

BUNCHE

Ralph J. Bunche Center for African American Studies at UCLA

REVIEW

Volume 4

2004-2005



Christopher Edley's 2005 Thurgood Marshall Lecture and more . . .

RESEARCH

Established as an organized research unit (ORU) in 1969, the UCLA Ralph J. Bunche Center for African American Studies has a primary commitment to undertake and sponsor research which enhances our understanding of the history, lifestyles, material conditions, and socio-cultural experiences of women and men of African descent in the Americas, and in the Diaspora.

Hollywood and Race Retreat

On June 10, 2005 the Bunche Center hosted an all-day retreat that explored strategies for overcoming barriers to increased diversity in the Hollywood entertainment industry. A follow-up to last year's Diversifying Hollywood symposium (chaired by Congresswoman Diane E. Watson), the retreat featured a frank discussion of research from the Center's on-going Prime Time in Black and White research project and the experiences and insights of twenty-six representatives from the media industry (e.g., executives, writers, actors, producers), employment guilds, regulatory agencies, and advocacy groups. The retreat was organized and led by Bunche Center Visiting Scholar L.S. Kim, Professor Russell Robinson, Professor Kimberle Crenshaw, and Professor Darnell Hunt.

The morning session focused on employment access issues, while the afternoon session devoted more time to considering the impact that these issues have on the way people of color are ultimately portrayed in the media. Out of the meeting came an agreement from the participants to continue working together as a group to think through these issues. Plans are currently underway to establish a Bunche-Center-based workgroup devoted to continuing the dialogue. The group would meet once a quarter during the 2005-2006 academic year (i.e., 3 times) to continuing sharing insights and developing a model for an industry diversity ideal. The next steps would include identifying best practices for achieving the ideal and developing strategies for implementation.

College Access Project for African Americans (CAPAA)

The College Access Project for African Americans (CAPAA) is a five-year, Ford Foundation-funded study of the crisis confronting black students in the college admissions game. The \$700,000 grant for the project was awarded in 2002. Despite

diligent efforts from many quarters to provide the public with information regarding African American access (or lack thereof), there continues to be serious data and analytical gaps that constrain our ability to understand how various factors work in concert to impact African American access to the University of California (UC) system, particularly to the most competitive campuses. CAPAA researchers continued to work toward closing this gap in year-3 of the project by supporting two research initiatives through its mini-grant competition. The first supported project will study how the language of merit and access shapes the public's perceptions about which students are worthy of admission to college; the second will fund research that documents the positive societal benefits associated with increasing diversity on our college campuses. The CAPAA team also began a systematic study of admissions data from throughout the UC system in efforts to make sense of anecdotal reports indicating that highly competitive African American students have been turned down by certain campuses, despite the alarming decline in black admissions to those campuses in recent years. The CAPAA team also concluded work on a new Bunche Research Report that is scheduled for release this fall.

Institute of American Cultures (IAC)

Each year the IAC, an administrative entity composed of UCLA's four ethnic studies centers, with oversight from the UCLA Graduate Division, sponsors a competitive fellowship and grant program to support research by faculty, visiting post-doctoral scholars, and graduate students.

IAC Award Recipients 2005-2006

Postdoctoral Fellow:

Jinny Huh, University of Southern California

Pre-Doctoral Fellow:

Brigitta Johnson, Ethnomusicology

Student Awards:

Nakisha Nesmith, Ethnomusicology
Katherine Smith, World Arts and Cultures
Dennis Tyler, English

Faculty/Staff Awards:

Michael Stoll, Public Policy

Summer Humanities Institute

The Summer Humanities Institute (SHI) is designed to provide intense training in humanities scholarship to students primarily from Historically Black Colleges and Universities (HBCUs). SHI is designed to prepare students for study at the graduate level. This year we welcomed ten undergraduates from the following schools:

Bluefield State College
Delaware State College
Florida Agricultural & Mechanical University
Florida International University
Lincoln University
Morehouse College
North Carolina Agricultural & Technical State University
Tennessee State University
Winston-Salem State University

L.S. Kim



L.S. Kim is an Assistant Professor in the Department of Film and Digital Media at the University of California, Santa Cruz. She has spent the AY 2004-2005 as a Visiting Scholar sponsored by the UCLA Institute of American Cultures, and hosted by the Ralph J. Bunche Center for African American Studies. She is currently finishing a book entitled, *Maid in Color: The Figure of the Racialized Domestic in American Television*, which examines servants of color as they are imagined and articulated on television. This project forges a comparative, inter-ethnic analysis of women of color within the frame of whiteness and the idealized middle-class family, seeking a deeper exploration of race relations, social values, political and legal structures/strictures, the economy, and cultural expression. In the Spring Quarter, Professor Kim helped to organize a special Bunche Center gathering on the topic of Race and Hollywood.

Race and Democracy in the Americas Project

The National Conference of Black Political Scientists (NCOBPS) established the Race and Democracy in the Americas Project in 1998. In 2005, the Bunche Center was selected by the organization as the initiative's new headquarters. The primary goal of the project is to stimulate and influence the scholarly study and discussion of race and racial constructions in the Americas (with an initial emphasis on the United States and Brazil).

Specific project aims include the following:

1. To facilitate collaborative, cross-national, interdisciplinary research on race in the Americas
2. To create educational opportunities and cultural exchange opportunities for

students and young scholars of African descent

3. To foster dialogue between the academic community and participants in the policy process, particularly on questions of race, democracy, and public policy in the Americas

4. To devise methodology and language training workshops

The project is managed by Professor Mark Sawyer, who is affiliated with the Bunche Center and in the Department of Political Science.

Black Los Angeles Project: An Update

The Bunche Center's effort to develop a comprehensive research program, database and multi-media resource on the Black past, present and future of Los Angeles moved into a new phase in 2005. Last spring,

members of the Bunche Center Community Advisory Board were organized into five thematic working groups in order to work, in conjunction with Center-affiliated scholars, on outlining key research studies that will serve as the foundation of a definitive 15-chapter volume on Black life, history, and culture in Los Angeles.

The themes include:

1. Political Participation
2. Religious Life
3. Cultural Production
4. Social Justice
5. Communities

Over the next 9 months, the working group will identify specific questions for each of the thematic areas. Anyone interested in contributing to the project should visit our website at www.bunchecenter.ucla.edu.



John Trasvina

Western Regional Director

U.S. Commission on Civil Rights

"Civil Rights in a Changing California: Researching to Fight Discrimination"

Discussion held on April 7, 2005

DEGREE PROGRAMS IN AFRO-AMERICAN STUDIES

Dr. Brenda Stevenson (History) continued as Chair of the IDP. During the Academic Year 2004-2005, the IDP consisted of 77 B.A. majors, 64 B.A. minors and 20 graduate students, for a total of 161 students.

Undergraduate Achievements

Detrice Jones, one of our undergraduates, published a short story in the anthology, *The Cocaine Chronicles*. The anthology is the brainchild of UCLA lecturer and award-winning author, Jervey Tervalon and his associate, Gary Phillips. It was published in April 2005. Detrice was a student in Mr. Tervalon's Creative Non-Fiction course at UCLA.

Nashaun Neal has been accepted into the UCLA Law School.

Casey Hunter and Micha Dalton attended the University of the West Indies in Barbados as part of the Education Abroad Program.

Graduate Program

The two-year M.A. Program in Afro-American Studies continues to attract a wide range of top young graduate level scholars who wish to ground themselves in key theoretical issues regarding African Americans and the Diaspora. At least three of the 2005 graduating cohort have gone on to Ph.D. programs, with the others entering the work force, including teaching positions at colleges and universities.

Interdisciplinary Focus

From a pedagogical standpoint, one of the major strengths of the IDP continues to be its interdisciplinary, inter-departmental approach to education. As the world becomes an increasingly inter-connected place, students need training that will equip them to analyze and negotiate across many kinds of boundaries: geographical, social,

political, educational, and economic. IDP-trained students develop critical thinking skills that allow them to analyze African American issues and situate them within the matrix of global concerns.

Program Administration

In order to facilitate the admissions process, Chair Dr. Brenda Stevenson maintains an IDP Admissions and Awards Committee, composed of affiliated faculty. This group formally reviews files of students seeking admission to the Program and makes recommendations for admissions and awards to the Graduate Division. To strengthen and facilitate interaction between the IDP and students, the Program has also reestablished the Afro-American Studies Student Association.

THURGOOD MARSHALL LECTURE on LAW & HUMAN RIGHTS



CHRISTOPHER EDLEY, Jr.

April 21, 2005

Let me try to, in compressed form, talk to you about what I wanted to say. The first chapter is about the challenge that we face. Secondly, I want to drill down a little more deeply specifically with respect to K-12 education, and the third concerns our role. By “our role,” I mean those of us who are in or who support great universities in America.

Chapter 1: The Challenge. Well, let me just do this by anecdote. I worked in the first couple of years in the Clinton White House and then returned to Cambridge to try to address the footnote deficit that afflicts Western civilization. Somebody has to do it. But I was summoned back in February of '97 to a meeting in the West Wing when a group of the senior White House staff were having a meeting and the then deputy chief of staff introduced the meeting by saying that during the 1996 election campaign, Bill Clinton had gone around the country talking about wanting to build a bridge to the 21st century and he kept repeating that verbal formula.

So there was a meeting and the challenge for the group was to try and address this question of “What does it mean to be one America and as a leader, not just president, but as a leader in whatever community or institution you are in, what can, what should one do to try to create one America?” Now, the group there in the meeting in the West Wing...we argued for several weeks about what Clinton might do. And finally began the beginning of Clinton's so-called “race initiative.” He appointed an advisory board chaired by the eminent historian John Hope Franklin to lead this race initiative. In meeting with that group in early June of that year, six or seven of them sitting in the Oval Office with the president and the vice president, plus me there as designated schmoozer, Clinton turned to the wingback chair next to

him that Al Gore was sitting in and said, “I've sat in this office with leaders from countries around the world who preside over societies in which tens of thousands of people are murdered every month because of racial, tribal, religious differences and those leaders look to America, look at our diversity, and they're amazed at our ability to hold it together.”

“Now you know and I know,” said Clinton to this group, “that of course the reality in America is far more complicated than that. But the truth is we're doing a bad job of dealing with our racial and ethnic differences. And as our population becomes more diverse, the danger created by our inability to deal with difference is mounting.” And then he launched into what I call his apocalyptic Bosnia scenario. He talked about Bosnia and Rwanda and the Middle East and Northern Ireland, and he said, “It would be hubris for us to think that somehow America can escape the pattern we've seen in so many countries in human history throughout the world. The single-most important challenge facing us as we move to the 21st century,” Clinton said, “is the problem of dealing with racial and ethnic difference because the social and economic divides between us, the divisions and misunderstanding and mistrust threaten to ruin America as we know it. Maybe not next summer, maybe not the summer after that, but certainly within a generation, unless we do a better job of this.” And he concluded by saying, “I firmly believe as a president trying to exercise stewardship over the country, as the first president of the 21st century, that if we can handle this problem, all the other challenges facing America...we can take care of those.”

It's 50 years after *Brown v. Board* and our schools and communities are still, for the most part, segregated. Race is harder than rocket science. Whatever kind of leader you are, even if you're Bill Clinton, America's first Black president, it's harder than rocket science. So I just want to set up the question for you...if you wish to lead on this issue, how do you do it? How do you do it? So when it came to designing the race initiative, I found myself in the peculiar position in the West Wing of saying, “Forget about housing policy. Forget about poverty. The question is...” I mean, because that's the easy part, the easy part is to suggest ways to improve housing for the poor or to suggest ways to improve reading for fourth graders. The hard part is building a moral and political consensus to put into practice those policy

ideas we have some confidence in. And we can't build that moral and political consensus unless we know how to build bridges that will connect people across lines of class and color. So, ironically, in other words, I think the binding constraint in many circumstances, or in our ability to make progress, is not that we lack for ideas in the policy realm, but that we lack first, strategies in the realm of community building, of values, of knitting people together. And in that realm, I genuinely believe, we're impoverished. We haven't devoted enough intellectual energy to asking the question of how you persuade people whose values are different.

Let me move to Chapter 2. I want to talk a little bit about what, for my money, is perhaps the single most important challenge facing the civil rights struggle, the struggle for racial and ethnic justice, for human rights in America, and that concerns the quality of K-12 education. And the way I want to do this is, I have four basic headlines and for each headline, I'm going to describe a danger that I see, and then some kind of possibility for a way forward, for those of us who care about racial and ethnic justice. The headlines are: Appomattox Redux; *Plessy v. Ferguson* After All; Bull Connor is Dead; and Science vs. Hope.

Appomattox Redux – well here's the danger. The danger is that in domestic matters, states rights always threaten to trump collective national aspirations and racial justice has been a flashpoint. Its arc has bent towards national leadership. But in education, localism reigns supreme, or at least, it tries to. We have 15,000 plus school boards, for the most part, composed of civic minded amateurs who find themselves struggling with one of the most complex social and economic problems facing the nation. And yet, we pursue localism. We have a national economy, but we depend largely on local financing of schools. And given our segregation by race and class, that's a prescription for inequality. A prescription, I would argue, we can no longer afford to take. That's the question – given the imperatives of national prosperity, tranquility, avoiding the apocalyptic Bosnia scenario, given the imperatives of justice– how can we refashion the anachronism in education that strikes the right balance between local participation on the one hand, and national aspirations for opportunity on the other?

All right, number two, *Plessy v. Ferguson*, After All. For the non-lawyers among you, *Plessy v. Ferguson* is the Supreme Court case

2005 SPEAKER: CHRISTOPHER EDLEY

that was overturned by *Brown v. Board of Education*. So *Plessy v. Ferguson* stands for the proposition of separate but equal. That segregation is all right, provided there is equality in the provision of resources, which there never was. So what's happened 50 years after *Brown*? Well the truth is that [after] *Brown*, [despite "with] all deliberate speed", the Supreme Court basically did nothing for 10 years. And then for a few years, the Supreme Court, supported by the Congress, supported by the executive branch, moved actively to try to desegregate schools, at least in the South. But after 3 or 4 years, the Nixon administration changed direction, and a couple of years after that Congress changed direction, and 15 years after that the Supreme Court changed direction. And starting in the mid-1980s, segregation, which had been declining for African American students, started climbing again. So that today in America, schools are as segregated as they were in 1972. First of all, I have to say that my own view is that equity band-aids, be they charter schools or categorical grant programs, won't suffice in the face of massive social forces and entrenched institutions. The better strategy, I think, is to design interventions that have some hope of transforming state and local politics around opportunity. [We must devise strategies that have] the effect of changing the politics of education in states and communities around the country with the hope that over time, changed politics will redirect billions upon billions upon billions in resources, far more than the federal government could accomplish by writing a check in a categorical program.

Bull Connor is Dead. The danger here of course is that Americans believe that racism is dead. They deny the evidence of continuing levels of discrimination. The social science evidence is quite clear. Recent developments in cognitive science on the phenomenon of implicit bias demonstrate that everybody in this room harbors at a subconscious level, preconceptions colored by race, by gender, by age that affect our behavior. We may not be aware of it. As teachers, when we call on somebody and ask them a question and puzzle over whether there was a nugget of insight in what the student said, that quick judgment is influenced at a subconscious level by the way we have been socialized to think about race, and that's true whether you're white or not. It's powerful stuff. That's why it's harder than rocket science. But in thinking that Bull Connor is dead, America wants to move beyond that discussion.

In the racial and ethnic justice movement, we are in danger because we have ceded the values terrain to the other side. One possibility here in addition to trying to reclaim the values terrain, one possibility is to recognize that in moving forward, we must not only renovate the anti-discrimination paradigm in civil rights, but we must augment that, we must supplement that with some new strategies that don't necessarily involve moral blameworthiness. That don't necessarily involve identifying discrimination, but instead, as we do in environmental regulation, look at outcomes and ask, "What do we need to do to construct greater opportunity for those who lack it?"

Fourth, Science vs. Hope. Well, here's the difficulty. In education particularly, the state of the social science evidence is dismal. There's not enough research. It's exceedingly rare to find a study on program effectiveness in education that demonstrates an effect more than one or two tenths of a standard deviation. Society is so complicated, the data is so poor, the inability to do randomized control trials, all of these things confound the ability of scientists to do what they feel confident as characterizing as scientific proof that X is true and that Y is false. They want 98 percent confidence about their assertions.



Director Darnell Hunt and former directors Richard Yarborough, M. Belinda Tucker, and Robert Singleton at the Thurgood Marshall dinner

So we have this divide between what constitutes evidence, between the world of science on one hand and the world of "it's good enough for government" work on the other. Part of the difficulty therefore is to get people who are experts to walk across the bridge between these two worlds, the world of ideas and research and the world of action. [T]he nation's investment in education research, in R&D, is less than 1 percent. Now I have to tell you, if you had stock in a company or in an industry that

was spending less than 1 percent on R&D, you would sell the stock, you would just get out of that. You wouldn't buy stock in a pharmaceutical company that was only spending 1 percent on R&D. But here is education, arguably the most vital industry in the nation, and we starve it for research [funds] so that we can[not] get some idea of what to do.

Which finally brings me to Chapter 3. So here we are, we're in the university setting or we support universities. I never had any interest in being a law school dean. This is a ridiculous job. The best job, I mean ask the law faculty here...the best job is to be a tenured professor and being the dean is like being a fire hydrant...adjacent to a kennel. So the first three times the search committee called me to see if I'd be interested, I said no, I'm too smart for that. But then I had some open-heart surgery and they caught me in a moment of weakness and I was on drugs or something, so I agreed to come out and talk to the search committee. The first question they asked me is, "So, why do you think you might be interested in being dean?" and I said, "I don't think I am." But then the second question they asked me is, "What do you think is distinctive about the mission of a great public law school?" and I said, "Great question. Haven't thought about that. Never been at one, never wanted to be at one. Does the faculty think there is something special about the mission?" And they said, "Yes, absolutely, but we're not sure what it is."

I must have mumbled something relatively coherent because here I am, but here's the way I put it together now. Any way to think about it is certainly...let's just stipulate the part about excellence in teaching, and training. Excellence, which, of course, I don't need to tell you folks, entails exclusivity. And let's just stipulate the part about excellence in research and the production of knowledge, although I could say a lot about the distinctive and important ways which we could pursue that. But with respect to those two things – excellence in the teaching and excellence in the research, I think the dean at Harvard could give that speech too. The real distinctiveness it seems to me, comes in that third part, which is about harnessing our excellence in training leaders and our excellence in the production of knowledge, harnessing that excellence to be deeply engaged in tackling the toughest, most important problems that are facing the society in both the private sector and the public sector. Of

EVENTS

doing that, of being engaged with an intentionality that private universities usually just don't muster. Sure they make contributions, but it's kind of happenstance; it's kind of random. So what I'm suggesting is that as public institutions, we have both an opportunity and a duty to harness our excellence to make a difference. Which means that as we struggle to produce the intellectual capital that will make a difference, we have to be relentlessly collaborative across disciplinary lines, across professional lines.

[I]f we're going to make progress, if we're going to build consensus – moral and political consensus, not just the policy ideas, but the moral and political consensus to put them into action – it requires not just choir practice, but missionary practice. It requires practice in engaging people whose experiences and whose values are different from your own. And it's hard to do, remember it's harder than rocket science. It's hard to do. It's one of the things we ought to be doing at a great university. Teaching people how to be missionaries, how to reach across divisions of experience, of values. I'm not quite sure about how it all should happen, but I do have one thought, one idea, and that is that when you enter into that engagement, you should search for that kernel of truth in what the other side is saying. Like being a good lawyer preparing for an oral argument, trying to find the weakest part of your case in the strongest part of your opponent's case. You must search for the kernel of truth in what the other side is saying because then you will be in a position to insist that they do the same toward you. And that is the beginning of building a bridge. Thank you so much for letting me speak with you tonight.



**Christopher Edley with Priscilla Ocen
and Peter Carr, IV
(2005-06 Co-Chairs of BALSAs)**

10/13/04	Bunche Center Open House and Convocation
10/20/04	<i>A Tribute to Black Poetry Day</i>
11/05/04	Bunche Center Authors' Series featuring Paula Woods
10/17/04	<i>Chicago Poets in Los Angeles: Haki R. Madhubuti and Kelly Norman-Ellis</i> , co-sponsored with the Los Angeles Black Book Expo
10/08/04	<i>Encounters between Blacks and Nisei in the Postwar Era</i> , a discussion featuring Dr. Greg Robinson, co-sponsored with the UCLA Asian American Studies Center
12/03/04	Bunche Center Authors' Series featuring Lonnie White
01/10/05	<i>Black Belt, Bruce Leroy's Kung-Fu Theater: "Berry Gordy's The Last Dragon"</i> film screening and discussion with actor and martial artist Taimak and director and producer Warrington Hudlin, co-sponsored by the Santa Monica Museum of Art and UCLA Asian American Studies Center
01/21/05	Bunche Center Authors' Series featuring Dr. Maureen Mahon
02/11/05	Bunche Center Authors' Series featuring Dr. Darnell M. Hunt
02/11/05	<i>Can't Stop Won't Stop: The History of a Hip-hop Generation</i> , a book signing with author Jeff Chang, co-sponsored with the American Indian Student Association, Asian American Studies Center, Asian Pacific Coalition, Chicano Studies Research Center, Department of World Arts and Cultures, MEChA de UCLA, Samahang Pilipino and Vietnamese Student Union
02/23/05	UCLA Afro-American Studies Interdepartmental Program 30 th Anniversary with keynote speaker Mr. Danny Bakewell
02/23/05	"African Blood" and "Forgotten Root" film screenings and discussion
03/17/05	NAACP Hollywood Bureau Diversity Symposium: <i>Image is Everything (The Business of Marketing and Sales of Minority Images in Film & Television)</i> featuring panelists Dr. Darnell M. Hunt and Dr. Russell Robinson
04/07/05	<i>Civil Rights in a Changing California: Researching to Fight Discrimination</i> , a discussion featuring John Trasvina, co-sponsored with the UCLA Ralph and Goldy Lewis Center for Regional Policy Studies, UCLA Native Nations Law and Policy Center, UCLA Chicano Studies Research Center and UCLA Asian American Studies Center
04/15/05	<i>Talking Diaspora: Doing Ethnographic Fieldwork on Afro-Mexico</i> , a discussion featuring Dr. Bobby Vaughn, co-sponsored with UCLA Chicano Studies Research Center, UCLA Department of History and UCLA Oral History Program James V. Mink Lecture Fund (Spring Oral History Lecture Series)
04/21/05	Christopher Edley, Jr., Dean, UC Berkeley School of Law (BOALT), discussion co-sponsored with the UCLA School of Law
04/28/05	Bunche Center Authors' Series featuring Dr. Douglas Flamming
05/6/05	Bunche Center Authors' Series featuring Dr. Gail E. Wyatt
05/18/05	"500 Years Later" film screening and discussion, co-sponsored with the African Student Union and James S. Coleman African Studies Center
05/20/05	<i>Oh Yes They Can: Young African Male Athletes, Localized Perceptions of Athletic Ability</i> , a discussion featuring Professor Reuben A. Buford May, co-sponsored with the UCLA Department of Sociology (Irene Flecknoe Ross Lecture Series)
05/31/05	<i>Love and Marriage in Antebellum African American Culture</i> , a discussion featuring Frances Smith Foster, co-sponsored with the Department of English, Center for the Study of Women, Department of History and American Research Colloquium
06/03/05	Bunche Center Authors' Series featuring Andrew Apter
06/10/05	<i>Hollywood and Race Retreat</i> , an all-day retreat to discuss strategies for increasing diversity in Hollywood

EVENTS cont'd / BUNCHE CENTER IN THE NEWS

CIRCLE OF THOUGHT

10/22/04

Paul Von Blum, Senior Lecturer, Interdepartmental Studies in Afro-American Studies, UCLA, *African American Political Cartoons and Comics*

11/19/04

Reginald Chapple, Executive Director, Dunbar Economic Development Corporation, Doctoral Candidate, Department of Anthropology, UCLA, *Black Festivals in the Leimert Park Village*

04/08/05

Daniel Widener, Assistant Professor, Department of History, University of California, San Diego, *They Did Not Like White People Very Much: Black Narratives of the Korean War*

05/13/05

Scot Brown, Assistant Professor, Department of History, UCLA, *Pedagogy of the Funk: Teachers, Students and Desegregation in Dayton, Ohio*

05/20/05

Willie Naulls, UCLA All-American, NBA All-Star, *Levitation's View: Lessons Voiced from an Extraordinary Journey*

The Bunche Center has worked throughout the year to enhance our relationship with all types of media representatives. As a result, the Center has been featured in numerous publications and media outlets, such as:

Associated Press

National Public Radio

UPI

KNX AM

KFWB AM

KJZZ FM

KJLH FM

KTLA-TV

KNBC-TV

Los Angeles Times

Los Angeles Watts Times

Los Angeles Wave Newspapers

Los Angeles Sentinel

La Opinion

Watts Star Review

Precinct Reporter

Washington Times

Local newspapers throughout the nation

Numerous local radio stations

UPDATES

CAAS PUBLICATIONS

The CAAS Publications unit oversees the editing, production, marketing, and sales of texts relevant to the culture and history of people of African descent.

Our latest publication is *Resistance, Dignity, and Pride: African American Artists in Los Angeles* by Paul Von Blum. This book is essential for any scholars of African American Art and Los Angeles History as well as those interested in visual culture and civil rights more generally. The price is \$25 + tax, shipping and handling. Cash, check or charge are accepted.

Check our website for order forms:
www.bunchecenter.ucla.edu

LIBRARY & MEDIA CENTER

The Ralph J. Bunche Center for African American Studies Library & Media Center (LMC) supports academic programs and research projects in African American Studies, and provides specialized reference, collection and information services on diverse aspects of African American life, history and culture in the Diaspora.

The Library and Media Center is open to the public Monday - Wednesday, 10am - 6pm.

FUNDRAISING & DEVELOPMENT

Development highlights are as follows:

A donor contributed \$5,000 towards the graduate research endowment fund that was established in 2000.

The fund raising dinner in April 2005 commemorated the 16th anniversary of the Thurgood Marshall Lecture series.



**Paula Woods- Book Signing
November 15, 2004**



**Daniel Widener - Circle of Thought
April 8, 2005**



**Douglas Flaming - Book Signing
April 28, 2005**

Bunche Review, Vol. 4 edited by Darnell Hunt

CENTER STAFF (2004-2005):

Darnell Hunt, Director; Mark Alleyne, Associate Director, Research; Jan Freeman, Management Services Officer; Veronica Benson, Financial Officer; Elmer Almer, Accounting Assistant; Alex Tucker, Special Projects & Development Coordinator; Maria Ligon, Front Office Manager, CAAS Publications; Raymond Guan, Tech Support; Lisbeth Gant-Britton, Student Affairs Officer; and Itibari Zulu, Librarian



**Ralph J. Bunche Center for African American Studies at UCLA
160 Haines Hall
Box 951545
Los Angeles, CA 90095-1545**

AA02

NON-PROFIT ORG.
U.S. POSTAGE
PAID
UCLA