

Africana Studies Beginning

- born out of struggle and resistance
- the 1960's served as both a context and encouragement for the emergence of a student movement which linked itself to these larger struggles for social change both on and off campus

4 Main Thrusts Towards Black Studies Classes

- Civil Rights Movement
 - break down barriers
 - achieve equality
 - organize blacks into a self-conscious force capable of defining, defending, and advancing their interests
- Free Speech Movement
 - a white student led protest against the rigid unresponsive characteristics of the university
- Anti-War Movement
 - the general student protest against the Vietnam War
- Black Power Movement (Most Influential)
 - ushered a new dialog about power in society and the university
 - stressed the importance of self determination in, also need for power
 - culture
 - politics
 - economics
 - disappointed that America did not live up to it's promises
 - wanted a relevant, meaningful, education
 - useful and realistic
 - requests for black Americans to be included in American Studies led to 1966
Watt's Rebellions

Watt's Rebellions

- lack of everything white people had
 - jobs, housing, healthcare
 - a place in the American Dream
- NOT ASKING FOR SPECIAL TREATMENT, ASKING FOR EQUAL TREATMENT UNDER THE CONSTITUTION
- 1966 Negro Student Association changed their name to The Black Student Union
 - new identity and political reality

First Black Studies Course

- first organized and systematic set of organized curriculum and set of standards

BSU Launched a Strike

- boycotted class
- challenged American colleges to include their ancestor's history
- demanded that college immediately create a department of Black Studies
- first time college students caused a campus to close
- brought national attention

- faculty supported students
- resulted in the first department of Black Studies
 - other colleges followed
- Black Studies was the first interdisciplinary studies program
 - opened the door for Women's Studies, Latino Studies, etc.

Brown V. Board

- 1954 allowed black children to go to school with white children
- separate from Black Studies movement
 - allowed black students to study themselves

3 Conditions of Emergence

1. disappointment with civil rights and an unwillingness to wait for outside assistance, which linked to calls for militancy and Black enrolled education
2. the rise of groups such as the Black Panthers
 - a. nationalist values and unification and identification
3. the creation of foot soldiers, newly admitted, who were willing to be protagonists on college campuses

Philosophical Considerations of Black Studies

- the critical and human meaning in human history from the African American prospective
- relevance of African Culture and appreciation of it
- questing idea
- a vigorous intellectual challenge and alternative to the Western Tradition
- a moral critique, looks at social policy
- ethical and intellectual class and social responsibility
- cultivate, develop, and sustain the project of creating a just society

Operationalizations

- discipline-a specific branch of knowledge
- concept-unit of knowledge
- paradigm-model of an idea(s)
- theory-a set of interrelated suppositions that seek to explain a phenomenon
- methodology-system of methods and principles
- interdisciplinary-the combining of two or more academic fields for synthesis of information

What is Black Studies?

- Black Studies is the critical and systematic study of the thoughts and practice of people of African American descent in their current historical unfolding

Locations of Crisis

- existential crisis-nature of their existence
- heremetical crisis-interpret all other areas of crisis
- ontological crisis- where do they fit
- axiological crisis-ethical crisis

Diaspora

- the dispersion or scattering of people with a common origin

Formation

- 1600's
- before arrival of colonial interests
- culture intact

Oppression

- 1600's-?
- colonialism
- enslavement
- Jim Crow
- apartheid
- defacto (culture) and de jure (sanctioned by law) segregation

Recovery-Agency-Transformation

- what Africans have done vs. what has been done to them

Pan-African

- defined as all Africans

SESH

- thinkers who understood themselves in both moral and social terms constantly expressed a commitment to using their knowledge and skills in the service of people

African Conception of Knowledge

- values knowledge not just for knowledge sake, but rather knowledge for humans sake

Relevant Education

- for Black Studies advocates relevant education was an education which was meaningful, useful and reflective realities of society and the world

Relevance of the Discipline

- the need to solve the pressing problems of the Black Community, society, and the world

Eurocentric

- privileging european people and culture at the expense of the culture and lives of people and the world

The Basic Objectives

1. to teach the Black Experience in it's historical and current unfolding
2. to assemble and create a body of knowledge which was contributive to intellectual and political emancipation
3. to create intellectuals who were dedicated to community service and development
4. the cultivation, maintenance, and continuous expansion of a mutually beneficial relationship between the campus and the community
5. to establish and reaffirm its position in the academy as a discipline essential to the educational project of a quality education

Service Learning

- service projects which are engaged in social responsibilities that pursue a just society and the expanded possibilities of an equitable world

Grounds of Relevance

1. it is a definitive contribution to humanity's understanding of itself
2. contribution to US society's understanding itself
3. contribution to the university's realization of it's claim and challenge to teach the whole