

11/13/89

**DRAFT PROPOSAL: MALCOLM X SUMMER SCHOOL**

This is being written as a general thought piece about a potential summer school to be organized by the Malcolm X Work Group in conjunction with Africana Studies at SUNY. So, this in effect will be a joint **CUNY-SUNY** effort. The whole point of this thought piece is to basically get down the main ideas so that the relevant parties can think about it and we can come to some conclusion as it seems fairly important to have something in place by the beginning of the next calendar year, either this project or something similar that would achieve the same objectives. So, this memo or thought piece will basically be run down in outline form covering twelve basic points.

Point No. 1. Objectives of the Summer School:

a, Intensive study of Malcolm X: One of the main features of the summer school will be an opportunity for people to spend three weeks in an intensive, one might even call it total immersion, program in the thought and activity and legacy of Malcolm X. In general it will be assumed that the people who come to the summer school will be familiar with **Malcolm X** and will minimally have read the Autobiography of Malcolm X and Malcolm X Speaks. It will also be assumed that the person will be at least a college junior or senior as of the fall or a graduate student at the Masters or **Ph.D.** level. The summer school will be organized on a fairly rigorous basis and therefore not only will people be asked to do the reading prior to coming to this summer school but will be expected to read material on a

daily basis as the intention will be to read the collective written or published work of Malcolm X.

b. Reproduce the Malcolmist Tendency in Black Studies:

This objective will be to establish Malcolm as a point of reference in the overall ideological orientation of Black Studies. This orientation involves linking theoretical concerns with practical concerns, linking campus activities with community service programs, and consciously employing the goal orientation of Black Liberation as a feature in the career orientation of students who take Black Studies courses as well as the professional lives of Black Studies professional staff.

c. Building Interest in 1990 Conference: This objective is to use the summer school as the basis for organizers to help mobilize interest and participation in the conference being organized for 1990 at the Borough of Manhattan Community College.

Point No. 2. Basic Program: There will be four main aspects to the summer school to be carried out over a three-week period.

a. Malcolm Study: As stated above, the intention will be to read the collected works of Malcolm X. This includes the following: The Autobiography of Malcolm X, Malcolm X Speaks, **By Any Means Necessary**, The Speeches of Malcolm X at Harvard, The End of White World Supremacy, and The Last Speeches of Malcolm X. Of course, there are other materials included in anthologies and audio tapes that will be available for study as well.

b. Scholars for a Day: In the first and second weeks of the summer school, on four days of each week, a scholar will be

in residence to make a presentation and lead a discussion in a morning session and afternoon session covering their respective area of expertise. This will provide an opportunity for the summer school participants to go beyond the study of the Malcolm texts to the interpretive approaches and disciplinary perspectives of the scholars to be in residence.

c. **Films for Freedom:** The summer school will include an important focus on the films that document Malcolm X, the historical period of struggle in which he lived and worked and which reflects his legacy, as well as films concerned with Southern Africa, .

d. **Organizing Workshops:** Week number three will consist of three two-day workshops, three successive two-day workshops to deal with the objective of organizing interest and study of Malcolm in different contexts.

Point No. 3. **Schedule of the Day:** The following is the basic schedule for each day. There are ten points,

1. 7:00 to 8:30 - Breakfast
2. 8:30 to 9:30 - Malcolm Studies
- 3, 9:30 to 10:00 - Morning Coffee
4. 10:00 to 12:00- Session I
5. 12:00 to 2:00 - Lunch, Nap, Read
6. 2:00 to 4:00 - Session I I
7. 4:00 to 5:00 - Tea Time
8. 5:00 to 7:30 - Dinner ,
9. 7:30 to 10:00 - Evening Program
10. 10:00 p.m. to 7:00 a.m. - Personal Time

Point No. 4. Malcolm Study: The study of Malcolm X will involve reading the work and in dealing with several basic questions. In general, we are interested in charting the evolution of Malcolm's thinking, isolating the central questions that he dealt with and the answer that he chose in the context of all the other answers that were being presented in the movement in general. We are interested in Malcolm not so much as the source of a systematic dogma of nationalist thought, but rather as a lightning rod of progressive ideological impulses current in the mid-60s of the Black Liberation Movement and the National Liberation Movements of the world. This summer school will focus on textual analysis by carefully reading all of the printed words of Malcolm X and on that basis or in that context, taking up the debate around what these words mean and alternative interpretations.

Point No. 5. Scholars of the Day: In a contest of the 22-day summer school, from the day the students arrive to the day that they leave, the following numbered days and scholars will be asked to participate. Note: This is a tentative list and is by way of example.

Day 2 - Abdul Alkalimat

Day 3 - James Cone, Union Theological Seminary

Day 5 - William Sales, Seton Hall University

Day 6 - Manning Marable, University of Colorado

Day 9 - Amiri Baraka, Rutgers University

Day 10 - Biodun Jeyifo, Cornell University

Day 12 - General Baker, United Auto Workers

Day 13 - David Abdullah, Oilfield Workers Trade Union of  
Trinidad

Point No. 6. Films: As stated above, the **films** will be organized on a weekly basis to be shown on Tuesday evening, Thursday evening, with optional films being shown on the two Sundays, 8th and 15th days of the summer school. On days **3** and **5** in the evening, those 2 1/2 hour sessions will constitute **5** hours of film and video on Malcolm **X**. The next week, on days 10 and 12 we will show films of the high points of U.S. struggle. On day 10, films concerning the SNCC, the Panthers, and the Congress of African People, and day **12**, "Finally Got The News," "Bush Mama," and the film of the African Liberation Day 1972, called "Breaking The Chains of Oppression." On the first Sunday, which generally will be a free day, we'll have an all-day screening of "Eyes on the Prize," showing all segments, giving people a full review of what was happening in the 60s from the Civil Rights perspective. On day 15, that Sunday, there will be an optional, all-day film festival of Third World revolutionary films; **for** example, "The Battle of Algiers," a film from China, such as "The Red Detachment of **Women**," perhaps a **film** on the Russian Revolution, and a film on the Cuban Revolution, and then finally on days **17** and **19**, there **will** be a two-day film festival on the revolutionary struggle in South Africa, beginning with "Generations of Resistance" and including recent documentaries of the Trade Union Movement and the Black Consciousness Movement and the United Democratic Front along with video of recent television coverage concerning the release of Walter Sisulu and other leaders of the

revolutionary struggle.

Point No. 7. Organizing Workshops: In the third week of the summer school, days 16 and 17 will concern campus organizing with the first day being focused on the Black Studies unit and day 17 focusing on the student movement. For Black Studies, we will invite Professor Ronald Bailey of Northeastern University in Boston to come down and lead that discussion, and for the students, we will invite the Progressive Student Network, D. C. SCAR, and Latino and African-American students from Stony Brook. The next two days of the third week will focus on organizing the community. The first day will focus on the organizing of basic community units, community center, housing project, etc. and for that we will ask people like Jitu Weusi and Elombe Braithé to come. The second day, the 19th, will focus on the media and mass communication and for that we'll ask Rosemary Mealy and Sam Anderson to come. The final two days of the third week, that is, the Friday and Saturday, days 20 and 21, the focus will be on workplace organizing and for that we will ask Bill Fletcher and someone from New York to come and lead that two-day discussion.

Point No. 8. Special Events: The first two Saturdays of the overall summer school will involve special events. On day 7, the first Saturday, there will be an organized trip to New York, for which we need a bus. The first stop will involve a visit to the Malcolm X gravesite, then on to the Schomburg, then lunch in Harlem, then to the Studio Museum, the Liberation Bookstore, a dinner sponsored by a local church, preferably a Mosque, and then on to Amiri Baraka's nightclub, Kimako's Blues People, for a

Saturday night bash and then back to Stony Brook in the wee hours of the morning. On the second Saturday, which would be day 14, there will be a barbecue/beach party with sound system, Conga drums, and some kind of exciting libation.

Point No. 9. The general call for this summer school and the application process should begin in January so that it can be distributed on a mass basis during the activities of February and be fit into the budgets of local programs and students. The application process should involve not only a standard information sheet and financial deposit (with the full amount being due before arriving or at the time of arriving as a basis for checking into the university) but should also include a short essay on why the person would like to engage in an intensive study of Malcolm X for three weeks at the summer school.

Point No. 10. After accepting the person's application essay and deposit, an acceptance package should be mailed. This acceptance package should include the reading list, a detailed schedule, forms for special food needs, health and insurance. It should include a list of things to bring, a general map on how to get to the school site and travel instructions. Finally, the acceptance package should include a questionnaire **that** would have two parts--the first part being a more detailed questionnaire about the person attending and part two would included a detailed research questionnaire about their campus or community and organizational activities. The first part, of course, **will** enable us to better design the summer school, and the second part will assist us in the programmatic orientation of week 3, which

is on how to organize.

Point No. 11. Arrival Packet: The registration for the conference, which would be set up on day 1, which would be a Sunday, should be set up not only to receive the enrolling students but to have them informed with the packet, guided to their room by a local host, and warmly welcomed as a group in the evening with a welcoming reception. The arrival packet should include detailed maps and time schedules, a revised schedule of any changes in personnel or movies, a phone list, a list of all the participants in the summer school, a name tag to be worn for the three weeks, and a list of local resources that they might find useful.

Point No. 12. Budget: In general, the budget has to be thought of as coming about 90% from the tuition of the summer school and the other 10% coming from **the** International Conference on Malcolm X as based in our CUNY office. In other words, the office we have has to generate the announcement of the summer school and the initial material and process the applications; whereas, the actual cost of the summer school itself will have to be borne by tuition. It is estimated that for the tuition we need \$1,500. The cost of a room per week is \$135 with linen; the catch here is there is no air conditioning, The cost of meals is approximately \$17 per day for three meals. All of this is in Kelly Quad. The total cost of room and board for one person is \$745; if we have 30 people, it's \$22,350,; if we have 50 people, it is \$37,250, We would hope to have an option of giving three hours credit. The cost for this is \$135 for residents of the

State of New York and \$396 for out-of-state students. In general what this means is that actual cost for the student from New York, and this is with the added factor of \$200 to cover all of their expenses, is \$1,080, leaving \$420 for the summer **school**, otherwise, and for out-of-state students, it is \$1,341, leaving the school \$159. What this means is that if we have 30 students, we will have, over and above the cost, of between \$4,770 and \$12,600, and if we have 50 students, it will be between \$7,950 and \$21,000. It is clear that we would have to have a large number of in-state students and we would have to minimize the number of students that we give scholarships to in order to raise **a sufficient** amount of money. Over and above the cost of room and board, the credit course that will be paid to the university, and general costs of renting of trucks and renting of films, we would see the following expenditures necessary: for honoraria, for the people coming in, the cost of them coming in, etc.: \$10,000; grant to the **AFS** Program at SUNY to offset expenditures for the summer school: \$2,500 (that is a minimum); and for the Cooperative Research Network **Office** in CUNY and the planning of our fall conference: \$5,000. Now, this equals \$17,500 over and above room and board, credit, and the general costs as indicated. So, what we are talking about is an overall budget of approximately \$70,000, all of which, or the vast amount of which would be raised through student-paid tuition. Now it is assumed that we would hope the student would pay half and they would get their university to **pay half**. Part of what we have to do in raising funds for the conference is to seek money even from corporate or

private sources that would give us scholarship money and that we could use to provide students with that extra material incentive to attend the summer school.

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