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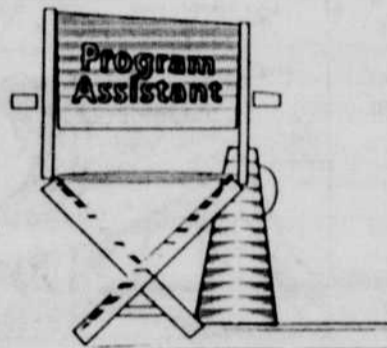
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University of Oregon Housing is an equal opportunity/affirmative action organization committed to cultural diversity.

COURSES

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can understand each other," senior Veronica Holland said.

The goal is not to get rid of racial stereotypes, senior Erika Armsbury said, but to understand them and to open students' minds to other views about racial groups.

But sophomore David Greenbaum said taking one or two courses won't help students understand race relations.

"The requirement is creating more harm than good by making administrators in the president's office look better by saying they're moving toward a multicultural curriculum," Greenbaum said.

Supporters of the proposal, such as University President Myles Brand, agree that a course requirement will not solve the whole problem. However, they say it's a step in the right direction.

"Because this state is very homogeneous, Oregon students aren't getting the same experiences one might get in a more urban area," Brand said. "It won't provide all the information they need to know about race relations, but it's a good start."

Ultimately, some students say they would like to see multicultural perspectives integrated in all courses, instead of just one requirement.

However, some students say the University is unwilling to change the curriculum.

"The dominant culture has been unwilling to learn about the other cultures," Holland said. "It's time we said 'Hey, learn about us.'"

But Greenbaum said that pushing minorities' perspectives on students is just as bad as pushing white views.

Greenbaum said courses should show how different perspectives interrelate on certain issues. For example, a broader American history course that showed how different racial groups related to each other would be better than a course solely on the African-American experience in the United States.

A question of money?

Economics Professor Henry Goldstein, who said he will vote against the proposal at the University Assembly meeting, said he is opposed to it because he believes it will cost the Univer-

sity money it doesn't have.

"At a time when our program in basic writing skills urgently needs more resources, why should we put additional resources into women's studies?" Goldstein said at the March 10 University Senate meeting.

Goldstein said he heard University President Myles Brand say if adopted, the requirement was going to cost an additional \$350,000 to implement.

Not so, Brand said. The money already exists; rather, it's a matter of thinking ahead when hiring and developing new programs, he said.

"It will involve departments taking into consideration the criteria for deciding whom to hire — thinking ahead, focusing our attention and setting our priorities straight," Brand said. "Those opposed, I believe, are using the financial aspect as an excuse."

For example, if a department needs to hire, it may look for someone who has the skills and experience to possibly teach a multicultural class, Brand said.

ASUO President Bobby Lee said courses that promote traditional, Western thought will have to suffer somewhat in order to support multicultural classes.

"This University has built its core curriculum on European thoughts and the study and accomplishment of men," Lee said. "That privilege is now being questioned."

Politically correct mold?

Goldstein said he believes students shouldn't be required to take any multicultural classes. He said it's an attempt by the University to create a politically correct student body.

"The requirement represents an expanded attempt to mold the sociological, political and economic views of our students along certain politically correct lines," Goldstein said.

"The rhetoric is diversity," he continued. "But the real intention is conformity — politically correct conformity."

This kind of thinking is dangerous, Brand said.

"There's a tendency to confuse these courses with things they're not," Brand said. "It's not an issue of political correctness or liberal versus conservative but, pedagogically, what is most important to equipping our students for what they will need

when they get out of here."

Goldstein also said he is wary that if passed, the requirement will lead to a more "leftward leaning" of faculty members because "the new faculty hired to teach these courses will all be politically super-correct." Consequently, he said, exposure to different perspectives will be narrowed, and students will suffer.

Too narrow or too broad?

Another professor who is opposed to the proposal, Davison Soper of physics, also believes it shouldn't be a requirement, but for different reasons.

Soper said he agrees students should take two non-Western courses. However, he said students shouldn't be made to study race relations in the United States if they are more interested in another country.

For example, Soper said he believes if a student is interested in Asian culture, the student should be able to take two Asian-studies classes, not one Asian-studies class and one U.S. race relations course, as the proposal states.

"I don't like to use faculty power to make students take what they don't want to take," Soper said. "I like to let them follow their own interests."

Anthropology Professor Clarence Spigner, a member of the Multiculturalism Curriculum Committee, which was designed to review the original race and gender requirement, said knowledge of U.S. race relations is crucial in understanding race issues in other countries.

"How is a student going to understand Asians if he doesn't have a clue about what Asians are experiencing here?" Spigner said.

While the proposal narrows the scope of classes that fulfill the requirement, Spigner said there will still be a wide variety of courses to choose from.

The curriculum committee also proposed a separate seven-member body that will decide which courses — existing and new — actually fulfill the intended purposes of the requirement.

Any professor may design and teach a multicultural class provided it meets the proposal's guidelines and focuses on multiculturalism, Spigner said.

"This does not negate any professor, department or program from coming up with their own course to address multiculturalism," Spigner said. "The sciences, for example, could study the scientific basis for racism, or they could look at possible biological reasons for homosexuality, and so on."

The purpose of the requirement, Spigner said, is to get students to think critically, analytically and logically about multiculturalism.

Those opposed to the proposal, Spigner said, are afraid.

"It stifles our control in the classroom, they believe, and it scares them," he said.

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