



BROWN UNIVERSITY
Providence, Rhode Island 02912

December 15, 2000

Amit Sarin
Box 0603
CAMPUS

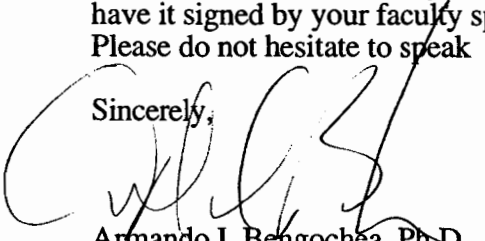
Dear Amit:

Your Group Independent Study project entitled ~~Third World Activism and~~ Institutional Change has been approved by the College Curriculum Council and has been given course number GS0020.

I understand that you will be responsible for notifying the other participants of the GISP of its approval and course number.

To register for this course, you need to complete a regular add/drop form, have it signed by your faculty sponsor, and return it to the Registrar's office. Please do not hesitate to speak with me if you have any questions.

Sincerely,



Armando I. Bengochea, Ph.D.
Associate Dean of the College
Chair, Independent Study Committee

AIB/cd

GROUP INDEPENDENT STUDY PROPOSAL

SEMESTER II, 2000-2001

Descriptive Title of Proposed Group Study:

Third World Activism and Institutional Change

Abbreviation of title for entry on each student's permit record:

TW ACTVSM / INST CHANGE

Names of Faculty Sponsors:

Lewis Gordon

Robert Lee

Department(s):

Afro-American Studies

American Civilization

To be taken Semester II, 2000-01

Number of Meeting Hours per week: 3 S/NC Restriction: No

Coordinator: Amit Sarin, 867-6569

GISP participant	Phone	SISD	Sem	Box	S/NC
Lourdes Andrade	x6046	19510	4	3314	A/B/C/NC
Megan Asaka	x4585	18129	4	2318	A/B/C/NC
Kimberly Bowman	x5543	18144	4	2132	A/B/C/NC
Dionne Boyd	x5089	20485	2	6274	S/NC
Tiffany Bradley	x4630	18537	4	3644	A/B/C/NC
Amanda Calderon	x6366	20211	2	6104	A/B/C/NC
Rosanna Castro	x6100	20206	2	0477	A/B/C/NC
Julia Grob	x6110	21025	2	2442	A/B/C/NC
Olivia Hayden-Yee	x4820	21056	2	3718	A/B/C/NC
Jesus Hernandez	x6773	18565	4	0107	A/B/C/NC
Shirley Johnson	x6182	20597	2	5048	A/B/C/NC
Zoraida Najarro	x6541	18222	4	1372	A/B/C/NC
Maya Pinto	x6947	18947	4	1393	A/B/C/NC
Erica Sagrans	x6520	21072	2	4347	A/B/C/NC

Amit Sarin	x6569	18586	4	0603	A/B/C/NC
Miyo Tubridy	x6455	20080	2	2870	A/B/C/NC
Shannon Ware	x6848	18612	4	5017	A/B/C/NC
Misty Wilson	x6072	19503	2	1182	A/B/C/NC

Reviews

GISP: THIRD WORLD ACTIVISM AND INSTITUTIONAL CHANGE

2000-2001

Contacts:

Amit Sarin, Miyo Tubridy, Zoraida Najarro

1. Please describe the topics of study of the GISP, providing a rationale for the proposed exploration, including the problems or theses to be addressed, the arts to be learned, the goals of the study.

This GISP seeks to examine Third World activism and institutional change. From a three-fold approach, GISP participants will explore the relationship between the two aforementioned topics through research and analysis of race-related social movements, primarily in the context of Brown University, but also with reference to Providence. The approaches are as follows: (1) case study of Brown University, (2) identity politics and the politics of coalition building at Brown and beyond, and (3) application of research and discussion to the future of Third World activism at Brown.

(1) Case study of Brown University

Analysis of the accomplishments and failures of Third World activists at Brown will be based upon the institution's substantive response to their demands and suggestions. Through this evaluation, participants will examine the effectiveness of coalition building and community organizing in implementing institutional change. Aspects of Brown on which participants will focus include: (a) integration of studies of people of color into the curriculum, (b) institutionalized support structures for people of color, and (c) the university's stance on diversity based upon admission policies and policy for faculty of color. Also, a cross-university critical comparative analysis will enable participants to contrast the case study of Brown University with related sectors of collegiate institutions.

(2) Identity Politics and the Politics of Coalition Building

Coalition building in this case has three components: coalition building between Brown, the Providence community and national struggles; coalition building across identities versus across identity-based political movements; and past coalition building attempts at Brown between students, faculty, and administration of color. The importance of coalition building will be evaluated by studying the correlation between community organizing and the fulfillment of the objectives at hand.

(3) Application of research and discussion to the future of Third World activism at Brown

In assessing the history of Third World activism at Brown, its relevance to broader communities, and its effectiveness in institutional change, GISP participants will attain a substantive understanding of the relationship between the Brown Third World community and institutional reform. Participants will also formulate projects that actively educate about and develop current and future Third World activism at Brown.

2. Please provide a weekly syllabus of the course, showing the topics to be addressed each week and the readings and other activities to be carried out each week.

WEEK 1	BRIEF OVERVIEW OF THE HISTORY OF OPPRESSED GROUPS IN THE US
WEEK 2	INTRODUCTION TO THE BACKGROUND AND HISTORY OF THIRD WORLD ACTIVISM IN PROVIDENCE
WEEK 3	INTRODUCTION: RADICAL THIRD WORLD LEADERS AND THEORIES
WEEK 4	INTRODUCTION TO THIRD WORLD STRUGGLE AND THE POLITICS OF IDENTITY
WEEK 5, 6	STUDYING THE CONNECTION BETWEEN THIRD WORLD ACTIVISM & ACADEMIC DISCIPLINES
WEEKS 7-12	EXAMINING THE HISTORY AND POLITICS OF THIRD WORLD INSTITUTIONS
WEEK 13, 14	IDENTITY POLITICS AND THE POLITICS OF COALITION BUILDING
WEEK 15, 16	STUDENT ADMISSIONS/ FACULTY OF COLOR: AFFIRMATIVE ACTION

WEEK 1: BRIEF OVERVIEW OF THE HISTORY OF OPPRESSED GROUPS IN THE US

Student Facilitator: Zoraida Najarro

Readings (300 pages):

- Thernstrom, Stephan & Abigail M. Thernstrom. 1997. America in Black and White: One Nation, Indivisible. (Simon & Schuster Books): (100 pages).
 - Zinn, Howard. 1995. A People's History of the United States: 1492-Present. (Harperperennial Library): (200 pages).
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WEEK 2: INTRODUCTION TO THE BACKGROUND AND HISTORY OF THIRD WORLD ACTIVISM IN PROVIDENCE

Student Facilitator: Miyo Tubridy

Readings (367 pages):

- Beck, Sam, PhD. 1992. Manny Almeida's Ringside Lounge: The Cape Verdean's Struggle for their Neighborhood. (Gavea-Brown: Providence): (101 pages).
 - Enos, Sandra Lee. 1974. A Longitudinal Study of Residential Segregation in Providence, RI: 1950-1970. (Brown University Thesis): (150 pages).
 - Metzl, Jamie F. 1986. The Transition of Hmong Immigrants to the United States : Oral Histories from Providence, RI. (Brown University: Providence, RI): (86 pages)
 - Pfautz, Harold Winston. 1975. Leadership in the Providence Black Community. (Urban League of RI: Providence, RI): (30 pages)
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WEEK 3: INTRODUCTION: RADICAL THIRD WORLD LEADERS AND THEORIES

Student Facilitator: Amanda Calderon

Readings (281 pages):

- Stokely, Carmichael. Black Power: The Politics of Liberation in America. (NY: Vintage Books): 1967. (198 pages)

WEEKS 7-12: EXAMINING THE HISTORY AND POLITICS OF THIRD WORLD INSTITUTIONS

Week 7

Student Facilitator: Lourdes Andrade

Padilla, Felix. 1997. Selections from The Struggle of Latino/Latina University Students (NY: Routledge)

Week 8: DOCUMENTS: 1968-85

Student Facilitator: Megan Asaka

- Hamill, Pete. April, 1990. "Black and White at Brown." *Esquire* (6 pages)
 - AAS Constitution, ratified 3/67
 - OUAP Constitution, changed from AAS (undated)
 - Working Paper for UMOJA: the AAS of Brown University (undated)
 - Memo (and newsletter) to other Black student organizations from AAS. 4/29/68
 - An Outline of the University's reply to AAS student demands 5/16/68
 - Walkout of 1968 Demands 12/10/68
 - Occupancy Agreement for 227 Bowen Street, Pertaining to the 1969-70 Academic Year. Prepared August 1969.
 - Reaffirmation of the Points of the (68) Program for the Recruitment, Admission, and Financial Aid of Minority Students. 1970
 - "Blacks at Brown: Four Years After the Walkout." *Brown Alumni Monthly*. 12/72
 - "Recommendations For Reaffirmation of Brown University's Commitment to its Black Community Based Upon the December, 1968 Agreements with its Black Students." March 28, 1973.
 - "Implementing Minority Commitment: Reaffirmation Recommendations." *The Sankore Society and the OUAP*. March 12, 1974. (8 pages)
 - Coalition Report(s): Vol 1, # 1, 2, 5, 6, 7, 8, 9, (11 pages)
 - Letter to Administration from The Coalition. March 27, 1975. (1 page)
 - Coalition Report: Faculty Newsletter #1. April 7, 1975. (2 pages)
 - "Reaffirmation of Brown University's Commitment to Blacks: A Status Report On The Sankore Society University Administration Negotiations." April 7, 1975. (10 pages)
 - "Our Response to the Administration's Reply On Financial Aid." Submitted by The Coalition. 1975. (10 pages)
 - "Brown University: A Statement of Policy." April 25, 1975. (8 pages)
 - "Brown accord end student takeover." *Providence Journal*. April 26, 1975. (1 page)
 - Letter from the President. May 1, 1975. (4 pages)
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Week 9: Ethnic Studies/African American Studies at Brown University

Guests: RESist Alumni, Suzanne Oboler, Robert Lee, Fayneese Miller, Matthew Gutmann

Student Facilitator: Amit Sarin

Readings (208 pages):

- Blumstein, Sheila et. al. "Ethnic Studies at Brown: A Report." Submitted to President Vartan Gregorian.
 - "The American University and the Pluralist Ideal," 1986. (a.k.a. "The Blue Ribbon Committee Report.") (63 pages)
 - "Redefining the Concept of Community: A framework for Pluralism in the 1990's and Beyond." A report by the Third World Coalition. 4/4/91 (160 pages)
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Week 10

Student Facilitator: Dionne Boyd

- First half of: Solomos, J. [ed.] 1999. Ethnic and Racial Studies Today. (NY: Routledge): 1-60
 - Selections from "Thirty Percent: Brown's Hidden Minority." (in Course Packet)
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Week 11 Assessing Institutionalized Support for Third World students

Guest: Dean Karen McLaurin on TWTP, Elmo Terry-Morgan on Rites and Reasons

Student Facilitator: Misty Wilson

Readings (164 pages):

- Smith, Barbara. "The Truth that Never Hurts: Writings on Race, Gender, and Freedom." New Brunswick, NJ: Rutgers, University Press. 1998. Page 95-157 (34 pages).
 - "Latinos vs. Brown University," by Dunia Fernandez and Claudia Crespo. Documents from 1985-1993 (80 pages)
 - Native America & the Pluralist Ideal at Brown University." A Proposal by the Native American Advocacy Group, March 1, 1994 (50 pages)
 - Movie: "Tongues Untied" (to be seen during section as preview to article)
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Week 12: Part II: Assessing Institutionalized Support for the Third World Community

Guest: Libero Della Piana on coalition building between Third World Activists and the Community

Student Facilitator: Rosanna Castro

Readings (250):

- Second half of: Solomos, J. [ed.] 1999. Ethnic and Racial Studies Today. (NY: Routledge),
- Ng, Roxana. 1995. "Teaching Against the Grain: Contradictions and Possibilities," in Ng, R; Staton, P.; Scane, J. [eds.] Anti-Racism, Feminism, and Critical Approaches to Education Westport, CT: Bergin & Garvey: 129-152 (23 pages)
- Avakian, Arlene. "Unmasking the Beast? Learning and Teaching about Whiteness." (18 pages)
- McIntosh, Peggy. "Unpacking the Invisible Knapsack." White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies. Wellsley College, Center for Research on Women: Wellsley, MA. 1998. (5 pages)
- Hooks, Bell. "Beyond Black Only." Killing Rage: Ending Racism. H. Holt and Company., New York. 1995. (8 pages)
- Miller, Fayneese. "Proposal for a concentration in Ethnic Studies," 1996 (20 pages)
- Peer Counseling Proposal (20 pages) 1999

- RESist Documents, 1996-2000
 - VIDEO: "Colored Brown," Sophy Wong.
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WEEK 13, 14: IDENTITY POLITICS AND THE POLITICS OF COALITION BUILDING

Week 13: Identity Politics and the Politics of Coalition Building

Guests: students involved in RESist: coalition between the Latino and Asian American

Community in the struggle for Ethnic Studies

Student Facilitator: Julia Grob

Readings (199 pages) :

- "Reflections on Race, Class and Gender in the U.S.A." an interview w/Angela Davis in The Angela Y. Davis Reader. 307-325 (18 pages)
 - Takaki, Ronald. A Different Mirror: A History of Multicultural America, USA : Little, Brown and Company, 1993, pp. 323-428
 - Riggs, Marlon. "Tongues Untied," in Brother to Brother: New Writings by Black Gay Men. [Ed.] Essex Hemphill. Alyson Publications; Boston. MA. 1991. (6 pages)
 - Simmons, Ron. "Tongues Untied: An Interview with Marlon Riggs," in Brother to Brother: New Writings by Black Gay Men. [Ed] Essex Hemphill. (10 pages)
 - "Coalition Building among People of Color: A Discussion with Angela Y. Davis and Elizabeth Martinez," in The Angela Y. Davis Reader. p. 297-306 (9 pages)
 - Yoshikawa, Yoko. Hom, A; Eng D [eds.] "The Heat is On Miss Saigon Coalition: Organizing Across Race and Sexuality," in Q & A: Queer in Asian America. Temple University Press, Philadelphia. 1998. (16 pages)
 - Miao, Vera. "Coalitional Politics: (Re)turning the Century." From "Q &A: Queer in Asian America." (13 pages)
 - di Leonardo, Micaela. "White Lies, Black Myths: Rape, Race, and the Black 'Underclass'" in Roger Lancaster and Micaela di Leonardo [eds. The Gender/Sexuality Reader: Culture, History, Political Economy. Routledge, 1997 p. 53-68
 - Haro, Robert. "Lessons From Practice: What Not to Do." *Change*. Jan/Feb 1992. (3 pages)
 - Lorde, Audre "The Master's Tools Will Never Dismantle the Master's House." *Sister Outsider*. NY: Crossing Press, 1984. (4 pages).
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Week 14: Identity Politics and the Politics of Coalitions Building

Guest: Libero Della Piana on the coalition between Third World students, the YCL and the SLA in the 1992 take-over of University Hall

Student Facilitator: Erica Sagrans and Shannon Ware

Readings (213 pages):

- Van, Dyke "Hotbeds of activism: locations of student protest," Nella in *Social Problems*, May 98, Vol 45, Issue 2, N.205 (16 pages)
- "Of Appeals and counter-appeals," in *Change*, Nov/Dec 92, Vol. 24, Issue 6, p. 68-70 (2 pages)
- "Student Protest and Multicultural Reform," in *Journal of Higher Education*, Nov/Dec 98, Vol. 69, Issue 6, p. 621-649 (28 pages)

- “The myth of student apathy,” in *Nation*, 4/13/98, vol. 266, Issue 13, p. 19-23 (4 pages)
 - “Student activism,” in *CQ Researcher*, 8/28/98, Vol. 8, Issue 32, p. 745-758 (13 pages)
 - Selections from “The Autobiography of Malcom X,” As told to Alex Haley. (NY: Ballantine Books) 1965. (150 pages)
 - “Black Nationalism: The 60’s and the 90’s” in The Angela Y. Davis Reader
 - “Race and Free Speech at the University of California.” San Francisco Chronicle. September 9, 1990.
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WEEK 15, 16: STUDENT ADMISSIONS/ FACULTY OF COLOR: AFFIRMATIVE ACTION

Week 15: Student Admissions/Faculty at Brown University

Guest: Angela Romans of the Admissions Office

Student Facilitator: Maya Pinto

Readings (231 pages):

- Selections from “Discrimination in Brown University Admission: A Trans-Historical, Cross-Cultural Comparative Study,” by Amy Sohn Class of ’95. Senior Thesis. 4/17/95
 - “ ‘Pluralism and Diversity’ Among Asian Americans at Brown University.” Veena. 1999.
-

Week 16: Student Admissions/Faculty, in theory and practice at the National Level

Student Facilitator: Kimberly Bowman

Readings (193 pages):

- Alvarez, Robert. “Un Chilero en la Academia: Sifting, Shifting and the Recruitment of Minorities in Anthropology.” In Gregory, S. and Sanjeck, R. eds. Race (NJ: Rutgers University Press): 257-269 (12 pages)
 - Allen, Anita. “On Being a Role Model.” Multiculturalism: A Critical Reader. 180-199 (19 pages)
 - Patterson, Orlando. 1986. “Why Can’t We Find Consensus on Affirmative Action?” in Rober Fullinwider and Claudia Mills, eds. The Moral Foundation of Civil Rights (Totowa, NJ: Rowman & Littlefield) Pp. 77-86 (9 pages)
 - Richardson, Richard C. January, 1991. “Six Ways Universities Can Maintain Quality and Diversity.” AGB Reports. (3 pages)
 - Takagi, Dana. “Post Civil Rights Politics and Asian-American Identity: Admissions and Higher Education.” In Race Pp.229-242 (13 pages)
 - Unemoto, Karen. “ ‘On Strike!’ San Francisco State College Strike, 1968-69” in *Amerasia* 15:1 (1989) 3-41 (38)
 - Wasserstrom, Richard. “One Way to Understand and Defend Programs of Preferential Treatment.” In The Moral Foundations of Civil Rights Pp. 46-55 (9 pages)
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3. Provide a bibliography for the GISP, using full bibliographic form.

Author Unknown. "Of Appeals and counter-appeals," in *Change*, Nov/Dec 92, Vol. 24, Issue 6, p. 68-70

Author Unknown. "Race and Free Speech at the University of California." San Francisco Chronicle. September 9, 1990.

Author Unknown. "Student activism," in *CQ Researcher*, 8/28/98, Vol. 8, Issue 32, p. 745-758

Author Unknown. "Student Protest and Multicultural Reform," in *Journal of Higher Education*, Nov/Dec 98, Vol. 69, Issue 6, p. 621-649

Author Unknown. "The myth of student apathy," in *Nation*, 4/13/98, vol. 266, Issue 13, p. 19-23

Avakian, Arlene. "Unmasking the Beast? Learning and Teaching about Whiteness." University of Massachusetts. (<http://www-nss.oit.umass.edu/wost/articles/whiteness/htm>)

Bartlett, John. 1996. "The Future is Ours: A Handbook for Student Activists in the 21st Century." (New York: H.Holt and Co.)

Beck, Sam, PhD. 1992. Manny Almeida's Ringside Lounge: The Cape Verdean's Struggle for their Neighborhood. (Gavea-Brown: Providence): (101 pages).

Blue Ribbon Committee. 1986. "The American University and the Pluralist Ideal," A Report.

Blumstein, Sheila. "Ethnic Studies at Brown: A Report." Submitted to President Vartan Gregorian.

Butler, Johnella. 1991. Transforming Curriculum: Ethnic Studies and Women's Studies. (Albany, NY: SUNY Press)

D'Souza, Dinesh. March 1991. "Illiberal Education." *The Atlantic Monthly*

Eng, David and Alice Hom [eds.] 1998. Q & A: Queer in Asian America. (Philadelphia, PA: Temple University Press)

Enos, Sandra Lee. 1974. A Longitudinal Study of Residential Segregation in Providence, RI: 1950-1970. (Brown University Thesis): (150 pages).

Fernandez, Dunia and Claudia Crespo. 1985-1993. "Latinos vs. Brown University." A Report.

Fullinwider, Rober and Claudia Mills, [eds.] 1986. The Moral Foundation of Civil Rights (Totowa, NJ: Rowman & Littlefield)

Giroux, H.1988. Teachers as Intellectuals: Toward a Critical Pedagogy of Learning. (Westport,

CT: Bergin & Garvey)

- Goldberg, T. [ed.] 1994. Multiculturalism: A Critical Reader (Cambridge, MA: Blackwell Publishers)
- Gregory S; Sanjeck R [eds.] 1996. Race (NJ: Rutgers University Press)
- Haley , Alex. 1992. The Autobiography of Malcom X. (NY: Ballantine Books)
- Hamill, Pete. April, 1990. "Black and White at Brown." *Esquire*
- Haro, Robert. "Lessons From Practice: What Not to Do." *Change*. Jan/Feb 1992.
- Hemphill, Essex. 1991. Brother to Brother: New Writings by Black Gay Men. (Boston, MA: Alyson Publications)
- Hooks, bell. 1995. Killing Rage:Ending Racism. (NY: H. Holt and Company)
- Hu-DeHart, Evelyn. September 1993. "The History, Development, and Future of Ethnic Studies." *Multicultural Education*. Vol 75 N1
- Hu-Dettart, Evelyn. 1995. "The Undermining of Ethnic Studies." *The Chronicle of Higher Education* (Boulder, CO: UC-Boulder): 42:8, p. 81
- Huguley, Harry. "The Resources of Brown University and the Afro-American Studies Program," May 8, 1973.
- Ishemo, Shubi. "Cabral, Amilcar-Criticism and Interpretation." *Review of African Political Economy*. November 1993: 58
- James, Joy. 1998. The Angela Y. Davis Reader (Malden, MA: Blackwell Publishers)
- Jones, Rhett. May 16, 1973. "Enclosed Report on University Resources and Afro-Am Studies."
- Lancaster, Roger and Micaela di Leonardo [eds.] 1997. The Gender/Sexuality Reader: Culture, History, Political Economy. Routledge.
- Lorde, Audre 1984. "The Master's Tools Will Never Dismantle the Master's House," in Sister Outsider. (NY: Crossing Press)
- McIntosh, Peggy. 1998. "Unpacking the Invisible Knapsack." White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies. Wellsley College, Center for Research on Women: Wellsley, MA.
- Metzl, Jamie F. 1986. The Transition of Hmong Immigrants to the United States : Oral Histories from Providence, RI. (Brown University: Providence, RI): (86 pages)

- Miller, Fayneese. "Proposal for a concentration in Ethnic Studies."
- Moraga, Cherrie and Gloria Anzaldua, [eds.] 1981. This Bridge Called My Back: Writings By Radical Women of Color. (Watertown, MA: Persephone Press)
- Native American Advocacy Group. March 1994. "Native America & the Pluralist Ideal at Brown University." A Proposal.
- Ng, R; Staton, P.; Scane, J. [eds.] 1995. Anti-Racism, Feminism, and Critical Approaches to Education (Westport, CT: Bergin & Garvey)
- Padilla, Felix. 1997. The Struggle of Latino/Latina University Students (NY: Routledge)
- Perry, Robert L. and Susan Mae Pauly. January 1988. "Crossroads to the 21st Century: The Evolution of Ethnic Studies at Bowling Green State University." *Explorations in Ethnic Studies*. VII, N1.
- Pfautz, Harold Winston. 1975. Leadership in the Providence Black Community. (Urban League of RI: Providence, RI): (30 pages)
- Richardson, Richard C. January, 1991. "Six Ways Universities Can Maintain Quality and Diversity." AGB Reports.
- Smith, Barbara. 1998. "The Truth that Never Hurts: Writings on Race, Gender, and Freedom." (New Brunswick, NJ: Rutgers University Press) p. 95-157
- Sohn, Amy. 4/17/95 "Discrimination in Brown University Admission: A Trans-Historical, Cross-Cultural Comparative Study." Senior Thesis.
- Solomos, J. [ed.] 1999. Ethnic and Racial Studies Today. (NY: Routledge)
- Stokely, Carmichael. Black Power: The Politics of Liberation in America. (NY: Vintage Books): 1967.
- Thernstrom, Stephan & Abigail M. Thernstrom. 1997. America in Black and White: One Nation, Indivisible. (Simon & Schuster Books): (100 pages).
- Third World Coalition. 4/4/91. "Redefining the Concept of Community: A framework for Pluralism in the 1990's and Beyond." A report.
- Unemoto, Karen. 1989. "'On Strike!' San Francisco State College Strike, 1968-69." In *Amerasia* V15, N1 p. 3-41
- Van, Dyke "Hotbeds of activism: locations of student protest," Nella in *Social Problems*, May 98, V45, Issue 2, N205

Wasserstrom, Richard. "One Way to Understand and Defend Programs of Preferential Treatment," in The Moral Foundations of Civil Rights

Williams, Jesse Lynch, et al. The Art of Playwriting. Philadelphia: U. of Pennsylvania Press, 1928.

Zinn, Howard. 1995. A People's History of the United States: 1492-Present. (Harperperennial Library): (200 pages).

4. Describe the structure of the GISP. How often will you meet each week? Who will be responsible for each week's discussion? Will sub-groups ever meet separately from the full group?

The GISP will meet once each week for a 120-minute seminar. The meetings will include discussions, guest lectures, and film screenings. Each week, one student and one of the faculty sponsors will be responsible for the discussion—this will rotate as the syllabus indicates. The student will meet with one of the faculty sponsors prior to the course meetings to review the week's topics and goals. They will address the reading assignment, facilitation of productive discussion and analysis, and identification of provocative questions to stimulate critical thinking. Weeks 11 to 14 consist of students talking about and discussing research and work pertaining to their individual and/or group projects.

In addition, the GISP will meet once a week for 60 minutes in section. During section, the students will reflect upon the week's meetings and reading assignments. Prior to the weekly section, each student will submit to the section leader a paragraph based on the readings, film, or lecture. The paragraph will draw upon the course material, reflecting on the week's meetings or on the final project. Over the semester, section meetings will transition to discussion and development of the final project.

Depending on how the discussion works in the seminar and section, sub-groups may be formed to make facilitation more manageable and productive. The group does recognize its size and thus, will consider making sub-groups for discussion. This is not a definite though; potentially, the most perspectives and understandings of the readings and issues will create the greatest body of attainable information—therefore, if a large group can work, it will be implemented.

5. Which professors and other resource people have you consulted in the planning stages of this project?

We have consulted with various Professors across a variety disciplines in constructing this GISP. Professors contacted include Anani Dzidzienyo, Dorothy Denniston, Lewis Gordon, and Robert Lee, as well as Dean Karen McLaurin-Chesson.

In addition to consulting with professors, we have also sought the input of student activists, current concentrators in Ethnic Studies and African-American studies, and past participants from this GISP throughout the planning process.

6. Each student must submit an individual paper or other project to the faculty sponsor for evaluation, even if the GISP includes a joint project in which all members participate. In one or two paragraphs, describe the work to be submitted by each student for evaluation. Indicate the proposed nature and length of the work.

Evaluation will be based on the following criteria:

1. Attendance: Attendance will be mandatory.
2. Class participation: All students will lead at least one class meeting, having prepared beforehand a list of questions to facilitate discussion. All students will be expected to complete the readings for each week and to contribute to the weekly discussions.
3. Mid-Semester Assignment: Students will write a 5-7 page critical essay analyzing any one of Brown's institutions, while incorporating any of the themes studied: identity politics, coalitional politics, institutional change, etc. This assignment will take a critical look at a Brown institution, using the scholarly sources we have read and other scholarly sources as means for understanding and analyzing—in this way, it will be a critical research paper. ✓
4. Proposals for Final Project: a 2-3-page proposal for the final project. Students should have a well developed project so that the group can critically assess its feasibility.
5. Final project: Each student will complete a final project focusing on her/his understanding of the relationship between Third World activism at Brown and its relationship to institutional change. Each student will also complete a final individual assignment if they participated in a

group final project. The final project, if group or individual, will have a scholarly, research component for all participants (see below for specifications). The final projects will be due by May 16.

The work submitted by each student will consist of the mid-semester assignment and the final project (with an individual project as well if the final project is a group one). As concrete products of the GISP, the projects will draw on the knowledge gained from research and analysis of the semester's readings, discussions, and film screenings. The final group or individual projects will provide insight or be supportive of activism at Brown and/or the Providence Community. While the output of this final project will depend on the nature of the work and development with a faculty advisor, current possibilities for projects include scholarly research papers (each 10-15 pages in length), a documentary (one hour in length), or a comprehensive website. In the case of final group projects or individual projects that are not research papers, each member of the group or the individual will also write a 5-7 page personal analysis of the issue, providing personal views on the issue addressed—the analysis must be supported by scholarly sources, as in any research paper.

The individual projects will focus in greater detail on one of the subtopics studied, or they will synthesize and communicate the knowledge gained from several interrelated subtopics. Possible topics for the final project are: the development of a new “diversity” workshop or video for the whole student body during orientation, the history and current state of Ethnic Studies at higher learning institutions, the existence and evolution of past and present student groups—with particular attention paid to the type of work and activities done by said group, the history of interactions between campus and community groups in Providence, an oral and written history of past third world activists at Brown, etc. During the final weeks of the GISP, each student will present her/his individual project to the group in a 20-30 minute oral presentation or as a film screening. The projects will serve as resources to enlighten and educate others and potential groups on campus in regard to the topics studied and, specifically, Third World activism and institutional change.

7. Which students are the principal authors of this proposal? What was the role of the other students and the faculty sponsor in the planning of this GISP?

This GISP was written as a collaborative effort. The principle authors include: Amit Sarin '03, Miyo Tubridy '04, Zoraida Najarro '03.

However, other participants also played important roles. All of the students took part in compiling resources, meeting with faculty sponsors for advice and criticism, and structuring the GISP. After extensive discussion of topics and formats, participants unanimously agreed upon the final proposal. Faculty sponsors played an integral role in the planning process of this GISP. They provided critical advice, key resources, and institutional support. By presenting the proposal to various faculty members throughout the process, participants received helpful criticism to further develop the GISP.