

April 22, 1972

The People's Committee on Ethnic Studies

Comments and Responses to the Report on Proposals for Ethnic Studies  
by the Program and Curriculum Committee, College of Arts & Science

I. General Recommendations

A. Two-year experimental status: The People's Committee rejects the recommendation that the Ethnic Studies Program's experimental status be extended for two years for the following reasons:

- 1) BOR policy does not all for such action;
- 2) the entire program is sufficiently strong as proposed so that it need not be reviewed in its entirety at the end of two years;
- 3) the P & C Committee seems to be confused in its own mind as to what the experimental status would mean in that it suggested that ES 397 should become 380 because "it had been taught for two years and could no longer have an experimental number." Conversely it suggested that 390 become 398 "because it was an experimental course." If the P&C Committee intends that the entire program should be experimental, then why its concern over the experimental or non-experimental status of individual courses? Ought not it to have given experimental numbers to the entire curriculum?

B. Concentration on 200 - level courses: The People's Committee rejects the recommendation that efforts be concentrated on 200-level ethnic courses "irrespective of the merits of some of the other proposals". Student demand in largest numbers exists for 200-level courses, but the implication that there is no demand for other courses is untrue. As an example, 301 was closed on the first day of registration because its maximum optimal number of 75 students had enrolled. Secondly, to disregard courses irrespective of their merit hardly seems a reasonable position from a committee whose function is to judge courses on the basis of their merit. Finally, the People's Committee rejects the statement that such courses (i.e., 200-level) should be strengthened, when the P&C report gives no evidence that they are weak in the first place.

C. One of the reasons for the creation of the People's Committee's proposal was its awareness of the offerings in other programs and departments, and how they feel short of the needs of the students and the community in general in terms of providing a non-Western academic perspective in their courses. We question the comment about advising our students more intelligently; more intelligently than what? then the program in the past, for which we are not responsible? more intelligently than other departments? In any case, not having a major at this point in time, what students are we supposed to be advising? Any student enrolled in any of our classes? Is this the way other departments function? As to a clearer sense of our own mission, this was set out briefly in Sections II and III of the proposal; we did not feel it necessary to labor points which seemed to us to be so obvious, nor did the P&C committee question us on this subject. To put it to the committee briefly, the Ethnic Studies Program seeks to educate faculty, students, and community about the ethnic background which is Hawaii's in order that, in the words of Governor Burns, "...elements of our community...(need not suffer)...a subtle 'inferiority of spirit' which is totally unwarranted



2

and which becomes for them a social and psychological handicap in life." As to the question of encapsulation, it is the program's intention to interact with other departments on the campus, particularly in the form of providing a challenge to them to re-examine some of their own ideas and courses in the light of our program. Our wider concern is the general encapsulation of the entire university system from the community at large and we hope that this is what President Cleveland has in mind when he talks about the "Open University."

D. The Program relies upon student lab leaders for two reasons:

- 1) It is an economic fact of life at this university that T.A.s require position counts; should sufficient position counts be forthcoming, the program would be happy to hire qualified T.A.s where available;
- 2) The Program feels that student lab leaders have a great deal to contribute to this particular kind of program in that they bring a new awareness of a problem which those a generation older than they chose to ignore in the hopes that it would go away.

The People's Committee agrees strongly with the P&C Committee that student leaders should be carefully selected, trained and supervised and has made provision for this in two summer workshops and institutes, and in the research unit.

## II. Recommendations on Specific Course Proposals

### A. ES 101, ES 121, ES 122

The People's Committee feels that ES 101 and ES 121 should be approved and taught this fall as originally proposed, and that it would be impractical to try to cover in one semester the kind of proposal put forward by the P&C Committee. The P&C Committee has offered no substantive criticisms of the original course proposals.

B. ES 200 - approved, therefore, no comment

C. ES 201 - approved, therefore, no comment

D. ES 202 - approved, therefore, no comment

E. ES 203 - a revised syllabus which we feel should be acceptable to the P&C Committee has been submitted to Chancellor Takasaki. As reconstituted, the course is one which faculty members might profitably audit.

F. ES 205 - revised syllabus pending; the People's Committee agrees that Blacks in Hawaii should be included, and assures the P&C Committee that they will be included, but a revised syllabus cannot be submitted until the instructor has had an opportunity to do the necessary preliminary research into data sources



G. ES 221 - approved, therefore, no comment

H. ES 299 - The People's Committee was not aware that such a course could be offered, and appreciates the help of the P&C Committee in this matter. We accept their recommendation.

I. ES 301 - it was the understanding of the People's Committee that any prerequisites such as those listed for this course would come into effect at the earliest, during the spring semester. The Committee would appreciate clarification on this point.

J. ES 320 - revised syllabus and bibliography submitted to Chancellor

K. ES 355; ES 365 - The People's Committee takes exception to paragraph one of this section and refers you to B under the section on general recommendations. The fact that these courses are "deferred without prejudice" implies to us that the P&C Committee had no substantive quarrels with the academic quality or appropriateness of the proposals. The suggestion that courses in Art, Drama, Music etc. might fill the need ignores the whole point of focus of this program; we are not interested in the musical aspects of ethnic music, but its implications as a reflection of the ethnic identity of those who used it as a means of expression, and the same is true of art, and drama, and literature.

L. ES 380 - please find attached statement from instructor

M. ES 398 - The People's Committee accepts the suggestions of the P&C Committee and appreciates the time and thought put into the suggested modifications

N. ES 399 - The People's Committee accepts the modifications, but suggests that one 200 level course and the consent of the instructor would be a sufficient prerequisite.

III. The statement about one-shot courses and the fact that only 10% of the students enrolled were repeaters seems somewhat premature in view of the fact that the program had then been in operation for only two semesters.

As to when the P&C Committee received the People's Committee's complete proposal, a copy was delivered to Dean Linn on Sunday, April 9. In view of the fact that the proposal was dated April 10, and the P&C Committee had only met twice, this seems fairly prompt delivery in our minds.

We feel that the documents submitted are sufficiently clear on the questions raised by the P&C Committee in this section and would point out that these questions were not raised with us during the course of our joint discussions.