

June 1, 1970

I. A RATIONALE FOR ETHNIC STUDIES:

Three elements are necessary in formulating a viable Ethnic Studies program at the University of Oregon: first, a clear conception of the kind of society in which we are educating people to function; second, a clear conception of the character of liberal higher education; and, third, the recognition of educational objectives and development of curricular patterns concerned with America's ethnic pluralism that are fully consistent with the first two conceptualizations.

We believe that the kind of society we want to bring about is one that is both inclusive and open. Such a renewed society is a single community with full membership for all, as reflected in the fact of equality of opportunity--but it is also characterized by a viable pluralism of ethnic group expression. In such a transformed society, there will be integration and assimilation as well as voluntary ethnic group expression with each man (of whatever color or creed or national origin) genuinely free to lose or maintain his ethnic sub-identity as he so chooses.

A liberal university must relate to the pressing social issues of the day and act as an informed and objective critic of society. It must also serve as an intellectual base for social reform, the "intellectual seedbed" for social change. The truly liberal university will strive to protect its character as an open forum in which critical assessments of society can take place, followed by the conceptual and empirical formulation of defensible strategies for change. In short, the university in a democratic society must operate so as to increase the quality and the amount of intellectual power that is indispensable to the effective functioning of a democratic community.

With specific reference to Ethnic Studies, we must indeed continue to devise improved curricular materials to help minority group students in their search for identity and to help whites correct their own distorted view of American socialization patterns. We must guard against the temptation to substitute new for old mythologies. And always, we must help students recognize that continuing satisfaction can come from their having acquired the technical and intellectual skills that will enable them to perform significant work or service with competence and confidence. Thus, in our view, Ethnic Studies should help lessen the gap between America's majority and minority populations and to break down the walls of ethnocentric prejudice and ignorance. The content materials designed for an Ethnic Studies Program should be studied and taught within a framework of rational discourse and reliable scholarship. Furthermore, the term "ethnic" should refer to what kinds of materials are being studied, not who is studying and who is teaching. All courses must be open to all students and should fit into fields where their substantive credibility and relevance can be clearly defended.

II. OBJECTIVES OF THE PROGRAM IN ETHNIC STUDIES:

(1) To enrich and liberalize the educational experiences of all students at the University by providing an opportunity for them to pursue academic studies relating to the various ethnic socialization patterns and cultural expressions that have contributed to the pluralistic quality of American life.

(2) To strengthen the function of "objective criticism" at the University of Oregon by enabling students to deal in an intellectually responsible manner with the social history of those minority groups which are still isolated from the mainstream of American society.

(3) To provide a set of learning experiences, heretofore neglected, which may also be of psychological value to student members of minority groups in their continuing quest for a viable sense of identity.

(4) To enlarge the pre-professional enrichment options of students preparing for employment in agencies or communities where they will encounter peoples from ethnic minorities.

(5) To provide a human relations laboratory where, in an atmosphere of serious open inquiry, students and faculty from various racial and ethnic groups can "work through" their respective biases and social antipathies, discover probable causes of those attitudes, and devise alternative strategies for resolving them in the interest of a more viable American community permeated by respectful human relationships.

III. CURRICULUM:

The curriculum for an Ethnic Studies Program cannot be finely detailed at this time. Much will depend on (1) the resources available to the program, (2) the availability of qualified and interested faculty, and (3) the recruitment of new faculty to serve in the program. Nevertheless basic generalization concerning the development of the course of instruction can be delineated.

To study the human experiences and aspirations of a people demands a maximum integration of knowledge. Such an attempt will fail if it is restricted by the confines of particular administrative categories, specialized disciplines, or the knowledge of a few individuals. Thus the curriculum of the Ethnic Studies Program will require interdisciplinary and interdepartmental collaboration of the highest order if it is to achieve excellence. Since the course content of the Program initially will focus primarily on the experience of Black Americans, Mexican Americans and Native Americans, it calls for offerings dealing at the least with history, economics, literature, languages, social and political organization and movements, socialization patterns and personality, ideology, art and music, religion, racism and oppression, field work, research and methodology.

Recommendations:

(a) That core courses for the program be established at the 100 and 200 levels to serve as an introduction to Ethnic Studies and also fulfill the group requirements. At the beginning level the course materials--while being interdisciplinary in content and perhaps in presentation--should also be inter-ethnic in focus. Thus a 100 level orientation course on "Ethnic Groups and the American Experience" conceivably would treat (1) the concept of ethnicity, (2) ethno-history, (3) race-relations, prejudice, racism and oppression, (4) life-styles, culture and social organizations, (5) inter-ethnic relations, and (6) contemporary movements and prospects.

*b) At the 200 level, course offerings should be multiplied but all should emphasize general topic coverage. The comparative treatment of Black, Mexican

American and Native American Literature, for example, would serve as a better introduction to Ethnic Studies than premature focus on the literature of one specific group. Likewise, a course on Race Relations or the Social-Psychology of Prejudice should deal with the experiences of various ethnic minorities rather than concentrate on one particular group.

A possible three-term sequence might include the following:

- 201--Ethnic Communities and American Institutions
(An introduction to ethnic group history dealing with institutional, political and social relationships with Anglo-Americans)
- 202--Identity and Race
(An introduction to social-psychological aspects of ethnicity, socialization patterns, the meaning of ethnic identity, concepts of self and group, racism and race relations)
- 203--Ethnic Cultural Expression
(An introduction to the literature, art, music, and other cultural expressions)

(c) Course offerings at the 300 and 400 levels ought to provide maximum flexibility and choice for students. This would mean general subject presentations as well as focus on specialized topics and group experience. Course offerings at the 400 level should provide the opportunity for independent study and for community or field studies on current problems using a variety of appropriate methodologies.

The question is, of course, what specific courses should be within the curriculum at these levels? This must always be a matter of inquiry and concern. Nevertheless we can illustrate possibilities from which a student may choose for an enrichment program, a certificate or a major, depending on the developments of the curriculum and the wishes of the students. (This is merely a hypothetical listing of offerings and should not be viewed as courses now in our catalog.)

100--Ethnic Groups and the American Experience

- 201--Ethnic Communities and American Institutions
- 202--Identity and Race
- 203--Ethnic Cultural Expression

- 300--Psychology of Prejudice
 - Principles of Ethnology
 - Ethnic Social and Political Movements
 - Culture and Personality
 - Native American Group Studies
 - Black Communities
 - Mexican American Communities

- 400--Field Research
 - Independent Study
 - Ethnomethodology
 - Inter-Ethnic Relations
 - The Third World and America

400--(cont'd)

Community Development
Cultural Economics
Ethnic Socialization Patterns
Chicano/Latino Political Thought
Native American Religion and Philosophy
Black Literature.

A survey of departments and schools made by the committee shows that the following courses in or related to Ethnic Studies are now being offered at the University of Oregon.

Anthropology--Race and Culture (414)

The American Indian (417, 418, 419)
Peoples of Africa (426, 427, 428)
Urban Africa (507)

Art--African Negro Art (407-507)

Community Service & Public Affairs--

Conflict Resolutions and Race Relations (407)
Orientation to Black America (407)
The Black American: Aspects of His Socialization (407)
Counseling of the Disadvantaged (407)
Black Community Politics (407)

Education--Poverty Solutions (407)

Alienated Youth Education (407)

English--Black Literature (407)

History--Afro-American History (221, 222, 223)

The Negro in American History (472)

Music--Social Implications of Afro-American Dance (407)

Political Science--Black Community Politics (407)

African Politics (407/507)
Latin-American Politics (463, 464)

Psychology--Prejudice (407)

Human Conflict and Accordance (440)
Social Psychology (437)

Sociology--Ghettos, Black and White (407)

Mexican American Culture (407)
Sociology of Race Relations (445)

Speech--Rhetoric of Racial Revolt (507)

Rhetoric of Black Power (507)
Black Theatre (507)

The listing, though incomplete, indicates that while a number of courses are being offered, very few are at the 100, 200, or 300 levels. Few serve the functions of general orientation. Moreover, the offerings tend to be deficient in a number of respects, for example, in treating Native American and Mexican-American experience.

IV. ORGANIZATION

(1) We recommend that a Director of Ethnic Studies be appointed for the 1970-71 academic year to take the leadership in working out the details of the program and getting it under way. Presumably the Director would in subsequent years be .50 FTE in administration and .50 FTE on the teaching staff with his teaching duties in the Ethnic Studies program. We recommend further that the Director of the Ethnic Studies program report directly to the Dean of the College of Liberal Arts.

(2) We recommend that in 1971-72 the University allocate to the Ethnic Studies program 2.0 additional FTE faculty and the funds to support these at the associate professor level. (The purpose of this FTE and money is to permit the Director of the Ethnic Studies Program to enter into negotiations with the various departments to teach courses in the Ethnic Studies curriculum and to hire staff members whose time will be divided between the established departments and the Ethnic Studies Program.) Also, funds will be required for a secretary and office costs for the Director in addition to a substantial library quota to fill the many gaps in acquisitions which this program will require.

(3) We recommend that the Ethnic Studies Program be, during its first year, an enrichment program only, with the possibility of moving toward a certification program and a major program in Ethnic Studies in subsequent years, depending upon the development of the curriculum and the wishes of the Director of the Ethnic Studies Program in consultation with this Committee and the President of the University of Oregon.

(4) We recommend further that adequate academic advising and, if need be, specialized career counseling should be made available to those students enrolled in the Ethnic Studies Program.