she said. "The quality of social life is poor, and the quality of student services is poor." She blamed these problems on a lack of student participation and vowed to encourage change.

Initially, student apathy looked like it would be hard to crack. In Jefferson's election campaign, most student forums had more candidates in attendance than other students. While Jefferson defeated the fraternity-endorsed candidate (who was also black) by a comfortable margin, little was expected of her or her office at Northwestern University.
first. Political activism on campus was rising, but it was mostly focused on national issues—the environment and Vietnam—not Jefferson's campaign issues, which had more to do with the conduct of fraternity and sorority rush.

But Eva Jefferson quickly showed herself to be bigger than the relatively toothless student government. Her moment came in early May 1970 after the Ohio National Guard shot and killed four student protesters at Kent State University, igniting one of the largest national student protests in history. The next day, a nationwide "student strike" was called, and 5,000 Northwestern students responded by attending a rally in Deering Meadow. Eva Jefferson rose to lead it.

Northwestern's strike was eventful. It was supported by the faculty and won the endorsement of the administration. Classes were called off for the remainder of the week. In a spontaneous act of rebellion, students barricaded Sheridan Road and passed out leaflets to drivers. Accompanying these peaceful events were the more violent arson burnings of the Department of Linguistics, suspected (wrongly) of engaging in military research, and the Traffic Institute, regarded as a police bastion in a time when police were broadly regarded as political enemies of anti-war students. But compared to many other campuses, Northwestern's strike was orderly, and the person most credited for that was Jefferson. When a contingent of radical students started a night-time raid on the NROTC building, Jefferson got on the loudspeakers: "I can see torches out there," she said. "I don't know what they are, but they remind me of other torches on other nights." Her allusion was to the Ku Klux Klan, and these words from a black woman had the moral authority to end what might have been an ugly conflagration.

There was a moderate tone to Jefferson's leadership of the strike, but she was never accused of weakness. And over the summer and school year that followed, she became a celebrity and nationally recognized student spokesperson. A high point came when she appeared with three other students to debate Vice President Spiro Agnew on The David Frost Show. Jefferson was the lightning rod of this 90-minute exchange, especially when the vice president accused her repeatedly of advocating violence.

"I wish you would listen to what I am saying, because I have said two or three times that I am not in favor of violence," she snapped at Agnew. "I have never participated in a violent act except at the Chicago police convention," called the Democratic Convention, in which I was tear gassed."

Jefferson did not persuade Agnew to change his views, but she got fan mail for weeks after her appearance with him. And she succeeded in influencing some other notable conservative Republicans, namely those on the Northwestern Board of Trustees. During the strike, she even cajoled board chairman John G. Searle to wear a red antiwar armband at a meeting she had with board members and senior administrators. In the strike's aftermath, Eva Jefferson convinced many other conservatives at Northwestern that the student protest movement was an intelligent force to be reckoned with.
NORTHWESTERN UNIVERSITY

A HISTORY 1850-1975

HAROLD F. WILLIAMSON
AND
PAYSON S. WILD

Research Associates: Gail F. Casterline,
Helen C. Lee, Timothy G. Walch

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS
Each college had its own master as well as a roster of faculty associates. While the colleges did not offer a separate academic program for credit, they were expected to provide an intellectually stimulating environment for their residents by arranging seminars, discussions, and related activities. Two of the colleges organized their programs around specific themes—one around Community Studies, and the other around Philosophy and Religion—from which they took their names. The remaining three—Willard, Shepard, and Lindgren—chose not to commit themselves to any specific area in arranging their programs.

In 1962 an activist student group called Students for a Democratic Society (SDS) had been formed at Port Huron, Michigan. Over the next few years chapters spread to campuses across the country. In October 1965, following a wave of anti-war demonstrations throughout the United States, a chapter of the SDS was organized at Northwestern and accorded recognition by the Student Senate in December of that year. According to Jack Nusan Porter, who wrote an account of student protest at Northwestern:

S.D.S. at Northwestern University merged with a local civil rights group called F.R.E.E., For Real Estate Equality, and a student group called Students for Liberal Action. Its first meeting... drew a polyglot group of 80 people, graduate and undergraduate students, Greek and non-Greek.

Porter goes on to note that even during the following year Northwestern was still "at an early level of student activism; the issue of men's visitation and curfew hours were in the foreground." It is generally agreed that this situation changed radically in the spring of 1967.

The first massive anti-war rally on campus was a Viet Nam teach-in, organized in April 1967. During the same month Ellis Pines, the newly elected head of student government who had run on a student power platform, arranged a rally on the steps of the administration building at 619 Clark Street. In an exchange with Vice President Kreml and Dean Wild, the students pressed for a say on a variety of academic issues as well as on the allocation of financial aid. As part of their protest against the American involvement in Viet Nam they asked that the NROTC program be discontinued.*

The leaders of one of the anti-war groups announced their intention to hold another demonstration—which they dubbed "Gentle Thursday"—on April 27, in front of Harris Hall. The rally would coincide with the weekly NROTC drill on adjacent Deering Meadow and the administration immediately let it be known that it would not tolerate disruption of "any authorized university event." "Gentle Thursday" did not belie its name. A few balloons floated over the hedge toward midshipmen drilling on the Meadow, but the gathering resembled a student carnival more than a protest by militants.

The tone of student agitation became more strident in the course of the following year. The spring of 1968 brought demonstrations, sit-ins, and discord to academic

*Since the establishment of the program at Northwestern in 1926, over 1,300 students had had their education subsidized by it, receiving their commissions through the NROTC graduation. Much praised in the 1940's and 50's, the program had become one of the prime targets of anti-war protest on campuses throughout the country by the mid-1960's.
communities from the University of California at Berkeley to Columbia University in New York City. The immediate cause might differ from school to school, but almost invariably the crises assumed certain common characteristics as members of the university community became polarized by the reactions of the administration and, in some cases, the citizenry outside the campus.

At Northwestern the first major confrontation occurred on May 3rd and 4th, when a group of black students occupied the university’s business office at 619 Clark Street. The immediate cause was the administration’s refusal to accede to a set of demands submitted by For Members Only (the black undergraduate organization) and the Afro-American Student Union (the black graduate student organization) on April 22nd. The conditions that had led to the formulation of the demands, however, were considerably more complex.

Between 1965 and 1967 the number of black freshmen registered at Northwestern had risen from 5 to 70. In all, by the spring of 1968 there were about 160 black students on the Evanston campus, out of a total undergraduate population of 6,500 and a total graduate registrations of 2,500 part-time and full-time students.\textsuperscript{165}

During the exchange between the black students and the administration in April it became clear that the black students had felt isolated in the midst of so many white students. This isolation had been exacerbated by hostile encounters between some black and white students. While the administration had assumed that once they were admitted black students would become integrated into the mainstream of campus life, this did not, in fact, happen. As a subsequent investigation revealed, black students at Northwestern felt “alienated from the mainstream of campus life... and by a foreign white mainstream that offered (in their eyes) little or no freedom of expression and movement for the black student.”\textsuperscript{166}

Feeling themselves apart from the white community, the black students turned to one another for support. A report by the University Discipline Committee which investigated one of the clashes between white and black students noted that “as the number of blacks on campus increased, . . . black students began to ‘discover’ each other. This gravitational movement tended . . . to provide black students with the reinforcement and support they individually needed to maintain their identity in the overwhelmingly white culture of the university and . . . contributed greatly to the sense of frustration and dissatisfaction these students felt. This getting together and discussing their plight heightened their sense of powerlessness and increased their bitterness towards the university.”

This report recommended several measures to improve the racial climate, including the hiring of a black counsellor to deal with student affairs; the provision of facilities for meetings and social gatherings organized by and for black students; representation of black students on appropriate university committees; and the convening of campus-wide meetings addressed to the problems facing a predominantly white academic community attempting to adjust to the reality of a multi-racial campus.\textsuperscript{167}

But it was already too late. When the administration announced the appointment of a black counsellor to work jointly with the Admission Office and the dean of students, effective the following September, the black students objected because
Student demonstrations: (top) spring 1967, Vice President for Development Franklin M. Kreml (left) and Dean of Faculties Payson S. Wild; (bottom) spring 1970, Mr. Kreml and Vice President for Student Affairs Roland J. Hinz (top photo courtesy alumna Lynn Davis)
Confrontations (top) give way to more peaceful encounters (below) as Vice President and Dean of Faculties Raymond W. Mack welcomes freshmen during New Student Week.
they had not been included in the selection process. By this time they were already set on the course which would lead them to present their demands to the administration on April 22. These made clear the black students' conviction that only if they were accorded a share in the making of decisions on matters concerning them would their position at Northwestern be viable.

The students demanded first that the university acknowledge its racial character and commit itself to changing its “racist structure” by providing for the following: that each forthcoming freshman class be 10-12 percent black, with at least half coming from the inner city; that the blacks alone appoint a committee to assist the Admission Office and that this committee have “shared power” in the making of decisions “relevant to black students”; that black students receive special consideration for increased financial aid and that black financial aid recipients not be required to augment aid by loans and jobs; that a black living unit be established; that more black faculty be appointed and that the black students decide who should occupy a proposed visiting chair in Black Studies; that black students must approve the appointment of any counsellor for the “black community”; that black students approve of all appointments to the proposed Human Relations Committee; and that blacks have access to the committee studying open occupancy and discrimination.

In response the administration indicated its willingness to seek the black students' advice on the recruitment of black faculty and students, but made quite clear its refusal to yield any of its power to make decisions on admission and financial aid, on curriculum, on the hiring of faculty and staff, and on housing. Reaffirming its commitment to integration, the administration stated that “while the university believes there is much to be done to assure the black student the rights and respect on this campus that he deserves, it strongly believes that organizing separate living for blacks is self-defeating and cannot contribute constructively to the academic purposes for which the university exists.”

The black students immediately reaffirmed their demands and concluded by declaring, “The University either responds to our demands or we have no other alternative but to respond to its lack of response. The University has until 5 p.m. Friday, April 26, 1968, to notify us of its decision.”

On May 2, President Miller asked the black students to a meeting scheduled for the following day. The same day, Dean I. W. Cole and Professor Daniel Zelinsky, who served on the Committee on Financial Aid to Students and the Committee on Admission respectively, invited the students “to discuss in detail any matter relating to the admission and financial aid policies of the university.” But neither of these invitations was accepted. Though the administration and representatives of the two concerned committees genuinely hoped to reconcile the differences between the university and the black students, the latter regarded these invitations as high-handed summonses from the “Establishment” expressing typical racist condescension towards blacks.

Instead of meeting, approximately 100 black students entered the business office at 619 Clark Street at 7:45 a.m. on May 3, after having diverted the security officers at the door by means of a ruse. Once inside, they chained the door. They had
brought with them bedding, food and other supplies, and through their leader, a graduate student named James Turner, announced that they would occupy the building until their demands were met. Throughout the occupation, the black students inside talked to sympathizers outside through the open windows on the first floor. Indeed, several of the occupiers who were members of athletic teams kept their engagements by coming and going through those windows.

As soon as word of the occupation of 619 Clark was conveyed to members of the administration, they gathered at a building across the parking lot from the occupied building. Among those present were Vice Presidents Kerr, Kreml, Schmeiling, Hinz and Wild, and Maurice Ekberg, superintendent of buildings and grounds. They were joined very shortly by a black faculty member, sociologist Walter Wallace.

Some time before, as student sit-ins and disturbances made their appearance on other campuses, the administration had prepared a plan for dealing with this kind of situation. This called for a request to demonstrators to quit the premises, to be followed—in the event that the request was not met—by an order to leave, accompanied by the warning that disciplinary action would follow if the order were not complied with. The third step called for removal of the trespassers by the university's security force, and the fourth for intervention by the Evanston police if the former proved unable to complete evacuation of the building unaided.

As the administration representatives conferred it became clear that they did not consider this prearranged plan appropriate to the occasion. In the preceding days, Columbia University had been wracked by fierce battles between students and police called to force evacuation of buildings occupied by protestors. Television screens had flashed across the nation pictures of the bloody combat. In the storm of recriminations that swept the campus in the aftermath, faculty, administrators, and students were so deeply divided that the viability of Columbia as a center of learning hung in the balance. At the University of California at Berkeley, at San Francisco State College, and at the University of Wisconsin in Madison, the summoning of police had similarly served to polarize the campus and escalate disaffection.

With these instances only too vividly in mind, the administration at Northwestern debated what course of action to follow. In a subsequent report to the board of trustees, President Miller explained what the alternatives and their potential consequences appeared to be:

The university authorities had to choose among three courses of action: One, which has had great appeal to many who were not close to the situation was to order the students summarily to leave (which they would not have done) and then to call the police; second, which was the decision followed, was to bring them out of the building through a process of negotiation, probably entailing some concessions to their demands, but none divesting the University of any of its authority. This course of action left open the possibility of a later decision to remove the students by force if the negotiation process failed. A third possibility was simply to ignore their demands and let them occupy the premises as long as they would, be that weeks or months.

The third possibility can be quickly disposed of. This would have resulted in such
an interruption of the function of the University that it could not be tolerated. The cost of any of these alternatives was great.

Had the first—forcible evacuation—been pursued, the possibilities are estimated as follows: Since Northwestern's own security forces were inadequate in number to do the job, evacuation would, therefore, have had to be turned over to the Evanston police, who may well have needed the support of police from neighboring communities. The students within the building, accounting for a majority of the Negro students at Northwestern, would have had to be placed under arrest and removed physically. Instances of conflict would doubtless have occurred, followed by charges of "police brutality." There would have been involved not only the Negro students, but a goodly number of white student sympathizers and possibly some members of the faculty as well. In short order, protests would have become widespread not only among the white student body, activists, semi-activists, and others, but among the faculty as well. The possibility that further buildings would have been occupied by growing numbers of Negro sympathizers would have been great, and the continuation of this course of action would then have required having the police move against further groups of students and many of our own faculty members. It is quite possible that a majority of the faculty would have taken a stand in opposition to the administration as this process continued. The arrival of support groups from the Evanston and Chicago communities would almost certainly have followed. The resultant situation would probably have paralleled that which occurred at Columbia University. . . . This takes us to the second course of action, which we actually followed. It went well. The concessions that the University made were not unreasonable; and the demands that it felt it ought not to accede to were stubbornly resisted. . . .

Such was the reasoning that called for negotiation instead of force. The group of university officers and faculty who set about drafting a response to the black students included Vice Presidents Kreml, Kerr, Schmehling, Wild and Hinz, Dean Robert H. Strotz of the College, Dean Robert H. Baker of the Graduate School, Director of Admission William Ihlanfeldt, Professor Wallace, Professor Gail Inlow, chairman of the General Faculty Committee, Professor Joe Park, chairman of the Faculty Committee on Educational Policies, and Lucius P. Gregg, Jr., associate dean of science. The deans of the schools were informed and consulted as the negotiators proceeded with their task. Vice President Hinz went back and forth between the conference room and the chained doors at 619 Clark Street, conveying messages, while two secretaries typed the tentatively agreed-upon statements. President Miller moved about the room urging speed and giving counsel. Attempts to reach the chairman of the board of trustees, John G. Searle, proved unsuccessful as he was out of town and unavailable.

A special meeting of the faculty was called for 4 p.m. in Cahn Auditorium. It was an unparalleled gathering which had no precedent in the history of the university, for it was not a session of faculty representatives but an assembly of all faculty members who wished to come. When President Miller opened the meeting, the main floor of Cahn was filled and the hall literally hummed with excitement. The president briefly explained the reason for the meeting and Dean Hinz outlined the events of the preceding hours. He was followed by Dean Wild who described
the nature of the black students' demands, reported that attempts to negotiate were going forward and pledged that written accounts of the results would be made available to the faculty. There were a few statements and questions from the floor, and then the meeting adjourned. No vote was taken and none seemed appropriate at that stage. But it seemed to those present that sentiment ran roughly as follows. About a third of the faculty was extremely sympathetic to the black students' cause; about an equal proportion was opposed to the students' tactics; and the remainder appeared somewhat ambivalent. In any case, the majority seemed to favor further negotiations rather than the use of coercion.

Negotiations went on throughout the following day, Saturday, May 4th. The tone of the proceedings was cool and moderate. The university delegates learned that the black students sought recognition of their identity as blacks with a culture different from that of white society; that integration, as the whites understood it, was not an immediate goal; that the blacks did not wish to be swallowed up in white society, did not wish to lose their separate status. For their part, the black students learned a great deal about the way a university functions; that administrators do not have the power or authority to effect changes or draft edicts which ignore the statutes of the institution, the role of the trustees, and the prerogatives of the faculty in determining curriculum and making appointments. Accordingly, concessions were made on both sides.

In the late afternoon, the student negotiators returned to 619 Clark Street and secured the endorsement of their colleagues for the agreement with the administration. By 9:30 p.m. the black students had cleared the building, leaving everything in the best of order. Both sides had kept good faith; coercion and violence had been averted.

In essence, the university agreed to seek the advice of black students on matters that closely touched their interests, while the students agreed to give up their demands to participate in the final decision-making on admissions, personnel, and curriculum. Once again, President Miller's report best covers the results of the two days of negotiations:

We indicate in the following paragraphs what the University did agree to do and, of that which has been demanded, what it did not agree to do.

1. Issue a policy statement deploring white racism in this country, and acknowledging its existence and extent. Granted.

2. Allow the black students to name half the members to a new University-wide Human Relations Committee, and approve the other members. Not granted. Instead, the administration called for a special advisory council to recommend to the University what changes in its procedures are needed to handle better the problems of black students. This council, composed of ten members selected by the president, J. Roscoe Miller, from a list of 20 supplied by the black students, "could in future years play an important role in recommending selection of members" for the Human Relations Committee, the agreement said. But for the moment, the President would make appointments in a way that elicits and recognizes the views and recommendations of the black students.
3. Assure that each new freshman class is 10 to 12 per cent Negro and, that half the black students come from the urban ghettos. Not granted. The University declared a commitment to seek at least half its new Negro students from urban ghettos. But it said it "cannot in good faith offer such explicit guarantees on class-wide quotas."

4. Institute a committee selected by black students that would assist the Admission Office in recruiting Negro students and share in decision-making authority, and pay the members. Partially granted. The University welcomed a committee to help in recruitment and said it should be paid on an hourly basis. (The committee work constitutes the work portion of students on work-study programs.)

But it added that it "cannot permit University students to make individual admission decisions. The evaluation of a candidate's folder is confidential and a privileged communication between the candidate and the office of admission."

5. Supply For Members Only with a list of all Negro students on campus as well as names and addresses of incoming freshman. Granted.

6. Re-evaluate the process of determining and administering financial aid for Negroes and increase scholarships so requirements for part-time and summer work can be ended. Not granted. The University agreed "in principle" that the amount of aid should be increased and agreed to create a committee to advise the administration on financial aid policy and to help review individual requests for special assistance.

7. Provide separate housing facilities for black students. Granted. (Campus activity facilities were agreed to earlier.)

8. Allow black students to approve any personnel hired as counsellors for Negro students. Not granted. (The University on April 15 hired a counsellor to start in the fall quarter.)

9. Work with a committee of students selected by the Negroes on creation of a black student union. Not granted. (See 7.)

10. Give Negroes access to administration panels studying open occupancy matters and working on a new housing policy for the University. Granted.

11. Add studies in Negro history, literature and art, and give black students authority to approve Negro professors appointed to teach these courses. Not granted. The University said it agrees on the "importance of expanding studies of black history and black culture," which the dean of the College of Arts and Sciences would "urge upon his departmental chairmen for consideration."


The University added that "we welcome suggestions from the black community as to qualified potential faculty members" but noted that appointments are made by the various faculties.

In conclusion Dr. Miller added that the impression of those who had dealt with the students had been that they had a remarkable "depth of understanding for both their problems and ours. They did not appear to want to use their leader-
ship position for personal notoriety or to want to make trouble for the sake of making trouble. . . . The Negro students staged an illegal and forceful demonstration, but they were not the brigands some sectors of the press depicted them to be.”

The relief which followed the peaceful settlement of the dispute was rudely shattered by the banner headline on the front page of the Sunday morning edition of the Chicago Tribune of May 5, 1968: “Black Power Wins at N.U.” The article characterized the agreement as a capitulation by the university. A scathing editorial the following day, entitled “A Sad Day for Northwestern,” accused the university of having disregarded its statutory obligations and of having yielded its decision-making power to “trespassing rascals.” The fact that these newspaper accounts were inaccurate and misleading in no way saved the administration from an avalanche of letters and calls, many of them vituperative. The president and his colleagues were castigated for abdicating their responsibility as administrators and for spinelessly allowing a small group of black students to dictate to the university. That the university had not, in fact, surrendered its fundamental authority was often overlooked in the barrage of criticism.

But there were also vigorous expressions of support. The president of the Alumni Association urged his fellow alumni to recognize that the university did not “release final authority in matters of academics or student life.” Editorials in the Chicago Daily News of May 6, and the Chicago Sun Times of May 7, gave a more accurate account of what had taken place and so helped restore the balance. The faculty and staff gave high praise to the administration. Indeed, 425 of the 734 full time faculty on the Evanston campus had signed an endorsement of the agreement with the black students. At a meeting of the University Senate later in May, the unusually large gathering of faculty rose to give President Miller a standing ovation.

The trustees, however, were more tempered in their reactions. After several meetings at which the implications of the agreement with the black students were fully discussed, the board adopted a resolution which declared, in part, “The Board concurs in the administration’s sincere effort to understand the problems of the black students’ group . . . and authorizes the administration to proceed with the terms of the agreement of May 4, subject to review from time to time by the Board. The Board is satisfied that the administration properly rejected all demands that the University surrender administrative authority or faculty prerogative, and that under the terms . . . students will be consulted in an advisory capacity only.” However, the trustees rejected any suggestion that Northwestern University was racist, adding that “the Board decries racism in any form.” The resolution served notice that the trustees opposed negotiations of any kind “while unlawful or disruptive activity is in progress.” In conclusion it noted that: “The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University.”

Thus the crisis ended peacefully with no injury to life, limb, or property and with considerable support within the university for the action taken. The peaceful resolution of the crisis set a precedent which was to stand the university in good stead during the next few years.
However, the creation of better understanding between the university administration and faculty on the one hand and the black student community on the other, could not prevent occasional incidents of a potentially explosive nature. In March 1969, a group of black students invaded the Triangle fraternity house in search of a fraternity member who had allegedly insulted a black woman student. Personal injuries and property damage resulted and the University Discipline Committee imposed penalties on the twenty-one students who admitted their responsibility for the incident. A group of black and white student sympathizers protested the penalties—which called for restitution for damages, in some cases suspension for the current academic year, in others, probation for two years—by staging a hunger strike on Rebecca Crown Plaza. The strike came to an end when President Miller personally reaffirmed “the decision and penalties authenticated by the University Discipline Committee.”

During 1969 and 1970 the black community on and off campus continued to press for the admission of large numbers of black students whose “total financial needs” would be met by financial aid. For its part, the university honored the commitment it had made in 1968 and recruited black students in increasing numbers. By the fall of 1973 approximately 650 of the undergraduates enrolled—constituting ten percent of the undergraduate body—were black students. A black staff member had joined the Admission Office in the fall of 1971. The following year the College of Arts and Sciences formally established a department of African-American studies.

At the same time that the university was attempting to deal with pressures from the black community, the opposition of many students and faculty to the Viet Nam War was becoming increasingly vocal and militant. Between 1969 and 1973 the administration was confronted by a series of demonstrations in which both students and faculty participated. Led chiefly by the SDS, the militants on campus resorted to force to draw attention to their views. Others, strongly opposed to the war, nevertheless rejected the tactics to which the militants resorted. Still others, both students and faculty, continued to support American intervention in Viet Nam. The administration saw itself as having the responsibility to make possible the expression of all the diverse viewpoints and to prevent the identification of the university with any particular position in the increasingly passionate controversy.

The militants at Northwestern, as elsewhere, directed much of their activity against the NROTC, insisting that this symbol of militarism had no place in an academic institution. In May 1969, an angry mob of demonstrators tried to block the entrance of guests to the annual NROTC review which had been moved from Deering Meadow to McGaw Hall. Evanston police had to be summoned to keep back the crowd and make way for those attending the review.

Early in the fall of 1969, Chancellor Miller, anticipating further disturbances, issued a statement to all deans and faculty affirming that the university would not countenance any disruptions. In mid-November, the SDS issued an “hourglass...”

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*In March 1969, the Student Senate recognized the Northwestern University G.I. Student Activity Committee, which later changed its name to the Student Mobilization Committee to End the War in Vietnam.