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BLACK STUDIES CURRICULUM



BLACK STUDIES
BLACK STUDENTS UNION
SAN FRANCISCO STATE COLLEGE
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SPRING

1968

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

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

HISTORY OF THE

DEVELOPMENT OF BLACK CURRICULUM

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

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

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

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

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

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

PSYCHOLOGY

177. GROUP PROCESSES (3) Lawrence Harrison

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

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

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

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

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

ENGLISH

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

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

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

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