PROPOSAL FOR A THIRD WORLD COLLEGE

I. HISTORY AND BACKGROUND

The current discussion on the idea of a Third World College was born out of frustrated attempts on the part of major racial groups on this campus to have established academic programs of sufficient scope, depth and flexibility to properly address the magnitude of the problems that have been theirs as students and disproportionately shared by their respective communities.

Black students in the Afro-American Student Union initiated a comprehensive proposal for black studies in the University in the Spring of 1968. Chicano students in the Mexican-American Student Confederation initiated discussions with the University about a program of Chicano Studies in the early fall of 1968. These two groups were joined later in the fall of that year by students from the Asian-American Political Alliance and students of Native-American Studies. The proposal of the black students was considered by the University and a great deal of progress was made toward implementing it during the fall quarter of 1969. The Department, however, as envisioned by the Afro-American Students has not yet been established due mainly to the procedures of the University for dealing with new academic programs. The Chicano students were given a grant of money to establish a temporary Chicano Center and provide staff for developing a proposal for a more permanent academic, cultural, and community program of Chicano studies. That proposal is currently being prepared. The Asian students were granted a small sum to establish an Asian-American course under sponsorship of the Board of Educational Development.

All of these efforts to develop new programs, however, have fallen short of reaching the needs of the students. The combination of University procedural
problems, the frustration of goals denied issue into a collective demand on the part of the above groups for an academic unit sufficiently large, comprehensive and flexible to coordinate totally new programs - a Third World College.

This demand is now one of the major issues in the students' strike which began on Wednesday, January 22, 1969.

A. Campus Support

In addition to a substantial number of other than Third World students lending support to the demand for a Third World College, influential individuals, groups and committees of the faculty have also been vociferous in their support for a Third World College. Following are brief excerpts of support from this segment of the campus:

Kenneth Stampp, et.al., in speaking to the creation of a Third World College:

"...We view it as a significant addition to the cultural and intellectual life of the Berkeley campus."

(D.C. 2/10/69)

Dean Walter Knight's Committee on Ethnic Studies:

"...Since the thrust of the educational suggestions made by the Third World groups lie in the direction of community based and community-oriented programs, it seems to us that the administrative unit known as the "College" is the most appropriate vehicle for the development of minority programs..."

(D.C. 2/11/69)

Third World Faculty and Administrators:

"...We demand......That the University immediately commit itself to the development of a College of Ethnic Studies...."

(D.C. 1/28/69)

The issue of a Third World College has become one of top priority on campus generating intensive discussions in every segment of the University
community. As more people have become educated to the real mission and purpose for the idea of a college the idea itself has become more acceptable and support is mounting.
II. RATIONALE FOR A THIRD WORLD COLLEGE

There are two questions of concern here. The first is why is there a need for a "college" to address the issues and problems of minority people? Second, what is the mission of the "college"? What is its academic ethos? While these two questions are obviously interrelated, this section will speak to the former and leave for a later section elaboration on the latter. The need for new academic structures to generate new programs on ethnic studies becomes blatantly clear when we think about the place of ethnic minorities in the University. The facts bearing on this need are particularly striking for Afro-Americans, Chicanos, and Native-Americans. First is that members of these minority groups have been systematically excluded from participation in higher education as students in numbers comparable to their distribution in the population or in numbers sufficient to meet the educational needs of these groups. Secondly, members of these minority groups have been excluded from positions as faculty and staff members. And thirdly, the cultural experience of these groups has been excluded from the academic and scholarly materials used in the University as teaching materials. When they have been included on a limited basis they have often been subjected to tremendous distortion. Some efforts are being made to correct all of these problems, but the progress has been slow. As difficult as it is to properly deal with the problems stated above, the case can not rest upon their achievement. That is, minority groups are no longer concerned simply about having more of their people as students or faculty members for the sake of conforming to some integrationist ethic, or to have more courses on issues and problems of their people to appease those who want to offer a wider variety of courses. While these are worthy and desirable goals on their own merits, the big issue before us is the particular way in which some substantial portion of these elements of concern can be brought together as an academic enterprise deliberately designed to focus on solving problems that have victimized Third World people; Third World
communities in a way unencumbered by obstacles of tradition too characteristic of our educational institutions. While resistance to addressing these problems has certainly come from postures taken by influential members of the faculty, the main problem is historical and basically a structural one. That is, the existing colleges, department, schools and research institutes were conceived at another time in history to meet other needs. Thus there is a built-in resistance by design and inertia that mitigates against the incorporation of new perspectives, new content and the ability for the University to re-gear itself to come to grips with the problems of the times in a manner commensurate with its potential.

It is worth noting that the demand for new ethnic studies programs came from the students and not the faculty or the administration. It is perhaps unfortunate that those of us in positions of academic, organizational and intellectual leadership did not have the foresight, the commitment or the courage to initiate these new programs. It is now incumbent upon us to work in concert with the students and in close collaboration with the rest of our University and the community at large to bring to fruition the programmatic ideas they have put before us. This, in itself, is a departure from the traditional imperatives for educational relevance and therefore consistent with the sense of this document.
III. TOWARD A COLLEGE OF THIRD WORLD STUDIES

A. Third World College Character

The historical development of Third World communities in this country, especially the reservations, ghettos, and barrios, has been accompanied by a voluminous literature describing them as morbid colonies suffering from economic, political, social, and psychological deficiencies. To a lesser extent this description applies to the chintatowns in this country.

These communities have been carved out as experimental laboratories by white social scientists who have studied the social dynamics and culture of these communities from a distant objectivity and from points of view derived from perspectives not lending themselves to an understanding of this world of oppressed, victimized peoples. Indeed, such perspectives are based on values that state at the outset that the many problems confronting these people are inherent in their socio-psychological make-up and their systems of morality. There is a systematic failure to analyze the structural circumstances that create and sustain colonies. Thus, rather than coming to grips with the source of the problem another dimension is added - academic colonialism.

The product of this enterprise continues to be the same: social scientists become richer through more grants and more books; the Third World communities either remain the same or deteriorate by having its potential leadership programmed by an educational experience that directs their interests, commitment and identity away from their communities of origin - a world destined by the system to remain one of dishwashers, fruit-pickers and laundry workers that cry out for the leadership and direction of its progeny. The need to study such communities from different perspectives; the need to create a more viable living situation; the need for involvement and participation by Third World scholars to determine the destiny of their communities manifest themselves as particular concerns for a Third World college.
It is within this context that the mandate and ethos of the Third World College is shaped. That is, the Third World College will focus on contemporary problems of urban and rural living of Third World peoples. Therefore, its primary goal is to produce students having knowledge, expertise, understanding, commitment and desire to identify and present solutions to problems in their respective communities.

Thus, the mission of the Third World College is to focus on contemporary living and produce scholars to address the problems and issues that accompany it.

In this respect the Third World College will be significantly more community-oriented and community-based than is the case with other academic structures to be found on this campus.

B. Third World College Structure

The College of Third World Studies as currently proposed will be part of the Berkeley campus of the University and will house and coordinate several new departments, institutes, and programs focused on the history, culture and contemporary life of some important Third World groups in the United States which have been traditionally left out of the main stream of education at this University. Thus, a new Department of Afro-American Studies, a Department of Chicano Studies, a Department of Asian Studies, and a Department of Native American Studies are projected as part of this new college. In addition, the College of Ethnic Studies will also house the new Institute on Race and Community Relations which has already been approved on this campus, and the Third World College extension programs.

The department will focus on offering courses and curricula of formal academic studies. The Institute will not engage directly in regular course instruction but would specialize in other activities including research, community service, publications, leadership training, and fellowship programs. These activities would be consistent and coordinated with the academic programs in the
department. The Institute would contain within it centers with a special focus on each ethnic group. Thus an Afro-American Center, a Chicano Center, an Asian-American Center, and a Native American Center should be part of this Institute. They will address themselves to the needs of the particular Third World community. There will be a high level of community participation in the work of the Institute. A diagram of the college is shown on the following page.

The new College of Third World Studies will bring together under one administration the Institute, the previously mentioned departments, the extension division, and other programs yet to be developed that will focus specifically and deliberately on community oriented programs of instruction, research, cultural and community development.

A statement prepared by Manuel Delgado of the Mexican American Student Confederation (MASC) sets forth the conception of the Third World College most current:

The questions most often raised are in regard to the structure of the Third World College, admission requirements, autonomy, and the role of Third World students in the decision-making process of the College.

The Third World College is envisioned as a major academic subdivision of the University such as Agricultural Science, Chemistry, Engineering, Environmental Design, and Letters and Sciences. It would accept students directly from high school or as transfers from other institutions and provide them with a thorough background in one or more of the ethnic study programs including familiarity with other related fields and general fields of knowledge.

Although a student enrolled in the Third World College might take courses in other colleges or schools, his degree requirements would be determined by the College's deans, department chairmen and faculty. Students and community leaders would participate equally at all levels of the decision making apparatus.

The Third World College will have its own administrative officials and its own regulations for obtaining degrees. ALL STUDENTS WILL BE EXPECTED TO SATISFY REQUIREMENTS FOR THE DEGREE ON THREE LEVELS: UNIVERSITY, THIRD WORLD COLLEGE, AND FIELD OF CONCENTRATION, i.e., Department of Black Studies, Chicano Studies and Asian Studies.
Admission to the Third World College will be based primarily on their potential to learn as determined by the Third World College. Measurements of potentiality will be designed to take into account the cultural differences and diverse life experiences of those applying for admission. Upon acceptance to the Third World College, applicants will receive financial and academic assistance needed to insure their success in completing degree programs. Enrollment in the college will not be restricted solely to Third World people, but because of the nature and purpose of the College, Third World people will be given primary consideration.

Administrators, non-academic personnel, and faculty will be recruited and hired on the basis of their awareness of the problems facing Third World people and their ability to provide an educational experience relevant to the aspirations of Third World people.

The goal of the Third World College will be to provide an education of the highest quality while allowing students to retain their cultural identity, thus enabling them to return to their communities to live and to create an atmosphere conducive to political, social, and economic changes.

The demand for autonomy and control of the college by Third World people was necessary to retain the flexibility and latitude required to develop a meaningful curriculum and course content.

To allow the white majority to control the Third World College would result in its conformity to existing organizational and academic standards which have proven ineffective in fulfilling the pressing needs of our society. The role of the Third World College within the Third World communities, its political and economic orientation, and its definition of Third World people, will serve to counteract external domination over Third World people.

The Third World Liberation Front has established a progress committee to oversee implementation of the College. TWLF specifically requests of the administration, and the other powers that be, that they immediately establish the structure of the Third World College. This structure will consist of a declaration of the existence of the Third World College with guaranteed funding, open positions for co-deans, associate deans, etc., co-admissions & co-personnel officers, and chairmen for the individual departments of Asian Studies, Black Studies, and Chicano Studies, and Native American Studies recruited and hired by Third World Faculty, Third World Students and Third World Community Leaders.

The further developments and implementation of the Third World College will be carried on by these administrators in conjunction with the Third World Liberation Front.
A. Undergraduate Curricula

The Dean of the College in collaboration with the Executive Committee of the College and the Committee on Courses will design a course of study for students in the College. The course offerings and requirements will fall into six categories. (1) Some courses are required of all University of California students as prerequisites to graduation. The University requires students to demonstrate or acquire proficiency in three areas, English Composition, American History, and American Institutions. They may be met by examination or by taking a one-quarter course in each of these three areas. The college of Third World Studies may either offer these courses for its students or advise them to take courses offered in other Schools or Colleges in the University.

If it chooses to offer these courses within the College, it may either appoint its own faculty to offer them, or invite faculty members from other Colleges, or Schools to offer courses in the College and in one or more of the departments within the College. Given the rationale for the establishment of the College of Third World Studies, these subject matter areas of composition, history, and institutions, will have special relevance for the cultural focus of the College and may well be given by the faculty of the College and its several departments. On the other hand, given the limited resources of a new College, and the availability of faculty resources already on the campus, the College may well choose to recommend that some course work in these areas be taken outside the College of Third World Studies. In any case, the requirements are general for the University and must be met by all students. The manner in which they may be met may be influenced by the College.

A further University requirement for graduation is that students should
earn at least a C- average in all courses taken in the University; in all courses taken in his major; and in all courses taken in the upper-division of his major.

(2) The College of Third World Studies, like all other Colleges on the Campus will wish to establish certain required courses that all students in the College will be required to take as well as a certain number of units which must be taken within the College. Thus in addition to whatever College requirements which may be established for all students of the College and other students in the University. Again, given the special nature of this college, such course offerings in cross cultural studies, the economics of development, the politics of independence, and varieties of social change might have particular relevance to the mission of this college, and may be offered on a College level drawing students and faculty from the several departments within the college as well as from outside the college. The college will have its own equivalent of the L & S "breadth requirements" to insure that students do not become overspecialized; and to assure that they will be able to pursue graduate studies if they so desire. (3) A third category of course offerings will be the core curriculum within each department within the college. Certain courses and certain number of units will be required of all majors in respective departments. The College will need to establish the number of units required for a degree. In the College of Letters & Science the number is 180. The College will also have to establish the number of units which must be done within the College and within each department of the College. At the beginning of the College the number of units required to be taken within the department may change as the college curriculum and time evolves depending both on the resources available to the College and the performance of students within the college and in other units of the University.
Majors offered at the undergraduate level will fall into three basic categories:

1) **Double major** - this will consist of majoring in one of the fields of study offered in the College and a field outside the college, i.e., Chicano studies and economics;

2) **Single major** - this will be a major focusing almost exclusively on a field of study within the college, i.e., Asian-American, Afro-American, Native-American or Chicano Studies.

3) **Ethnic Studies major** - This major will allow the student to become familiar with and gain knowledge in all the fields of study offered within the college or some combination thereof.

In addition the College will award the AB degree and the AA degree for students who wish to become teaching assistants in Third World Studies in the public schools.

Obviously, the establishment of a TVC is not to be interpreted as a move away from other departments or colleges or the body of knowledge accumulated therein. Many of the substantive issues and problems that will be the focus of the TVC are related to theoretical approaches and research developed by the social sciences and other sciences. Therefore cooperative and collaborative relations with other academic entities must be regarded as natural and expected.

Information on course offerings can be found in departmental proposals available upon request.

B. **Graduate**

At the beginning the college will not offer any advanced degrees. After a period of time fields of study will be offered at this level which conform to the mission of the College and the needs expressed by Third World Communities.
It is anticipated, however, that several advanced courses in the respective departments will be offered prior to the awarding of advanced degrees. In this case certificates will be awarded to those having completed satisfactorily a certain number of units or an area of study.

C. Other Curriculum Offerings

In addition to course offerings at the levels alluded to in the previous sections, there are two special areas under which TW courses will be offered and administered by the TW College.

A number of courses will be administered by the TWC through University Extension. While the number of courses to be offered will not match the regular course offerings, the scope and nature of those to be offered will only differ in the extent to which they will be designed for a particular group of people, such as teachers, probation officers, housewives, etc. It is expected that such courses will be offered in community buildings chosen for the convenience of those to take part and with the idea of bringing the University and the community closer together.

A second component through which courses are to be offered will be the special studies section. Such sections will be attached to each department. Basically, this will be a one year intensive study and research program designed for those already in the community working in some meaningful capacity. Therefore the TWG would anticipate having teachers, politicians, poverty workers, etc. involve themselves in an area of study jointly formulated with one of the professors of the College. Upon completion of study the individual would receive a certificate of Special Studies stating his area of study.

Programs of the type mentioned here acknowledge the fact that many people who are now working in their respective TW communities do not have the time or can not afford to become full time students for any lengthy period of time.
In many instances these interests will be specific and for this reason a singular course of study can be formulated to address these interests and needs and be completed by the student within a year's time. Such areas of study may be interdepartmental or may be drawn from resources found within the College.

Depending on the level of study and the amount of work required, special studies programs may satisfy part or all of the requirements for a master's degree for the various departments. Another condition to be satisfied for attaining a master's degree could be preparing and teaching two courses in the extension program. The basis for course content could come from field work accomplished at undergraduate level and special study area as part of the masters program.

D. Students

Students will be admitted directly into the College of TW studies as freshmen or transfer students ready to declare as a major one of the fields of study within the college and graduate students working toward an advanced major.

There will be a number of students admitted to the Special Studies section. This is a category of students enrolled in high schools. On a very highly selective basis, a small number of such students will be brought into the College to pursue a course of studies under close supervision of College staff.

In addition the College will admit older community members who have not finished high school and who have distinguished themselves in practical experience in the community. In time the number of students brought in under this category may increase.

In all these cases the Executive Committee of the College and the Dean will decide which students are admitted to the College on the advice of the chairman and executive committee of the several departments. In admitting students to this College consideration will be given not only to the standard university
admissions criteria but other factors as well including the ethnic related cultural experiences and the participation in the community and the general level of ability and talent.

V. OPERATING COMPONENTS OF COLLEGE

A. Implementing Committee

An implementing Committee shall be appointed by the Chancellor on the advice and consent of TW faculty and students who have designed this proposal. It shall be composed of TW faculty, students and members of the community. The functions of the implementing committee will be essentially to organize and staff the new College and its various departments. The work of the implementing committee shall be carried out by several sub-committees; one for each department, program or institute to be housed within the College. Thus one subcommittee shall be appointed to develop the Afro-American Studies, one for the Chicano Studies, etc. The implementing committee shall serve until the governing apparatus of the College and departments and institute have become operational.

Specific duties of the implementing committee operating through its several sub-committees will be to select and recommend to the Chancellor a chairman of the department; to select and recommend faculty members to the Chairman; to design and recommend initial courses of instruction to the Chairman until the faculty has been appointed; to select and recommend a director for the Institute and each of its Centers; to select, design, and recommend research, cultural, and community activities to the Institute and Center directors pending the assembling and the establishment of an advisory committee on research, cultural, and community programs.

B. Dean of the College of Third World Studies

The Dean of the College shall be appointed by the Chancellor, on the re-
commendation of the Implementing Committee and with the advice of the Academic Senate Committee on Budget and Interdepartmental Relations. He will be the chief administrative officer for the College of Third World Studies and the Institute. He will facilitate the development of relationships with other colleges, schools, and other units outside the TW College. He will be advised by the executive committee of the college.

C. Faculty

Officers of instruction with professorial rank, assistant professor, or other professional ranks shall be appointed by the Chancellor on the recommendation of the dean, and with the advice of the Academic Senate Committee on Budget and Interdepartmental relations. Lecturers, visiting, part time, and temporary faculty members as well as graduate students and upper-division students serving as teaching associates and teaching assistants may be appointed by the Chancellor on recommendation of the Dean of the College with somewhat less formal consultation than is the case with senior faculty eligible for membership in the academic senate.

In accordance with university policy the faculty of the College of Third World Studies will be a committee of the Academic Senate. It will be composed of the faculties of the several departments within the College. The faculty of each department within the college will operate as a subcommittee of the academic senate and will execute the major faculty functions for each department on the advice of the Executive Committee of the Department. The chairman of each department shall recommend the appointment, promotion and dismissal of faculty members to the Dean of the College. The Dean will then transmit these recommendations to the Chancellor.

D. Executive Committee of the College of TW Studies

The Executive Committee of the College of Third World Studies shall be
composed of the Dean of the College, the chairman from each department within the college plus one student member elected by the students of each department. The duties of the Executive Committee will be to advise the Dean on the administration of all aspects of the College, to set College policy and to appoint other committees to carry out or coordinate the work of the college. It will either appoint or serve as admissions committee which will establish criteria for the admission of students into the college and collaborate with the Chancellor's Office (under whose jurisdiction the director of admissions serves) in administering the admission of students into the College. It will also maintain liaison with the Admissions Committee of the Academic Senate, Berkeley Division, which sets policy on behalf of the Senate for the admission of students to the Berkeley Campus in accordance with Statewide criteria and legislation. The admissions committee or the Executive Committee within the College of Third World Studies will operate through sub-committees within each department and will help to formulate criteria for the admission of students into this college. Until such a committee is appointed the Implementing Committee will assume the responsibility for advising the Dean and the Chancellor's Office with respect to the admission of students into the College.

E. Community Involvement in Program Development

The faculty and students of each of the four departments shall create a Community Board to advise them relative to the development of programs within that department. The size and composition of each Community Board shall be determined by the respective departments. Each Community Board, once constituted, shall: (1) serve as a board for each of the four ethnic-focused centers in the Institute for Race and Community Relations; (2) each elect two members to serve on the Policy Board for the Institute as a whole, the other members of this
Policy Board consisting of the faculty and student members of the Executive Committee of the TW College; and (3) each elect one member to serve as ex-officio members of the Executive Committee of the TW College.

Community Board members shall receive compensation for their services.

VI: AN INTERIM DEPARTMENT OF TW STUDIES

In the absence of the ability of the faculty and administration of UC Berkeley to create outright and put into operation by Fall 1969 a Third World College, it is proposed as an interim device that a Department of TW Studies be established. This department will not be housed in any of the existing colleges or schools. Instead it will report directly to the Chancellor's Office until such time that a college structure has been established.

The Department of TW Studies will operate on a de facto basis as the College it is destined to become. That is, that within the department there will be four divisions complying with each area of ethnic studies and operating with a departmental mandate to the extent to which it is possible.

Such divisions will have a division head and other entities paralleling those spoken to regarding the College (see diagram on next page).

This department must be recognized as the earliest form of a college and if allowed to operate as such will minimize the gamut of problems until it is officially and formally recognized.

By being under the auspices of the Chancellor's Office, the department will have the flexibility and latitude it needs to effectively come to grips with its embryonic pains. Such would not be the case were this department to be housed in some present academic structure. The restraints of tradition, the problems of procedure, the absence of a given world view would create an atmosphere which would guarantee the college to be nothing more than what everything
else is and therefore not provide it with the character and content it must have
if its innovative mission is to be properly realized. The key point to remember
is that this department is only an interim entity and it will function as a Col-
lege until such time as a college is formally established.
IMPLEMENTATION

In accordance with the ideas and concepts contained in this proposal for a Third World College, we recommend that the Chancellor and faculty of the University take the following actions pursuant to the realization of the proposed College.

1. The Dean and chairman should be appointed immediately on the advice of an implementing committee nominated by the Third World faculty and students who prepared this proposal. This committee or staff should be empowered to begin immediately to recruit faculty and students for the fall 1969.

FACILITIES

Among the facilities of this college there will be a college library and specialized departmental library on Third World Studies.

It will also need to be housed in temporary facilities until adequate space can be secured. There are several University facilities, including the Anna Head School and the buildings surrounding Mitchell-Peixotto College which may be converted into suitable temporary facilities for the Third World College. It may also be that the facilities in Haviland Hall to be vacated by the School of Criminology may be available.

Funding for the Third World College should come not only from regular University sources and special University sources such as the funds for innovative instruction, the Urban Crises funds and Centennial funds but in addition, special extramural funding should be sought from private foundations and the Federal Government. There is already some evidence that private foundations are interested in supporting programs such as these at Berkeley.