

COURSE

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teach the white students, when it can't even teach the people of color about themselves," Montoya said.

Marshall Saucedo, a member of the ACMC and director of multicultural affairs, read a prepared statement by the Mexican-Chicano, Native American, Asian-Pacific American and Black Student Unions.

"Our organizations have no desire to mandate (to majority students) studies that address our respective cultures and histories," Saucedo read. "Our heritages are very valuable and it is not in our interests to force a reluctant populace to learn to appreciate them."

Also speaking against the requirement were two student senators.

"This proposal is not the answer," said Student Senator Jesse Bohrer-Clancy. "The University needs a commitment and a vision. Multiculturalism should be a part of each and every course," he said.

Another student senator said the new requirement was shifting the burden of multiculturalism to students by adding to an already heavy course load.

"Multiculturalism should be widely spread across the curriculum," said Student Senator Grant Calof.

Sandra Morgen, co-chairwoman of a committee that came up with a similar proposal last year that was passed and later rescinded, questioned if the new proposal would seek to increase classes in contemporary race relations in the United States, an admitted weakness of the proposal.

She was told the new requirement would not provide for this specific mechanism.

Several members of the faculty and the administration spoke in strong favor of the new requirement.

Joe Wade, an ACMC member and director of academic advising and student services, said the proposal had some questions and drawbacks, but spoke in support of legislation.

"We already have a history of making ourselves look foolish as a result of our dealings with the multicultural curriculum issue last Spring," he said.

The proposal was passed with two minor amendments. One amendment was a slight word change and the other amendment was a paragraph addition that urged for "minimized bureaucracy."

Multicultural classes in three areas

By a nearly unanimous vote, the University Assembly voted to terminate the current Race, Gender, Non-European course requirement in favor of a new six-credit multicultural requirement.

The following is the unabridged class requirement that will take effect for all incoming students in the fall of 1995:

Students entering the University in Fall 1995 or thereafter will complete a minimum of six credit hours in specifically listed courses, spanning two of the following three areas: "American Cultures"; "Identity, Pluralism, and Tolerance"; and "International Cultures."

Students will choose courses from three lists of courses corresponding to these three areas.

Individual courses can be listed in only one of the three categories.

Departments and programs will propose courses for these areas to the curriculum committee for review according to these guidelines:

"American Cultures": The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial/ethnic groups are identified: African-American, Chicano/Latino, Native American, Asian-American and European-American.

Courses that satisfy the requirement will deal with at least two of these groups in a comparative manner. They need not deal with discrimination or prejudice specifically, although many

certainly will.

"Identity, Pluralism, and Tolerance": The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination.

The identities at issue may include ethnicities as in the "American Cultures" unit, as well as classes, genders, religions, sexual orientations or other groups whose experiences represent a contribution to cultural pluralism. Moreover, courses analyzing the general principles underlying tolerance, or the lack of it, will meet the requirement.

"International Cultures": The goal is to study world cultures in a critical perspective. This would include courses that either treat an international culture in view of the issues raised in the preceding categories, namely race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance, or explicitly describe and analyze a world-view — i.e., a system of knowledge, feeling, and belief — substantially different from those prevalent in the 20th-century United States.

The curriculum committee may request supplementary information it deems necessary for review of the proposed courses and, according to the procedures for curriculum changes, will recommend to the faculty courses for listing in each of these categories.

MULTICULTURAL

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said. "I've had to deal with this all my life."

Student unions at the University seem to have had little to complain about in her first four weeks on the job.

"She's great," said Jan Harada, co-director of the Asian/Pacific-American Student Union. "APASU has no problem with her. She's been active, helpful and very enthusiastic about what APASU is trying to accomplish."

Douglas Knecht, special events coordinator for the Lesbian, Gay, Bisexual Alliance, said Armsbury has helped open communication between LGBA and the ASUO Executive, a channel that didn't exist under Ajrian-Omari.

That difference wasn't necessarily bad, it was just different, Knecht said, noting that the two have different styles of communication.

"Eden was a good source because we had no national connections," Knecht said. Ajrian-Omari is on the national board of the student lobbying organiza-

tion United States Student's Association and is a nationally known spokesman for gay men of color.

Michael Shaheed of the Muslim Student Association said that though he had no contact with Armsbury yet, he found Ajrian-Omari an effective communicator for Muslim concerns.

"I hope that (with Armsbury) we're not forgotten," Shaheed said.

Ajrian-Omari's and Armsbury's styles are definitely different.

In an ASUO questionnaire sent to student unions early winter term, ASUO Vice President Leslie Warren said many organizations wrote back that they had difficulty with Ajrian-Omari's aggressive style.

Warren talked with Ajrian-Omari about the communication problem shortly after the questionnaires came back, she said, and he made improvements in his relationships as a result.

"I think people relate better if they're not pissed off," said Harada, who noted that she is a friend of Ajrian-Omari. "Eden was forceful because he cared so much for things to change. He felt that if getting you to come to a meeting meant pissing you off, then that's what he would do."

Harada said Armsbury is more of a "people person" who relates to students on a more personal basis.

"Eden is just very angry and very passionate," Armsbury said. "Not just with the ASUO, though. He sees problems with a lot of organizations and people. We are two very different people, so our relationships with the ASUO will be very different."

Armsbury's focus since starting the job has been to educate student unions about the multicultural curriculum requirement that went before the University Assembly Wednesday.

The Assembly passed the measure, which will require students starting school in fall 1995 to take at least two classes from a list yet to be approved.

Student apathy going into the vote was very high, Armsbury said, especially for a ruling that would affect every student on campus.

Armsbury said students made a big mistake last year by making the administration angry, thus making the University more careful this year in planning the curriculum reform.

Armsbury said last weekend that the

measure looked good on the surface, but she wanted to read further to make sure there were no loopholes.

Besides this issue, Armsbury has been working with student unions to advise them of their role in the Multicultural Center currently being built on the ground level of the EMU.

As far as experience, Armsbury has a respectable resume.

During the 1992-93 school year, she was the ASUO Women's Diversity Coordinator and has since been appointed to the Women's Center Restoration Committee formed by Bowen last summer. She was appointed by Bowen in August of 1993.

Armsbury was also elected as a national board member to USSA last June, resigning a month later after fearing that she would be stretched too thin with her commitments to the lobbying organization and the ASUO.

One of her contentions with the current USSA board members from the University, which includes Ajrian-Omari, is that they should have resigned either their USSA spots or their student government positions as she did.

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