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Report prepared by Clinton Etheridge

The Black Curriculum Committee recommends that Swarthmore establish a Black Studies program, within whose rubric we hope that the College will

- 1) produce better educated citizens with a sharpened capacity to understand the dynamic state of the Afro-American and African experiences
- 2) provide bodies of knowledge to its students which, while academically appealing and relevant, have been neglected and misrepresented at most schools; we daresay even at our own Swarthmore.

To these ends the Committee feels that a program on the order of the International Relations major is desirable and obtainable. Although this program would be eclectic, drawing on several discrete and ostensibly diverse fields and departments, we feel nonetheless that a coherent and viable program of integrated materials is possible. To further elaborate, given the individual's interest and emphasis, a student would formally major in a Black Studies concentration in one of two or three possible tracks or sequences.

In the Committee's view, to effect such a program at Swarthmore will take bold, innovative, and pointed efforts. Certain core courses will have to be developed now for next year and the existing Swarthmore courses that are relevant and tangential assimilated into this vital center. The Black Studies major itself we see as being jointly administered by the Economics, History, Sociology-Anthropology, and Political Science Departments with the Black Curriculum Committee actively overseeing and consulting that operation.

Inherent in a Black Studies major, as the Committee sees it, is the presence and potency of the Black intellectual perspective. To give a working definition, we define this Black perspective as the set or pattern of special sensitivities, attitudes, and perceptions that derive from a personal identification with or dedication to Black intellectual material of the African and Afro-American experiences. While we recognize that the Black perspective can and does transcend skin color and socialization, we also feel strongly that this is rare and almost non-existent. Because of this, the Committee further feels that Black teachers with Black perspectives should be given top priority in the developing curriculum for the Black Studies major.

This high priority on the Black professor with the Black perspective will place a strain on Swarthmore as a small, white, Quaker school; but not an unbearable one. As the Committee sees it, to implement this objective the

College will have to seek and recruit teachers from nearby Black colleges and universities like Lincoln and Cheyney State and ones within commuting distance like Howard, from Black centers of thought and scholarship that are not accredited or recognized by rigid academic standards like the New School for Afro-American Thought in Washington, D.C., and from the Black communities themselves. This will mean, moreover, that a prospective Black Studies teacher will probably be judged more on his teaching ability and grasp of Black subject matter, rather than on the number of sheepskins he has ritualistically amassed, the traditional passports to white academia. Furthermore, in order to obtain a legitimate Black Studies major, the Committee urgently feels that the Swarthmore Afro-American Students Society (SASS) should exercise a strong voice in future appointments, either with formal veto power on candidates or a more informal review.

To insure the dissemination of Black Studies at Swarthmore, the Committee feels that one Black Studies course, at least, should be made a part of the College's general distribution requirements, and that students be encouraged to sample more offerings. In time, as the popularity and relevance of Black Studies at Swarthmore emerges, we do not preclude the possibility of the rubric becoming a full-fledged department.

To conclude, although changes comes slow and cautiously at a Quaker school, the richness and relevance that Black Studies can bring to Swarthmore College and the liberal education it gives can not be delayed any longer. The time has come to act, the Committee feels, and act we must.