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A THIRD WORLD COLLEGE

(To Include a Department of Chicano Studies)

A CHICANO CENTER

AN EXTENSION PROGRAM

All educational programs must be designed to meet developmental needs. Nothing should be taught just because it has some place in the body of knowledge, because it is required by some antiquated code of accreditation, because it is the specialty of some professor a department wants to add to its staff, or because it is the specialty of some professor a department wants to add to its staff, or because it is taught at Harvard.

The most exciting thing about the movement for minority programs is that they have a real chance of loosening up the monolithic academic structure I have been complaining about, and of providing the kind of developmental education I am advocating.....

Nevitt Sanford

PrologueA CHICANO DEPARTMENT
(within the Third World College)

This is a proposal and a recommendation for the establishment of a Chicano Department within the Third World College. The Chicano Department is envisioned as undergoing two stages of development. First, it will be established as a Division within an interim independent Department of Third World Studies. Second, it will subsequently become a Department within the Third World College. Since the substance of the Departmental Division closely parallels the College Department, primary focus in what follows is oriented to the second proposed developmental step.

From the U.S. Commission on Civil Rights, to the local barrio, the need for more involvement of the Chicano community has been amply documented. The question that is most salient now addresses itself to what response will come from public institutions of higher education, such as the University of California at Berkeley.

The present needs of the Chicano must be met in such a way as to provide relevant programs which will sustain self-confidence and provide a feeling of acceptance on the student's terms. Furthermore, such a response must also surpass the traditional boundaries of academe by providing a "home base" as it were, in the form of housing, assistance, social life, etc. Very important, bi-lingual studies must constitute a part of the University's realistic recognition of community realities and innovative academic potential. Clearly a part of the function of a department must be to prepare students for more advanced participation in the University outside the Chicano Department, i.e., study pattern assistance, use of library, cultural and behavioral patterns of the dominant society, etc. Financial assistance that takes into account the student's obligations is needed, as well as highly competent counseling by Chicanos.

INTRODUCTION

Third World Americans have long been aware of the bias of Anglo-American universities and thus it is not at all surprising that the various Third World groups, including especially students of non-white origin, have been ordinarily far ahead of Anglo-American faculty and administrators in perceiving the need for fundamental change. This situation has led to "confrontations" at various institutions, confrontations which could in almost every case have been avoided if Third World groups themselves, at an early stage, had been provided with the means for diversifying the courses and programs. That this is a procedure to be recommended seems rather clear in view of both the psychological need of oppressed persons for some degree of control over their own educational destiny and the inability of most faculty and administrators to reform their own programs voluntarily.

In many areas of the nation programs are now being developed which focus upon only one community (especially Afro-Americans) but in other areas the needs of other Third World groups demand the creation of diversified, multi-ethnic programs. Colleges and schools of "Ethnic Studies" are now being proposed to encompass the needs of the Third World communities in multi-ethnic sections of the country.

THE SIGNIFICANCE AND SCOPE OF THIRD WORLD STUDIES

At the time of the War for United States Independence the Atlantic Seaboard population (exclusive of Indian areas and Florida) was about 25% non-European, while the balance of the area of the present-day United States was predominantly native American or mixed native American European, and African (New Mexico, Florida, and lower Louisiana). As European immigrants rushed in the percentage of non-white gradually declined but it has seldom dropped below

20% (where it stands today). The proportion of non-Anglos is rapidly increasing once again, with the Asian American, the native American, the Spanish-speaking American, and the Afro-American populations all possessing much higher birthrates than the Euro-American majority. In California, for example, Third World people constitute about 20-22% of the total population and about 25% of the school-age population.

Clearly, the history, culture, and affairs of all of America's people prior to the European invasion and from one-fourth to one-fifth of the United States' population since the seventeenth-century demand detailed study in terms of instructional programs, research, and community services. Furthermore, one can cite the fact that perhaps one-half of the peoples of the Americas as a whole are today of native American, African, Asian, or mixed descent (and, of course, that the majority of the world's people are of non-European origin) to illustrate the significance of Third World studies.

One must also stress these additional points: (1) that the United States' Third World communities possess the greatest needs of any sector of the population in terms of conceiving higher education as oriented towards the service of the nation; (2) that inter-ethnic relations, and the problems of race and color, loom as the most significant "problem area" for the contemporary United States; (3) that well-documented objective needs exist for teachers, social workers, community workers, inter-group relations specialists and other professionals of Third World and non-Third World origin who are extremely well-trained in terms of the history, culture, and conditions of Third World communities; (4) that the world's Third World populations and non-European majorities possess great needs which can be, in part, met by Third World-oriented higher education; (5) that inter-ethnic relations ("frontiers") and the problems of race and color are cru-

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cial in the existing relations between nation-states and within the boundaries of multi-national states; and (6) that well-documented needs exist for persons trained to work with inter-ethnic relations at the international level and with overseas Third World populations.

The Wisdom of a College Structure

A separate college is herein recommended as the most suitable vehicle for a Third World studies program, for the following reasons:

(1) Most existing university faculties and departments have had a century or more in which to develop multi-ethnic approaches to history, art, literature, education, etc., but they have been largely unable to do so because of their own ethnocentric, "culture-bound" values as well as because of the "built-in" preconceptions of their respective disciplines. These same faculties cannot now be expected to do what they have in the past rejected or failed to consider as "academically worthy" subjects.

(2) The area of Third World studies and inter-ethnic analysis has suffered from the fact that the disciplines theoretically concerned with this field (sociology, anthropology, psychology, etc.) have tended to develop highly specialized methodologies or approaches which have seldom allowed for a systematic, interdisciplinary focus on problems of ethnicity as such. For example, inter-ethnic rivalries and ethnic dynamics comprise a large part of the substance of so-called international relations, but the discipline of international relations largely ignores cultural and ethnic dynamics in order to concentrate upon legal-institutional analyses. It would appear that only an integrated ethnic studies program can overcome the above problems.

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(3) A Third World studies program, to be meaningful, must embrace basic research (theoretical as well as empirical), applied research, and extensive field training. Because of these factors such a program does not belong in the College of Letters and Sciences. A Third World studies program must be regarded as being comparable to the programs of the College of Agriculture (with its applied research and field activities), the School of Social Welfare, the School of Education, or the School of Medicine.

A Third World studies program without its applied aspect would be like the School of Education without Teacher Education, Boalt Hall without court-room practice, or the School of Medicine without internship experiences.

Basic research cannot, however, be ignored since so many of the needs of Third World peoples cannot be fully met until tools are available. For example, the need for Black-oriented textbooks in the secondary schools cannot be fully met until many long-neglected aspects of Black history are fully revealed by intensive research.

(4) The faculty for a Third World studies program will have to possess varying kinds of expertise. Many will doubtless be persons who could qualify for appointments in the College of Letters and Sciences, but others will be practitioners comparable to faculties of Schools of Education, Law, etc. The doctorate does not make a person qualified to teach in the area of Native American Community Development, for example. Such an instructor should rather have had some years of applied experience in addition to an understanding of the theory of cultural change and community organization.

(5) The creation of specialized programs (as with Schools of Medicine, Law, etc.) always demands that the larger community of experts outside of the normal faculty be drawn upon to assist with their expertise and practical

experience. A School of Medicine would hardly be established without the active collaboration of the several appropriate medical organizations, and the same would be true with Law, Agriculture, and other fields. A Third World studies program is similar, in the sense that few faculty and administrators have had the kind of training or experience necessary for a real understanding of the applied and field aspects of the subject area. Therefore it would seem clear that a Third World studies program cannot be established in the way that a department within the College of Letters and Sciences would normally be initiated. The community of experts which must be drawn upon (Third World students and leading representatives from Third World communities) clearly indicates the need for a college-type structure allowing naturally for supra-faculty participation in planning.

(6) The distinction between a "School" and a "College" according to the Standing Orders of the Regents precludes the establishment of a "School" since a "School" may not enroll lower-division students.

In summary, a college-type of structure would seem to be indicated by the reality of the existing organization at Berkeley, by the very nature of the concept of Third World studies, and by the necessity for the involvement of experts from beyond the range of normal faculty.

The Department of Chicano Studies

The concept of a bilingual program or department is not new. The University of Pacific has had a bilingual College for many years, although its purpose when established was to relate to the Spanish-speaking countries of the Americas. Texas A & I University has bilingual programs in its School of Agriculture, School of Business Administration, and School of Engineering. And there are others.

Bilingual programs are designed to meet the developmental needs of the students and of the communities to which they relate. Not only are perceptions and academic styles distinct, but instruction is given in both Spanish and English.

Lower Division:

Goals of the first two years are to develop students' abilities in a bilingual, bicultural manner by offering communication skills in both Spanish and English, by focusing on an intellectual perspective of and about the Spanish-speaking communities, and by establishing a sound basis from which the student may select his major either in the Department or outside of it after two years.

The development of courses should remain flexible, although at this time there are the following possibilities:

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| (1) Rhetoric and Communication Skills: Spanish | 1-6 quarters |
| (2) " " " " English | 1-6 " |
| (3) Contemporary Community Problems | 3 " |
| (4) Historical Culture of the Spanish-speaking | 3 " |
| (5) Styles of Expression, Creativity, Arts | 3 " |
| (6) Cultural Economics | 3 " |
| (7) Political Constraints: Education, Crime, Welfare, Etc. | 3 " |
| (8) Technological Symbols and Concepts | 1-3 " |

Upper Division:

Goals for the major are to develop students' abilities to serve their communities, and to develop a potential for self-fulfillment in at least two cultures.

Courses will offer field work, directed research, supervised teaching and counseling, etc., as well as the conventional classes on campus. The programming will depend upon the student's abilities and needs so that it would be possible, for example, for a student to be on campus for the fall quarter, then go to the Central Valley for the winter quarter, return to campus for the spring quarter, then to the barrios for the summer. The important inter-relationship of the Department, the Center; and the Extension program would be an important factor in developing viable individualization of instruction.

Since the Department of Chicano Studies would offer a limited number of courses, majors in this field would have the opportunity and need to go to existing departments in other Colleges and Schools to complete graduation requirements. There are many courses already given that would be recommended in such fields as Social Welfare, Criminology, Public Health, Anthropology, Political Science, etc., etc. Furthermore, students would be encouraged to take courses in the other Third World departments, as well as the core courses for all Third World groups.

Suggested possible courses:

(1) Linguistics and Dialectology			3	quarters	..
(2) Consumer Education	2	quarters &	2	"	field
(3) Health Education, and Welfare	2	"	2	"	"
(4) Government, Civil Rights, etc.	2	"	2	"	"
(5) Social Institutions	2	"	2	"	"
(6) Ideology and Philosophy	2	"	1	"	"
(7) Communication, Translation	2	"	2	"	"
(8) Mass Media, Journalism	2	"	2	"	"
(9) Literature of the Spanish-speaking	2	"	1	"	"
(10) Performing Arts	2	"	1	"	"

(11)	Plastic Arts	2	quarters	&	2	quarters	field
(12)	Comparative Third World Studies	2	"	2	"	"	"
(13)	International " " "	3	"				
(14)	Third World Strategies	3	"	1	"	"	"
(15)	Cybernetics and the Third World	3	"	1	"	"	"

The Chicano Bi-lingual Center

Absolutely essential to the development of a Chicano Curriculum, a Chicano Extension Program, and adequate involvement in the Urban Crisis Program is the establishment of an adequately supported Chicano Center. The reasons for this are many: (1) A program is needed to gather, classify, and make available the increasing number of published and unpublished materials relating to the Chicano population. This can take the form of a specialized library as a part of the center. (2) Closely related to this effort is a program of research analysis whose task it will be to evaluate on-going research findings, and to assist in translating these findings into a meaningful form so that they may be used to assist in the development of teaching materials as well as in the development of community programs. (3) While the forgoing is a program to gather research, there should also be a program to initiate research, that is, to articulate research problems in a manner that is relevant to the Chicano community. Such efforts will also be directed towards assistance for research-oriented students in the Department of Chicano Studies. (4) The Center will also assist in the development of Extension Programs, either rural or urban. (5) The Center should also address itself to the need of a Cultural Events Program. (6) The demand for speakers is growing daily.

The availability of speakers, and their areas of special knowledge, should be coordinated by the Centers. (7) The Center should be prepared to provide assistance to schools. (8) Scholars in Residence programs should be developed in order to tap the broad talents of the Chicano community.

(See following chart: Chicano Center)

An Extension Program

The University of California Extension programs were placed on a self-sustaining basis when State funds were withdrawn. The consequence of this act was to limit participation in Extension programs to members of the affluent and professional sectors of the citizenry.

Since Chicano communities hardly belong to the aforementioned groups, the University's Extension programs have excluded Chicanos from any of its activities. It is recommended, therefore, that the University fund Extension programs under the jurisdiction of the Chicano Department (Third World College) from its Urban Crisis and other sources.

Two types of programs can be envisioned initially. One would be of direct service to meet the needs of Chicano communities, probably analogous to Agricultural Extension. For example, the problem of housing among the farm workers is a serious one. The other would be somewhat similar to conventional Extension classes, except that the "teaching" staff would include advanced students from the Chicano Department and community experts along with members of the faculty. The classes would feel most comfortable and non-alienated. Furthermore, classes would be offered at pre-university levels as well as at university levels. This is essential in order to recoup some of the students who were "pushed out" of primary and secondary schools.

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CHICANO CENTER

1. Library
 - Student Reports
 - Research Publications
 - Chicano Publications
 - Tape Library
 - Film
 - Music
 - Art
 - History
2. Research - analysis
 - Staff to gather, evaluate, translate research into meaningful community programs
3. Rsrch - initiate
 - Responsive to community, to initiate rsrch required by the community
4. Extension Programs
 - Rural - Urban
 - High Potential Recruiting
 - Educational courses
5. Cultural Events
 - to be determined according to needs and interests
6. Speakers Bureau
 - To provide services to the community, the university, and area schools
7. Aid to Schools
 - Assistance in the development of curricula for primary, secondary schools and colleges
8. Scholars in Residence
 - Fellowship assistance for the advancement of Chicano culture