

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC 2013/1

Box No. 2 Folder No. 15 Date 4/24/17

ASIAN STUDIES: PROGRAM SUMMARY

Citation Label

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HISTORY

The history of Asian Studies is the history of the Asian experience in America. In a constant struggle against the forces of establishment society, the Asian was forced to quickly compromise his cultural heritage in order to survive. Without such a history, organizations such as the Asian American Political Alliance (formed in May, 1968) would never have formed.

The best evidence of the events leading to the formation of the concept of Asian Studies is found in the contemporaneous writings. Therefore, four exhibits are attached. One of these deals with the history of the Asian American Political Alliance, and the other three deal with the history of Asian Studies as perceived at various times in the development of Asian Studies.

Introduction

To say that this society is currently undergoing a period of intense economic, political and social ferment would be a gross understatement. Not since that era prior to the American Civil War has this nation experienced such an upheaval. Some might say that we are now plunging into a pre-revolutionary situation; others might say that we are undergoing the stresses of a post-industrial society. Nobody would deny that the situation is quite critical. Every segment of this country is being affected.

Third World communities are being especially hit the hardest by economic, political and social problems. This is not a new phenomenon. Traditionally, the Third World communities have borne the brunt of the ills which have plagued this nation.

In the field of higher education, Third World administrators, faculty members and students have now begun to respond to decades of irrelevant education and intellectual exploitation. Last year, after a prolonged and bloody strike led by the Third World Liberation Front at the University of California in Berkeley, an Ethnic Studies Department was created to satisfy the legitimate demands for quality education for Third World students. One component of the Ethnic Studies Department is the Asian American Studies Division which is currently struggling to survive.

The Origin of the Asian American Studies Division

The Asian American Political Alliance, a liberal, nationalistic and student dominated organization led the struggle for the creation of the Asian American Studies Division through its participation in the TWLF

strike.

The primary goals of the AAPA was (1) to create a community-oriented academic unit, and (2) to do this with the greatest feasible amount of autonomy. For decades Asian American students have gone through the educational process of the University of California, and have been accommodated within the mainstream of American society. This has been detrimental to their communities which sorely require them. This "brain-drain" of intellectuals, professionals, and technicians have severely crippled the efforts of the entire community to elevate its standard of living. AAPA sought to provide an alternative to this negative process. *
First of all, it demanded the creation of "relevant" courses with the intention of diverting some of the "talented tenth" back into the community. In addition, AAPA demanded that this program be under the control of those they felt would best fit into the overall program. "Self-determination" in reality meant autonomy. **

Allocation of Administrative Power

AAPA provided the initial leadership in the creation of the Asian American Studies Division because they were able to (1) advocate a concrete policy, (2) articulate a perceived need, and (3) could supply the personnel necessary for the development of the Division. While the University of California at Berkeley did not overtly acknowledge the fact that it had given limited power to this group in order to initiate the Division, the University could not find any other means that would have been acceptable to AAPA.

However, the University had a number of checks and balances which

were and are being utilized to insure "academic excellence" and "responsible behavior". First of all, the Academic Senate was entrusted with the power to critically review courses given by the Division. Since the Academic Senate is not noted for its enlightened attitude towards the Division, this serves as a very effective screening device. The Chancellors Office which controls the budget of the Division is also another effective controlling agent. Finally, the creation of a "blue ribbon" Advisory committee composed of both Third World and white tenured faculty members also serves as a limiting factor.

Thus, through a series of compromises on the part of the Asian American Studies Division and the University the allocation of power was quickly and openly delineated.

Hierarchy Transformation

The Division experienced three structural forms within the first year of its painful existence. The first form was that of a coordinator who would be advised by a committee composed of the central teaching staff and an equal number of students. This form lasted exactly one month. The coordinator attempted to consolidate all of the power governing policy into his own control. This was swiftly opposed by the entire teaching staff. A confrontation occurred. He was faced with the choice of losing his entire teaching staff which could not be easily replaced, or submitting his own resignation. He resigned.

The second form, which was recognized officially by the University, consisted of a Graduate Student Council which contained four members of the teaching staff, one administrative specialist, and five undergraduate

Floyd Huan
Alan Fong
Yuki Miragawa
Pam Lee
Rodney Pang

students. This arrangement lasted six months until another struggle for power occurred. "Performance gaps" led to a "grass-roots" revolt. One of the members of the Graduate Student Council attempted to utilize the discontent of the students in order to take over the Division. However, he miscalculated the relationship of forces in the Division. In his initial attack he attempted to discredit two members of the Graduate Student Council and to neutralize the other two. This did not work; it ended with all four members pitted against him. In addition, the five undergraduate student representatives sided with the four. Finally, a showdown occurred where he himself was discredited, and he resigned from his University position in order to be able to remain on the Council.

Floyd Hume?

The third form grew out of the aforementioned struggle. In the process of the battle for power, it became quite apparent to all that a change was needed. It was agreed that the previous ruling body had done the best job possible under the given circumstances but that wasn't good enough. The teaching staff stated that they could not provide quality instruction while at the same time being entrusted with the administrative responsibilities of the Division. They were exhausted. Thus, the Graduate Student Council along with the five undergraduates selected eight students to run the Division. None of the old committee was allowed to be selected, and the selection of the eight would have to be unanimous. That is to say that every single one of the eight had to receive ten votes. The criteria for the selection of the new Executive Council was that (1) they must have been involved in the program for at least three months, preferably longer if possible, and (2) they must have a sense of collective leadership.

Very interesting

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Out of an initial pool of forty names, eight were finally selected. This new division of labor enabled the Division to function more efficiently. First of all, the graduate student teaching staff were relieved of their administrative duties yet were available for consultation in major policy matters. The new Executive Council carried on the routine administrative tasks and their elevation to power partially satisfied the demand of the rank and file for more decision making responsibilities.

To an outside observer the various transformations of the administrative structure of the Division may seem to be somewhat unusual and anarchistic but to the participants it is viewed as an attempt to create a relevant educational unit within a hostile milieu.

Communications

It is quite apparent that the Division is operating in a semi-turbulent situation which is wracked by crisis after crisis. Therefore, information, both internal and external, is collected and disseminated in a manner which is reflective of this situation. Long term-oriented information tends to be dispersed through printed materials. Short term-oriented information is usually transmitted by meetings. Critical information tends to be shared among the upper levels of decision making. That is to say that the Executive Council and the "Old Guard" tend to gather and disseminate information among themselves. This has oftentimes led to accusations that there exists a "power elite" which are not truly responsive to its constituency, i.e., the students. Many methods have been used to correct this problem. Emergency mass meetings, bulletins, telephone trees, etc., all have been utilized to combat this problem. Perhaps the

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the situation itself inherently creates such a problem. ~~report~~
the Division starts to stabilize itself more concretely, this problem
will cure itself.

Division Territoriality

When the Ethnic Studies Department was created it was agreed by all
that no Division ^{would} interfere with the internal problems of another Division
unless the problem posed a potential threat to the first Division. Per-
sonal friendships among the "leadership" of the TWLF who had secured
appointments as instructors and administrators have served to reinforce
this unwritten rule. Thus far, inter-Divisional conflicts have been kept
at a very low level. However, as new personnel are appointed, and as new
directions are created, there is a very real possibility that this level
could rise and erupt into open conflict.

As far as other Schools and Departments in the University are con-
cerned, many of them have already demonstrated their antagonism and hos-
tility to the Ethnic Studies Department in general and the Asian Ameri-
can Studies Division in particular. For example, the Oriental Languages
Department attempted to prevent the Asian American Studies Division from
offering a conversational Cantonese course. Their efforts, to an un-
biased observer, may seem somewhat ridiculous and petty given the cir-
cumstances. The conversational Cantonese course was developed by the
Division in order to supplement the Asian American Communities course.
The students in the AAC course expressed a firm desire to learn this
particular dialect since it is spoken by virtually all who speak Chinese
since most of them have immigrated from Kwantung province. To this

author's knowledge Cantonese has never been offered by the Oriental Languages Department. In fact the OLD offer a course in the Mandarin dialect which is only used by aristocrats and intellectuals. This same Department unsuccessfully opposed the offering of a course in Tagalog which is the national language of the Filipinos, and, again, to this author's knowledge Tagalog has never been offered by the Oriental Languages Department. It would be an understatement to say that the average student at the University is generally turned off as far as taking a language course is concerned. However, in the case of Cantonese and Tagalog there was a tremendous demand on the part of those students who are engaged in community projects such as tutoring primary and secondary school children, communicating with recent immigrants, aiding the elderly who have never been able to learn English, etc. It was not the intent of the Asian American Studies Division to impinge upon the "territory" of the Oriental Languages Department. However, the narrow-minded attitude and the infantile behavior of that Department clearly demonstrated that they will not tolerate anything closely resembling an "intrusion" into their academic domain no matter how relevant the matter is. This is not an isolated incident of petty behavior on the part of mentally deficient intellectuals.

Diffusion of Goal Consensus

The expansion of the Division has led to a diffusion of goal consensus. The Division is currently polarized between community-oriented forces and campus-oriented forces. The community-oriented faction want more of the resources and personnel involved in solving the social problems which ex-

faction want to create a high quality academic Department. There are those who feel that both tasks can be performed simultaneously, but they are in the minority.

There are also differences based upon the issue of short versus long range programs. One faction sees the Division as a temporary affair which will eventually be destroyed by the University which they consider to be a fundamentally racist institution that will seize the first opportunity to wipe out the whole Ethnic Studies program. Another faction sees the Division as a permanent fixture which will gradually evolve into either a Department or a School with the aid of the University. Once this occurs, this faction will feel that it will have "made it". There is a grain of truth to both arguments, but enough time has not transpired to accurately predict which side is correct.

Conclusion

Given the difficulties encountered by the Asian American Studies Division in the areas of allocation of power, hierarchy transformations, communications, territoriality, and diffusion of goal consensus, it is indeed a minor miracle that the Division has survived its first year. The survival of the Division thus far can be directly attributed to the dedication of its teaching and administrative staff, and to the large numbers of students who support it.

PROGRAM PROBLEMS

In general, the problems of Asian Studies revolve around the common problems of lack of funds, lack of space and a sense of isolation from the rest of the academic community. Because Asian Studies is a developing field, the problems of established departments and divisions are compounded.

Only one member of the Asian Studies faculty is in the regular "ladder" ranks. Since this member is not tenured, and because of the obvious lack of representation in the Academic Senate committees, Asian Studies has felt isolated from the campus community. Further, heavy reliance on part time and non-ladder rank staff to meet heavy student demand has resulted in instability in the curriculum.

The number of scholars in the field of the Asian experience in America is small. Asian Studies has been forced to seek faculty who are either beginning academic careers or who are switching interests from another discipline. In both situations, extensive support for research is necessary, either in the form of research assistance or reduced teaching loads. But neither alternative is possible under present conditions.

In order to attract and maintain faculty, some sort of incentive must be presented the faculty member. Asian Studies has not been able to present the kind of office space, research assistance or remuneration necessary to attract and keep scholars of the type necessary to develop the division. Since formulation and maintenance of educational policy and direction depends to a large extent on the faculty, much of the instability of the division can be traced to this problem.

Asian Studies Division 2
 Faculty roster 1970-1971

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~~ASIAN STUDIES FACULTY~~
 DIVISION
 1970 - 1971

Name	Rank	FTE
Aoki, Richard M.	Lecturer	.50
Chiang, Patricia C.	Lecturer in SS * visiting lecturer*	---
DeGuzman, Emil A.	Associate	.50
DeLeon, Luz V. G.	Acting Instructor	.50
Dykstra, Yoshiko K.	Lecturer	.50
Fong, Alan T.	Lecturer	.50
Gee, Emma	Lecturer	.50
Gonzalez, N. V. M.	Visiting Prof in SS *	---
Hayashi, Patrick S.	Associate	.50
Hsue, James S. F.	Acting Instructor	.50
Huen, Floyd	Acting Instructor	.50
Kawaichi, Ken M.	Asst Prof II	1.00
Newman, E. H. Kim	Lecturer	.50
Surh, Gerald D.	Acting Asst Prof I	.50
Wong, Steven	Associate	.50
Yu, T. S. Grace	Associate	.50
Zodrow, Ida T.	Lecturer	.50
Total		8.00
Program Coordinator		
Aoki, Richard M.	Assoc Spec I	.50
Fong, Alan T.	Assoc Spec IV	.50

* second summer sessions

Asian Studies Division:
Curriculum 1970-1971

~~ASIAN STUDIES~~
~~1970-71 / Curriculum~~

Fall Quarter ~~1970-71~~

FALL 1970-71

Citation Label
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Box No. 2 Folder No. 13 Date 4/24/17

- AS 3 -- AS Subject A English
Hayashi, Fong
- AS 10 -- Introduction to AS
Kawaichi
- AS 30 -- Introduction to Asian Communities
DeGuaman, Wong
- AS 50 A,C -- Conversational Cantonese
Yu
- AS 51 A,C -- Conversational Japanese
Dykstra
- AS 52 A,C -- Conversational Tagalog
DeLeon
- AS 108 A -- The Asian American And the Law
Kawaichi
- AS 121 A -- Urban Media
Fong
- AS 150 -- Asian Studies for Engineers and Scientists
Hsue
- AS 169 A -- Social Theory and Contemporary Social Problems
Aoki, Surh
- AS 170 -- Proseminar on Asian Women
Gee
- AS 197 -- Directed Field Study in the Asian Communities
Staff (DeGuzman in charge, ~~Aoki?~~)
- AS 198 B -- ~~Hawaii Course~~ Social Problems in Hawaii
Aoki
- AS 198 -- Directed Groups Studies
Staff
- AS 199 -- Supervised Independent Studies
Staff

Asian Studies Division:
~~Current~~ Curriculum: 1970-1971

Winter Quarter

Citation Label
Comparative Ethnic Studies Archives, UC Berkeley
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~~WINTER 1971 1970-71~~

- AS 1A -- AS Reading and Composition
Fong, Hayashi
- AS 10 -- Introduction to AS
Kawaichi
- AS 30 -- Introduction to Asian Communities
Wong (DeGuzman?)
- AS 50 B,D -- Conversational Cantonese
Yu
- AS 51 B -- Conversational Japanese
Dykstra
- AS 52 B,D,-- Conversational Tagalog
DeLeon
- AS 89 -- ~~Pacific Rim Seminar~~ *Seminar on the Pacific Rim*
Haen
- AS 108 B -- The Asian American and the Law
Kawaichi
- AS 121 B -- Urban Media
Fong
- AS 131 -- Introduction to Community Organization in Asian American
Communities
Zodrow
- AS 150 -- AS for Engineers and Scientists
Hsue
- AS 169 B -- Social Theory and Contemporary Social Problems
Aoki, Surh
- AS 170 -- Proseminar on Asian Women
Gee
- AS 198 B -- ~~Hawaii Course~~ *Social Problems in Hawaii*
Surh
- AS 198 -- Directed Group Studies
Staff
- AS 199 -- Supervised Independent Studies
Staff

Asian Studies Division
Curriculum 1970-1971
Spring Quarter

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~~SPRING 1971 - 1970-71~~

- AS 1B -- AS Reading and Composition
Hayashi, Fong, Newman
- AS 10 -- Introduction to AS
Kawaichi
- AS 30 -- Introduction to Asian Communities
Wong (DeGuzman?)
- AS 50 A,C -- Conversational Cantonese
Yu
- AS 51 C -- Conversational Japanese
Dykstra
- AS 52 A,C -- Conversational Tagalog
DeLeon
- AS 103 -- Seminar on the Filipinos in the U.S.
DeLeon
- AS 108 C -- The Asian American and the Law
Kawaichi
- AS 131 -- Introduction to Community Organization in Asian
American Communities
Zodrow
- AS 170 -- Proseminar on Asian Women
Gee
- AS 198-1 -- Asian Health Care
Huen, Zodrow
- AS 198-2 -- Seminar on SE Asia
DeLeon
- AS 198-3 -- Asian American Acting Troupe
Fong
- AS 198-4 -- Asian Student Survey
Surh
- AS 198 -- Directed Group Studies
Staff
- AS 199 -- Supervised Independent Studies
Staff

Asian Studies Division
Enrollment Data 1970-1971

ENROLLMENT FIGURES FOR ASIAN STUDIES CLASSES -- FALL 170, WINTER 171

~~Fall Quarter~~ ~~Guests~~ 1970-71

~~FALL QUARTER~~

Headcount

Course Number	Section Number	Enrollment	Undergrads		Graduates
			Lower	Upper	
3	1	25	24	1	
3	2	27	26	1	
3	3	30	27	3	
3	4	24	22	2	
3	5	20	20	-	
3	6	13	9	4	
10	-	48	32	16	
30	-	14	9	5	
50A	-	53	20	31	2
50c	-	22	7	15	
51A	1	22	10	11	1
51A	2	16	6	10	
51C	-	12	8	4	
52A	-	5	4	1	
52C	-	2	1	0	
108A	-	48	13	35	
121A	-	11	3	7	
150A	-	23	5	18	
169A	-	10	2	8	
170	-	13	3	10	
197	-	34	14	20	
198	-	16	5	11	
199	-	7	1	5	
Total		495*	271*	218*	6*

~~FALL 170~~

~~WINTER QUARTER~~

1A	-	112	100	12	
10	-	85	63	20	2
30	-	36	29	7	
50B	-	33	17	15	
50D	-	13	4	9	
51B	-	20	8	11	
52B	-	2	2	-	
52D	-	2	-	1	
89	-	11	5	6	
108B	-	53	11	42	
121B	-	21	8	12	
131	-	17	7	10	
150	-	20	3	17	
169B	-	14	3	10	
170	-	16	3	13	
198	-	17	7	9	
198A	-	8	5	3	
198B	-	13	5	8	
199	-	9	3	5	
To tal		501*	283*	209*	9*

~~WINTER 171~~

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Asian Studies Division:
 Enrollment Data 1970-1971

Spring Quarter

1970-71

~~ENROLLMENT FIGURES FOR ASIAN STUDIES CLASSES - SPRING '71; FALL '71~~

SPRING QUARTER

HEADCOUNT
 ENROLLMENT

Course	Sec.	Total	Undergrads		Graduates
			Lower	Upper	
1B	1	19	17	2	-
1B	2	21	19	2	-
1B	3	30	24	6	-
1B	4	26	21	5	-
1B	7	26	21	5	-
10	-	59	35	23	1
30	-	35	25	10	-
50A	-	49	25	24	-
50C	-	20	9	11	-
51C	1	16	7	9	-
52A	-	6	4	2	-
52C	-	3	2	1	-
103	-	12	4	7	1
108C	-	13	3	9	1
131	-	23	11	12	-
170	-	15	5	10	-
198	1	27	6	21	-
198	2	21	2	19	-
198	3	15	4	11	-
198	4	11	2	9	-
198	5	4	2	2	-
198	6	9	5	4	-
198	7	2	0	2	-
199	-	13	3	10	-
Totals		475*	256*	216*	3*

Course Title

SPRING '71

13

13

1970-71 ASIAN STUDIES
 Budget Allocations 1970-1971

DIVISION: ~~BUDGET~~ ASIAN STUDIES Account Number 402830
 Account No. 402830

File
 D.B. 7/23/70

	1990 Funds		07427 Funds		38203 Funds		Total Funds	
	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Academic Salaries								
Program Coordinator			1.00	14,532			1.00	14,532
Associate Specialist			1.00	14,532			1.00	14,532
Sub-Total Program Coordinator							1.50	19,650
Faculty							2.50	30,500
Associate Professor	1.50	19,650					2.00	21,696
Assistant Professor	2.50	30,500					6.00	71,846
Lecturer	2.00	21,696					7.00	86,378
Sub-Total Faculty	6.00	71,846						
Total Academic	6.00	71,846	1.00	14,532				
Support								
Staff Salaries			1.00	6,204			1.00	6,204
Secretary			.50	2,676			.50	2,676
Sr. Typist Clerk			1.50	8,880			1.50	8,880
Total Staff Salaries								
General Assistance					2.00	21,192	2.00	21,192
Field Work Supervisor					6.00	39,360	6.00	39,360
Field Work Assistant							.67	7,341
Other	.67	7,341			8.00	60,552	8.67	67,893
Total General Assistance	.67	7,341						6,000
Supplies & Expense		6,000						2,000
Equipment & Facilities						2,000		
Total Support	.67	13,341	1.50	10,880	8.00	60,552	10.17	84,773
Total Account Total	6.67	85,187	2.50	25,412	8.00	60,552	17.17	171,151

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