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Historical Context

Ethnic studies courses and programs developed on campuses in Hawaii and elsewhere in the United States in the late 1960's and early 1970's. During this period the confrontation between American foreign policy and national liberation struggles among Third World peoples (particularly Vietnam) was linked to the struggles of ethnic minorities to secure social justice and democratic rights within the United States. With few exceptions traditional institutions and faculty were jolted by student demands for a more relevant education and greater participation in university governance.

Ethnic studies programs were established through long and often bitter struggles which have yet to run their course. Much of the resistance may be explained by the challenges presented by these new programs including: a) the notion that the population being studied must be centrally involved in determining the nature, parameters, and implementation of the study; b) the idea that research and teaching must be applicable, in broad but readily perceptible terms, to the explications and solution of problems affecting the ethnic community; and c) the assertion that issues facing the ethnic community be defined, in part, by applying the insights derived from analyses focussing on social and economic class lines in society.

Here at UH (Manoa) there were two distinct struggles to establish Ethnic Studies. The first, in 1972, kept the Program on campus, despite recommendations to abolish it. The second, in 1977, made the Program a "permanent" or regular part of UHM, despite recommendations to disperse the courses into existing departments and thereby abolish the Program. The support of students, community groups, and faculty members were key factors in both struggles that made the UHM administration accept Ethnic Studies as an integral part of the University.

Present Setting

Our Ethnic Studies Program is now a permanent program. The struggle for its existence and growth already has contributed significantly to the search for understanding and social justice. The effectiveness of the educational system, adequacy of health care, availability of meaningful employment and housing, direction and scope of population growth and economic development, and quality of life, in general, are all under intense scrutiny. These are all intimately related to issues of race and class in Hawaii, and the Ethnic Studies Program is committed to the research of, and teaching about, these areas from the perspective of Hawaii's ethnic and working class communities.

Our work will continue to be carried out principally among the students at UH, Manoa. In the future, we plan to expand our course offerings to community college campuses. The Program's focus is on the education of students through our courses. Student projects, faculty research, and publication work--all aimed at reaching the broader community--are vital parts of our instructional mission. While the greater portion of our research and writing has been directed toward curriculum development and creation of materials for classroom use, we intend to emphasize the broad dissemination of course anthologies and an ethnic studies journal in these next three years.

NOT SUPPORT
BUT
ABSOLUTE
DRIVE
CAME FROM
STU./COMM
DESC.

The unique and invaluable role of integrating ethnic and working class perspectives into research, teaching, and community work will have to be carried out, however, in a setting in which resources continue to be diverted to areas serving larger corporate interests--from agriculture to tourist industry management. The challenge ahead is both immediate and substantial. We are faced with the problem of trying to expand our program's resources while the overall resources of the State and the University are being cut back. At the same time, increased tuition, higher admission standards, and the dwindling job market for liberal arts graduates have drawn more and more students out of humanities and social science fields and into business, engineering, and the hard sciences (including agriculture) where the job opportunities are better.

Why raise this effort - abandoning it in 1978?

One result of this trend has been the decline in ES enrollment from 569 in Fall 1971, to 480 in Fall 1975, to 254 in Fall 1978. Special attention will have to be given to attracting greater numbers of students to our courses. To achieve this, we will need to develop a more defined major or certificate program of study leading to the B. A. to encourage students to major in ethnic studies. We plan to have some Ethnic Studies courses accepted as core requirements so that there may be more incentive to take these courses. We will also offer new courses at the upper division level so that more students will be encouraged to take them to fulfill elective requirements. Along with this, we will need to show the relevance of ethnic studies to those students pursuing careers in the social services, educational, as well as Hawaii-related professions, including business, law, and medicine. Consistent outreach work on the campus through our colloquia and a newsletter will aim at attracting additional students. Efforts to inform high school students, especially seniors, about our program will continue as well.

55% drop but 254 is not true figure. 65% drop report to 228

The objective conditions for enrollment increases are good. An examination of the ethnic background of students at the UHM campus shows that there is a large pool of students attending Manoa that are part of the ethnic groups covered by ES courses. The following are the figures for 1970 and 1977:

	1970	1977	No response	
			1970	1977
Japanese	6,529 (38.7)	6,531 (31.2)	183 (1.1)	4,946 (23.6)
Caucasians	5,406 (32.1)	4,149 (19.8)		
Portuguese	103 (0.6)	127 (0.6)		
Chinese	1,874 (11.1)	2,016 (9.6)		
Filipino	363 (2.2)	616 (2.9)		
Hawaiian	747 (4.4)	329 (1.6)	--difference in how categorized may account for decrease. In 1970, included Part-Hawaiian in category.	
Black	95 (0.6)	80 (0.4)		
Mixed Ethnic	851 (5.0)	1,129 (5.4)	--in 1970, was mixed ethnic without Hawaiian.	

*Milking
How?
fringe!
RACE!
This is not merely objective condition!*

The community-wide growth in ethnic consciousness and concern for knowledge of one's roots is yet another positive factor that enhances the conditions for an increased enrollment.

what roots? in race or class role - 3 - what brought ethnic workers to Hawaii? Their place or the sugar/pine industry?

At the same time, we realize that we are not alone in our efforts. There are faculty of other departments who have shown their support for our work and with whom we will continue to coordinate our present work. Part of the expansion of the Program's resources and course offerings will be through cross-listing courses with other departments, having a faculty member from other departments occasionally offer a course in ethnic studies, and possibly by co-teaching courses. Faculty support will continue to be important budgetary, personnel and curriculum decisions that are upcoming in the future.

fringe issues

It will also be important for us to consolidate the ties we have made with various community groups in the past years. Initially, we seek community input to our three-year plan. We intend to establish an ongoing Community Advisory Committee to provide more regular channels of input to the Program's development and to assure a continued community orientation in our work. As in the past, community support will be critical also in the upcoming issues concerning the Program's future.

They are falling apart!

Goals

The following is a statement of the goals of the Ethnic Studies Program, as adopted by the entire staff and endorsed by the Dean's Ethnic Studies Advisory Committee in 1978:

To develop an ethnic studies program that is oriented to serving the needs of Hawaii's multi-ethnic community, we

a. teach the historical and contemporary contributions and experiences of Hawaii's multi-ethnic population as viewed from the perspective of the common and working people, in order to understand and appreciate their unique ethnic heritage as well as that of other ethnic groups in the community;

b. provide an environment within which students learn the value of community knowledge and experience, develop skills of critical analysis to enable them to make intelligent decisions on personal and social issues, and apply these skills to take action to resolve those issues in the interests of the general community;

c. engage in research and in the acquisition and preservation of materials which relate to the history and contribution of ethnic groups in Hawaii and are relevant to the needs of the community.

institutionalization will kill it - we already abandoned the Peoples Committee for Student Principles and the struggle base/line to accommodation

The Program also draws upon the knowledge and experiences of students of various ethnic groups and places considerable responsibility upon them to contribute to class instruction as well as to community and research projects. Students are incorporated into the Program as lab leaders assigned to working with an instructor in a specific course.

mainly B.S.

demigrated student role in 1978 conflict

Given these goals, we have set out to identify specific and concrete objectives to achieve before the next review by the UH administration in 1981. We have identified five major areas within which development should take place: (1) Curriculum and Instruction; (2) Research and Publication; (3) Staffing; (4) Budget; and (5) Community Service and Outreach. Within each of these categories we have identified concrete tasks to complete within the next three years in order to upgrade the quality of the Program and to expand the amount of materials available. The objectives and tasks before us are formidable but we are optimistic that near-achievement of all is realistic.

As an educational program we will be principally engaged in teaching, research, and publication. We are engaged in teaching as a means to liberate students from the stereotypic notions about Hawaii's multi-ethnic working people and to aid them in developing in them a positive ethnic identity. At the same time, we hope to train students to use the information learned and methodologies available in a productive way that will be of benefit to the community.

We are engaged in research to test and refine various theories which attempt to explain the historical development of Hawaiian society and its contemporary implications. We also engage in research to help communities gain access to needed information in their struggles for various democratic rights. We need to disseminate the results of such research broadly among students, our colleagues, and the larger community through lectures, workshops, conferences, and publications. We apply the variables of ethnicity and class as critical aspects to include in understanding contemporary condition and conduct research from the perspective of contributing to the general welfare of the community.

structural
all
mushy //
generalities
why not
research
where
labor
value
goes &
to whom
control?

Goldedog's term:
Class is not
a variable but
a constant.

When was post 1778
Hawaii not been a
class divided
society?

This is the conventional
aim of university programs. It
lives only because most are useful
to the system. But Es. is not, is
antagonistic to the system, hence will
either be annihilated by expressing
conventional aims while compromising
real struggle-for-truth or abandon
the latter & become conventional.