

STUDENT DEMANDS



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1. The implementation of a 2 course Ethnic Studies Requirement.

The Ethnic Studies Requirement is one our prime motivations for this action. For several years, students and faculty have been pushing for a two course requirement only to have other faculty members water down the requirement until it no longer resembles what was originally requested. A two course requirement is necessary to adequately educate students about the people who compose our society. We no longer trust the faculty to properly implement the requirement according to the original Ethnicity Task Force.

2. Abolishing the American History and Institutions Requirement.

UCSB is the only UC school that has a mandatory 2 course American History and Institutions Requirement. This is appalling, especially in view of the University's stated commitment to fostering ethnic diversity. The curriculum that satisfies the American History and Institutions Requirement (with the exception of a few courses) tend to reinforce the Anglo-American cultural biases which are pervasive throughout all social institutions in this country. The replacement of the American History and Institutions Requirement with a 2 course Ethnicity Requirement is the most logical first step the University can take in the effort to promote ethnic diversity and racial awareness on campus.

3. Task force set up for the Gender Studies Requirement with timeline for implementation.

Both racism and sexism stem from ignorance. Sexism on campus is manifested in sexual harassment, rape, and more subtle forms of oppression. In order to attack the problem of sexism on our campus there needs to be developed a curriculum that is sensitive to women's issues, and encourages learning about the problems women face in a society historically dominated by men. The gender studies requirement is important because women's plight has long been ignored in our current educational system. It is important for all of us to recognize women's value and their role in shaping history.

4. The creation of Asian-American Studies Department and a Native American Studies program.



The development of an Asian-American Studies Department and a Native American Studies program is long overdue. There currently exists an Asian-American Studies Program which is inadequate for educating students about the various Asian-American cultures in our society and furthermore there is no such program for Native Americans. By maintaining this status of a mere program and no program at all perpetuates the idea that neither of these cultures are worthwhile to study. Additionally it implies that the contributions of Asian-Americans and Native Americans to our society and history are not substantial enough to recognize their cultures in our own educational process. It says that they are not interesting or important enough to study in depth which in turn belittles and insults Asian-Americans and Native Americans.

5. At least 2 undergraduates or 25% of the make-up of any Chancellor's Advisory or Academic Senate Committee—These Students would have a voting role or the committee would decide on consensus.

The question of student empowerment and the role of students in decision-making lie at the root of each one of our demands. Throughout history, the Administration and the Faculty have completely excluded students from decision-making processes and/or manipulated students into token, advisory roles, thus solidifying the need for a genuine student voice. This strike can be a cornerstone not only in gaining specific demands, but in capturing our right--as students--to actively and genuinely participate in the decisions that affect our University lives.

6. 6 faculty of color hired per ethnicity.

The faculty of color on the UCSB campus in relation to the number of students of color on campus is seriously underrepresented. The programs that are seriously lacking these faculty include the Black Studies Department, Chicano Studies Department, Asian-American Studies, and Native-American faculty. These faculty serve as mentors, role models and friends to students on campus. Whereas the number of faculty on campus do not represent the university's commitment to diversity at UCSB. We demand a significant increase in the hiring of ladder-rank faculty of color. Whereas UC Davis, who have committed themselves to hire 6 faculty of color per ethnicity within the next three years. UCSB as a "COMMITTED UNIVERSITY TO DIVERSITY" should at least do the same.



7. Vice Chancellor for Student Services of color with a demonstrated commitment to the concerns of women and ethnic groups on campus.

It is often easy for the administration to disqualify people of color from important administrative positions with vague excuses such as "they don't have the right fit." It is also easy to find people who will follow the "party line" without giving full consideration to the concerns of people of color and women. Since Chancellor Uehling arrived, she has not hired one person of color for any position on her senior management staff. Now is the time for the administration to show with their actions their commitment to the people of color on the campus by hiring a person of color for the current open Vice-Chancellor position.

8. Proof of Divestment according to the previously agreed-upon schedule.

In the summer of 1986, the UC Regents agreed to divest from corporations and financial institutions that had holdings or investments in South Africa. To date, no proof has been offered to students that divestment has begun. We have no assurances that the UC system has begun to divest and we have reason to believe that the divestment efforts have never even been started.

9. The Chancellor or Appropriate Committees-*ie.* Letters and Science Executive Committee to discuss these demands with the appropriate Student groups.

This is necessary to ensure that our demands can be met in a reasonable time frame and that students will not be excluded from the process of implementation.

