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YOUR GOAL – OUR GOAL
EXCELLENCE IN EDUCATION

The School of Afro-American Studies has set its goal––Excellence in Education. The school is designed to serve the particular needs of Black people in pursuing that goal.

We take the prerogative to distinguish Black education from the traditional education received by Black people from white controlled institutions. We accept the challenge to provide an educational experience that will be conducive to the psychological and intellectual growth of Black people.

The School embraces the goal of Excellence in Education with much enthusiasm and we urge you–the students– to join us as we work toward that goal.

Harold K. Brown

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MR. HAROLD K. BROWN
Assistant to Vice-President for Academic Affairs and Administration
Director, School of Afro-American Studies

THE MAN WHO WORKS FOR YOU

Mr. Brown received his B.A. degree from San Diego State in 1959. He obtained a Master of Business Administration degree from Fordham University of New York City in addition to extensive graduate work in the areas of Education and Speech Correction, equivalent to a master's degree.

In accession to the position as Director of the School of Afro-American Studies, Mr. Brown is the Assistant to the Vice President for Academic Affairs and Administration. Some of his responsibilities include the development of the EOP Program, Black Supportive Services, and regular administrative problem-solving

duties. Mr. Brown also has the responsibility of developing the Affirmative Action Program and is presently serving as Coordinator of that Program.

In 1960, Mr. Brown publicly expressed his commitment for the betterment of Black people and other minorities in this country when he organized a well-known Chapter of the Congress of Racial Equality (C.O.R.E.) in San Diego. C.O.R.E. was one of the first organizations in this country that dedicated itself to, first, investigate and, second, take direct action against racial discrimination. Mr. Brown later became Western Regional Chairman of this national organization and served as a very influential member of its national policy-making body. For his outstanding service in the area of Human Relations, he was honored by the Black community and city officials of San Diego by the proclamation of July 22, 1967, as *"Harold Brown Day."*

During 1966-67, Mr. Brown was Director of the Leadership Training Center, San Diego, California. This program, funded under the Economic Opportunity Act of 1965, was a year course of study designed to train "ghetto" adults for leadership roles in their community.

Mr. Brown also served as Deputy Director of the Peace Corps in Lesotho, Southern Africa. His responsibilities included the supervision of Peace Corps volunteers and the administration of the Education, Community Development, Health, and Cooperative Programs.

After one year of work and extensive travel in Africa, Mr. Brown successfully completed a Management Training Program at Marine Midland Bank of New York where he quickly rose to the position of Assistant Commercial Banking Officer.

Mr. Brown is also a dynamic speaker and lecturer. His speaking engagements have included the University of Botswana, Lesotho, and Swiziland, and the Agricultural College in Southern Africa, where his topics were subjects of the Afro-American struggle in the United States.

The dream of a highly respected and superior School of Afro-American Studies at San Diego State University is sure to become a reality under the direction of Harold K. Brown.

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ALSO ON OUR FACULTY

NORMAN CHAMBERS — Counselor. B.A., History/English, Lincoln University, Jefferson City, Missouri. M.A., Curriculum Counseling, San Diego State College. Ph.D., Human Behavior, U.S. International University, San Diego.

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SHIRLEY THOMAS — Assistant Professor, Counselor. B.A., Education, West Virginia State College, Institute, West Virginia. M.A., Education, University of California, Los Angeles.

PURPOSE

The School of Afro-American Studies does not exist in a vacuum, isolated from the problems that gave birth to it. These problems are numerous and varied, some can be described as psychological, political, and economic. The Educational Institution has failed to serve the Afro-American in each of these areas. The School of Afro-American Studies is an attempt to correct the Institution in this regard, such that it speaks to the problems–and therefore to the needs–of Afro-Americans.

To achieve this goal, a Student Advisory Committee was formed in the fall of 1971 to work in conjunction with the Afro-American Studies staff and faculty to develop specific objectives for the School of Afro-American Studies. Through many hours of discussion and critical analysis by staff, faculty, and students, the following objectives were developed.

OBJECTIVES

1. To enable Afro-Americans to actualize their potentials in all areas, including those political, economic, social and psychological, and to encourage each individual to use his talents for the improvement of the Afro-American community.

2. To create a learning experience which supports the development of the critical faculties, providing a warm situation conducive to the emotional, psychological and intellectual growth of Afro-Americans.

3. To provide the opportunity to understand the forces that constitute the Afro-American experience.

4. To put emphasis upon the problems which afflict Afro-American communities in the United States.

5. To stimulate and encourage the Afro-American artistic expression.

6. To understand the cultural, political, economic, and social development of Black Peoples throughout the world.

7. To promote cultural values which release the Afro-American spirit, and which do not perpetuate the psychological difficulties that abound in Afro-America.

THINGS TO NOTE

The School of Afro-American Studies offers an interdisciplinary blend of courses geared toward, for, and about Afro-Americans. At the present time, Afro-American Studies classes are established in conjunction with appropriate academic departments. Courses are designed to meet the college general education requirements. However, by the spring semester 1973, all Afro-American Studies courses will be independent entities, exclusively under the auspices of the School of Afro-American Studies. Students will have the option of enrolling in an accredited degree program leading toward a bachelor's degree in Afro-American Studies or taking Afro-American Studies courses as equivalents to general education requirements.

Although Afro-American Studies courses are developed and structured according to regular university curricular guidelines, they are unique in that the subject matter is pertinent to Afro-Americans and presented from a Black perspective. Afro-American Studies courses encompass traditional course requirements; however, information is provided through methods and examples based upon and essential to the Afro-American experience.

Students should be aware that Class Authorization cards are required for enrollment in Afro-American Studies courses at time of registration. These cards may be obtained from the administrative office of the School of Afro-American Studies (AD-207).

The following schedule of Afro-American Studies courses is tentative and classes are subject to change or cancellation. Students are advised to contact the School of Afro-American Studies prior to registration for current information on course offerings.

COURSE OFFERINGS

FALL SEMESTER, 1972

ENGLISH

English 1Y: Intensive Study of Written Communication

A semi-tutorial course for students needing to improve their writing ability through an intensive review of principles of writing. Emphasis is upon theory and practice (grammar and essay writing), progressing from the single sentence to rudiments of the research paper. Writing practice includes in-class essays, impromptus, essay exams, and out-of-class expository assignments. Students are required to use the Study Skills Center and the Library. A Book of Readings is utilized to practice reading comprehension and precise writings as well as to provide subject material. Individual conferences are included.

English 1Y	3	MWF	9:00- 9:50	LE329	C. Bryant
English 1Y	3	MWF	10:00-10:50	LE329	C. Bryant
English 1Y	3	W	19:00-21:40	LE329	J. Gissendanner
English 1Y	3	TTh	12:00-13:15	LE329	J. Gissendanner

English 5: Reading and Composition

Practice in composition based on the study of outstanding expository writing in contemporary affairs, the sciences and the arts. Includes practice in precise, persuasive and expository essays. Utilizes fiction and nonfiction writings primarily of and about Afro-Americans. Sources would include periodicals, newspapers and books. Includes practice in research techniques.

English 5	3	TTh	11:00-11:50	SS240	F. Foster
English 5	3	TTh	9:30-10:45	SS240	F. Foster

English 6: Reading and Composition

Practice in composition based on the study of outstanding works of imaginative literature. Provides an introduction to the major genres: Fiction, Poetry, Drama. Writing assignments include critical analysis and summarization of plot, character, theme, etc. Some practice in descriptive writing. Includes research techniques. Literature basically of and about Afro-Americans. It is suggested that the selected works be relatively short so as not to interfere with the purpose of the course. (NOTE: This course is offered during the spring semester.)

COMPARATIVE LITERATURE

Comparative Literature 80B: Afro-American Literature

One of the central themes that will be explored through the semester will center on the influence of Richard Wright in respect to contemporary Afro-American authors. The reading material will cover most of Wright's works (major and minor) plus an analytical scrutinization of Ellison, McPherson, Homer, John A. Williams and James Baldwin.

Comp. Lit. 80B	3	TTh	19:00-20:15	SS240	C. Bryant

Comparative Literature 180: Afro-American Literature

Contemporary writings of Afro-Americans; Poetry, Fiction and Drama. Presupposes prior experience with Afro-American literature. More in-depth analysis of themes, techniques and writing styles.

Comp. Lit. 180	3	MWF	9:00- 9:50	SS240	F. Foster
Comp. Lit. 180	3	TTh	13:30-14:45	LE329	F. Foster

HISTORY

History 17A-17B: American Civilization

History of the United States from a Black perspective. The historical experiences of Afro-Americans in the political, social, cultural and economic development of the United States. The first semester (17A) deals with the issues in the Afro-American experience from the African beginnings to the Civil War era. The second semester (17B) deals with issues in Afro-American experience for the post Civil War era to present. This course meets the graduation requirements in American History Instructions and Ideals. The first semester course (17A) also meets the requirements in U.S. Constitution, and the second semester course (17B) meets the requirements in California State and Local Government.

History 17A	3	MWF	14:00-14:50	SS240	F. Gilkesson
History 17B	3	TTh	15:00-16:15	SS240	T. Hart
History 17A	3	MWF	13:00-13:50	SS240	F. Gilkesson

History 183A-183B: Black American Civilization

The Black minority group and its contributions and challenges to American civilization. A more in-depth study of special topics than History 17A or 17B. First semester (183A) deals with African backgrounds, slavery, the abolitionist, and free Blacks. The second semester (183B) deals with ghetto life, leadership personalities, and protest movements.

History 183A	3	TTh	9:30-10:45	LE329	F. Gilkesson
History 183A	3	TTh	8:00- 9:15	LE329	F. Gilkesson

PSYCHOLOGY

Psychology 12: Psychology of Individual Adjustment

An examination and interpretation of the factors which go into the making of the Black person as he adapts himself to white society. To provide a world and historical perspective of today's psychological investigation of personal individual adjustment problems.

Psych. 12	3	W	15:00-17:45	SS240	C. Waymon

MUSIC

Music 51: Introduction to Black Music

An examination of Black music from historical perspective, beginning with its African roots and continuing to present. Includes an understanding of the origin and relationships between Blues, Jazz, Spirituals, Gospel, and Worksongs, through the utilization of lectures, examples (recordings and guests), experience and class participation by attending concerts, churches, clubs – anywhere music is. Students will apply knowledge to creating music, composing, and making instruments. The link of Black music to racial oppression will be examined. The course includes an extensive investigation of Black composers and their musical techniques in an effort to place Black music in its proper perspective within the field of music in America.

Music 51	3	MWF	11:00-11:50	M229	B. Anderson

MATHEMATICS

Mathematics 10A: Structure and Concepts of Mathematics for Teachers

Course is designed to teach methods and techniques of presenting mathematical concepts to students. Emphasis will be on numbers used in elementary mathematics, elementary number theory and congruences, extension of the number system to irrational numbers and an introduction to logic.

Math. 10A	3	MWF	8:00- 8:50	LE329	A. Smith

Mathematics 18: Introduction to Mathematics

Emphasis is on problem solving and concepts of mathematical analysis. The class will examine new approaches to traditional mathematical content. Special attention will be given to understanding and usage of basic laws of mathematics.

Math. 18	3	MWF	10:00-10:50	SS240	A. Smith

ANTHROPOLOGY

Anthropology 120: Introduction to Anthropological Linguistics

The structural nature of language. How languages differ, change, and influence each other. The language families of the world. The significance of language for human social life in a variety of cultures with particular emphasis on communication style of Black people.

Anthro. 120	3	T	16:30-18:45	SS240	A. Spears

ECONOMICS

Economics 1A: Principles of Economics

An introduction to principles of economic analysis, economic institutions, and issues of public policy. The emphasis is upon macro-analysis, including national income analysis, money and banking, business cycles, economic stabilization, and the effects of economic policies on the consumer and the Black community.

Econ. 1A	3	TTh	8:00- 9:15	SS240	O. Mbatia
Econ. 1A	3	TTh	12:00-13:15	SS240	O. Mbatia

Economics 2: Statistical Methods

Introduction to descriptive statistics, statistical inference, correlation, index numbers, and time series.

Econ. 2	3	MWF	12:00-12:50	SS337	O. Mbatia

Economics 138: Urban and Regional Economics

Major influences affecting city location and growth; role of private and governmental institutions in influencing residential and other uses of land; major considerations in appraising, managing, financing, marketing, developing, and taxation of urban property.

Econ. 138	3	M	19:00-21:40	SS240	O. Mbatia

SPEECH

Speech Communication 4: Intermediate Public Speaking

Practice in extemporaneous speaking on subjects of current interest, both national and local. Emphasis will be placed on organization, construction and delivery of various forms of speeches.

Speech Com. 4	3	MWF	11:00-11:50	LE329	S. Nash
Speech Com. 4	3	TTh	13:30-14:45	SS240	S. Nash
Speech Com. 4	3	MWF	14:00-14:50	LE329	S. Nash

Speech Communication 180: American Public Address (Black Rhetoric)

An analysis of rhetorical theory and criticism with special attention to Black rhetoric and the application of principles to public address.

Speech Com. 180	3	W	16:00-18:40	LE329	S. Nash

The following are courses in Afro-American Studies that are applicable for General Education requirements for Majors in Liberal Arts & Sciences and Applied Arts & Sciences.

GENERAL EDUCATION REQUIREMENTS — **Total Units**

A. American Institutions. — *6 units*

Alternatively, this requirement may be met by satisfactory completion of comprehensive examinations in each of the following areas: American history, institutions, and ideals; the United States Constitution; and California state and local government. A bibliography is obtainable at the Test Office located in the Old Library building, room 202. The examinations are administered every semester and during Term I in the summer.

The requirement may also be met by satisfactory completion of a combination of courses and examinations. Relevant courses are:

American History
History 8A and 8B; 176A and 176B; 177A and 177B; 179A and 179B; 181A and 181B.

Afro-American Studies Equivalent: *None*

U.S. Constitution
History 17A; 172A; 177A and 177B;
Political Science 2; 115; 139A and 139B.

Afro-American Studies Equivalent: *History 17A (Black Perspective)*

California Government
History 8B; 17B; 172B;
Political Science 2; 115; 117; 118.

Afro-American Studies Equivalent: *History 17B (Black Perspective)*

B. Natural Sciences. — *7 units*

1. Life science with laboratory.
Choose one:

Biology 1 and 2	Microbiology 1
Biology 4	Zoology 8

Afro-American Studies Equivalent: *None*

Physical science with laboratory.
Choose one:

Astronomy 1 and 9	Physical Science 1 and 3
Chemistry 1A	Physical Science 2 and 4
Chemistry 2A	Physical Science 3 and 5
Chemistry 10A	Physics 4A
Geology 2 and 3	Physics 2A and 3A
Geology 4	Physics 5

Afro-American Studies Equivalent: *None*

OR

2. Nine units selected from Geography 1 or 3, or any courses in astronomy, biology, botany, chemistry, geology, microbiology, oceanography, physical science, physics, zoology. At least 3 units must be in a life science, and at least 3 units must be in a physical science; at least one course must be a laboratory course.

C. Social Sciences. — *6 units*

1. At least two courses (minimum 3 units for each course) taken in two departments selected from anthropology, economics (except 2), geography (except 1 or 3), public administration, or sociology (except 35 or 60) and Mexican American Studies 50.

2. Electives in any of the above.

Afro-American Studies Equivalent: *Economics 1A*

D. Humanities. *6 units*

1. At least two courses (minimum 6 units) taken in two departments selected from comparative literature, religious studies, humanities, philosophy (excluding logic), literature in English or literature in a foreign language.

   a. The Scope of Civilization
      History 4A-4B or 9A-9B

   OR

   b. The Scope of Civilization
      Comparative Literature 52A-52B, or English 52A-52B, or
      Humanities 59A-59B, or Humanities 150 and 151

   and, in a different department,

2. One additional course (minimum 3 units) in humanities, literature, philosophy (except logic), or religious studies, art, music, drama, or history.

Afro-American Studies Equivalent: *Music 51 (Black Perspective)*

E. Basic Subjects. *9 units*

One course (minimum 3 units) from each of three of the five areas:

1. written communication in English
   English 5 or 6

Afro-American Studies Equivalent: *English 5 or 6*

2. oral communication
   Speech 3 or 4, Mexican American Studies 2A

Afro-American Studies Equivalent: *Speech Com. 4*

3. logic
   Philosophy 20, 121, 122, or Mathematics 155

4. mathematics or statistics

   Mathematics 18 or higher numbered mathematics course, or satisfactory performance on the placement examination of the Department of Mathematics.

Afro-American Studies Equivalents: *Mathematics 18*
Economics 2

5. foreign language – 4 units

   The requirement may be met by two years of one foreign language in high school.

6. eight additional units in mathematics (course 21 or higher) or in foreign language

   NOTE: Students with a Liberal Arts and Sciences major must complete twelve units in a foreign language or demonstrate equivalent knowledge in a pending examination administered by the foreign language department.

7. Psychology 1

F. Physical Education. *2 units*

A minimum of four semesters of physical activity in courses or equivalent monitored activity, to be fulfilled.

a. Completing four ½-unit physical education activity courses over a period of at least four semesters.

G. General Education. A minimum of 40 semester units in general education must be completed. Courses taken in satisfaction of requirements for the major and minor may

not be counted toward the general education requirement, and not more than 15 units in preparation for the major may be applied to general education requirements.

Electives.

English
- 1Y: Intensive Study in Grammar

Comparative Literature
- 80B: Afro-American Literature
- 180: Afro-American Literature

History
- 183B: Black American Civilization

Mathematics
- 10A: Structure and Concepts of Elementary Mathematics (Open to students working toward a teaching credential in elementary education)
- 3: Intermediate Algebra

Anthropology
- 120: Introduction to Anthropological Linguistics

Psychology
- 12: Psychology of Individual Adjustment

Economics
- 138: Urban and Regional Economics

Speech Communication
- 180: American Public Address (Black Rhetoric)

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1897