

Fall 2019 Sabbatical Final Report

“Archival Methodology and Institutional Memory of Ethnic Studies at Lane Community College, the University of Oregon, and Oregon State University”

By

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**I start with an introduction which includes a summary of the purpose, goals, and objectives of my project.**

The discipline of Ethnic Studies is still relatively young (founded in the 1960s), compared to many scholarly pursuits that one finds in the halls of the academy. As such, it is possible, as I have done, to meet and speak to one of the founders of what has become a national academic movement. Relatedly, because Ethnic Studies was developed during my lifetime, I assumed that a research sabbatical would be able to uncover the “paper trail” origins of Ethnic Studies at Lane Community College.

In addition to being intellectually curious about the origins of Ethnic Studies at LCC, as Coordinator of Ethnic Studies, I have also been engaged in Academic Program Review (APR). In addition to creating a mission statement, program learning outcomes, and course learning outcomes, I sought a research sabbatical in order to have a more firm understanding of the circumstances of the creation and failure of the original Ethnic Studies program. Kind of a “learn your history, so that you don’t repeat the mistakes of the past” type of idea. And, since much of APR is to strategically plan for the future, this research of the past would help guide the direction that Ethnic Studies takes into the future.

In my sabbatical application, I wrote:

“A sabbatical would allow me time to explore in-depth the paper trail of how our Ethnic Studies program came to be. According to the Lane Community College 1973-74 catalog, we had a robust program, with a group of diverse faculty, teaching diverse course offerings. From the late 1960s to the early 70s is a relatively short institutional timeframe for that degree of growth. In addition to establishing a timeline of the Ethnic Studies, it is important to develop an area within campus archives where this material should exist.”

I decided to set what I thought were three achievable goals for the sabbatical. There were many things that I would’ve loved to do, (e.g. interviews with retired LCC staff) but with only one 11-week term, I thought it best to try to work towards more realistic concrete tasks: Here is what I wrote in my application:

“The goal of this sabbatical proposal is three-fold:

- 1) Focusing on materials stored in the Lane Community College archives department, **develop a timeline and create a list of the initial course offerings** developed during the initial founding of Ethnic Studies;
- 2) With the assistance of university staff, **review the Ethnic Studies archival approach/methodology at Oregon State University and the University of Oregon.** (There are only three comprehensive Ethnic Studies programs in the state: LCC, the UO and OSU, hence the focus on these three schools); and,
- 3) Working with library staff at Lane Community College, **develop a working plan for how Ethnic Studies-related materials should be stored in our archives.** This is important not only for institutional memory and a way to honor the past but make the archive accessible for focusing on strategic directions that Ethnic Studies can take going into the future. Making the archive accessible is very important for the state-wide effort to mandate Ethnic Studies in K-12 beginning in 2019.”

**In this section of my final report, I will discuss the methods and/or processes used to complete my project. This is where I will provide the details of what occurred during my project. I will also note the changes I had to make from my original action plan in my proposal.**

The following bizarre story is for the purpose of context:

In late Summer 2019, just prior to my Fall 2019 sabbatical, I learned that the LCC part-time archivist had quit. Therefore, the primary location of my sabbatical was no longer accessible to me (a unique space requiring security needed to be locked when unattended). Furthermore, the research librarian who was my contact person at the University of Oregon informed me that a job relocation out of the state was going to occur in early Fall. He scrambled to introduce me to another archivist, who I found to be professional and polite. But, she didn't have the time to assist me in my work. Oregon State University has a dedicated Multicultural Archivist. Intellectually, she understands my research focus and offered to assist in my research project. (Both in Fall of 2019, and my ongoing efforts).

- Addendum Fall 2020: Through word-of-mouth, I have been introduced to a new research librarian at the University of Oregon. In addition to her academic training, she carries a critical race theoretical perspective and has taken an interest in my work. She is ready to assist me with the future directions of my work.

Back to late Summer 2019, I began a multi-week endeavor to gain access to the locked Reading Room inside of the Archives Department. I quickly realized that my 20-year reputation on campus would not help me. (The Dean of the Library was relatively new and reluctant to allow me access into the space. The head of Public Safety was relatively new in her position and reluctant to allow me access into the space. The Director of Human Resources was so new that I hadn't even met him). And, the new head of HR very much wasn't interested in me gaining access to Archives because he thought that I would have access to confidential personnel files (not true since confidential files are not kept in the Reading Room). So, I reached out to the Dean of Social Science, and Vice President Paul, and the head of the faculty union, and the head of FPD, and pleaded my case.

Eventually, my electronic badge allowed me access to Archives, so I could engage in my research. And, eventually, the college hired a limited hour librarian to work in Archives. She was able to help me understand certain aspects of archival record keeping that I was confused with. And, at the end of my sabbatical, she guided me in created a dedicated archive box for Ethnic Studies. This last action in my sabbatical was crucial since at that point in December 2019, the Dean of the Library had quit as well. (Originally, he had planned to help me create the dedicated archive box for ES).

On to my actual methods and/or processes:

I spent three months in The LCC Archives. The Reading Room is where the public files are located. All other rooms in the archives space are locked and contain forms of media, confidential personnel files, materials waiting to be destroyed, and unprocessed boxes. These other materials represent the institutional memory of the college, but I no longer had access to those other records due to the reasons stated earlier.

The methodology was straight-forward recording of archival materials of the creation and offering of Ethnic Studies courses at LCC. Since the courses were developed prior to the regular usage of the term, "Ethnic Studies," the courses were first identified by the home department in which the courses were developed. The best advice that I've received from the archivist at Oregon State University was to remain focused on the purpose of my research project. When I began my deep dive into the archival materials, I found her advice to ring true, because there were many interesting rabbit holes to follow in the paperwork. I continually had to stay mindful of my goals.

First, since I was developing what became two distinct timelines, I divided all historical items based on date: year, month, day. Since Eugene Technical Vocational School transitioned into Lane Community College in 1964, I started there and worked my way up to when I was hired in 1999, and a few of the things that have occurred since then. The further back in time I went, the less paperwork was kept. I believe part of this is due to the fact that the school was relatively new and there were countless decisions that were made that probably didn't include hanging on to certain paperwork. Since the main campus wasn't built until the mid- to late-1960s, there was also a

“fly-by-the-seat-of-pants” feel to the earliest papers that I studied. Lastly, the majority of faculty and classified staff either did not keep files or didn’t move files into Archives. This means that the public files of the college tend to be from the Administration or related to the college in the form of College Catalogs, student newspapers and clubs, or the direct assistants to presidents and vice presidents. Or, to put it more bluntly, the institutional memory of the college is firmly focused on the historical power structure of the college: credentialed white men.

I first tried to understand which individuals were involved in the creation of the original Ethnic Studies courses. I compiled a short list of names, but didn’t know if these were names of staff, community members, or students. I explored internal references to new hires as well as materials that referenced students and community members. The following documents were studied:

The Daily (employee newspaper)  
Hand-typed 3x5 cards summarizing personnel matters  
Board of Education personnel notes  
The Torch (student newspaper)  
Staff Directory  
College Catalogs (lists of department personnel)  
Class Schedules (lists who was teaching what classes)  
Any external communication or paperwork related to my work.

I also wanted to develop two timelines: One timeline was for the development of what became the Ethnic Studies Program. Another timeline focused on what courses were developed, when they were taught, and by whom. So, the following documents were studied:

Memorandums (internal communications) from multiple sources  
Board of Education discussions on the creation of courses  
Curriculum Committee notes  
College Catalogs  
Class Schedules  
The Torch  
Any external communication or paperwork related to my work

My listed Goal #2 did not happen: The primary change to the focus of my sabbatical had to do with the two universities that I had hoped to focus on. I was able to determine that Oregon State University does not have a dedicated Ethnic Studies archive. Furthermore, what they have is relatively weak. Basically, no one has taken the time to create a dedicated archive, so there was nothing for me to study with regards to developing a dedicated archive at LCC. Supposedly the University of Oregon has a faculty member in Ethnic Studies who also serves as their internal archivist. Repeated emails to this faculty member proved fruitless. Three visits to the university’s archives amounted to nothing, so that pursuit had to be halted.

On the positive side, for Goal #1, I was able to engage in the deepest of paperwork dives and create two very robust timelines. And, for Goal #3, we were able to create a permanent Ethnic Studies archive. What is left is for me to determine which files are the juiciest and obtain help and/or resources to digitize those files to place online.

**In this section, I will describe the results and/or outcomes of my project. Included will be references to supporting documents, creative works, or products that I feel are relevant to the outcomes.**

I have one intangible and three tangible items to address.

The intangible:

Upon my arrival at LCC in Fall 1999, I was told by current LCC staff members, as well as many community members, that while the founder of Lane's original Ethnic Studies program had just retired, he was still living in the local area. I decided to reach out to this individual to glean insight into the past Ethnic Studies program: what worked, what didn't, and the reasons for the original demise of the program. Since I was brought in to create a new program, I thought this was a sound approach. The basic story was that he was hired to create the Ethnic Studies program. He was the chair of the program, there were classes and staff, and then bigoted campus forces did away with the program.

Fast forward to Fall 2019 and I'm engaged in a sabbatical project to explore the founding of the original Ethnic Studies program. After two decades of hearing a particular origin story, I thought that my research would establish the validity of the story. Instead, I found historical documents that added interesting details to the origin story.

The historiographical records indicate that the individual credited with creating the original Ethnic Studies Program was actually hired about 18 months after the program had already been established. Faculty were already teaching classes that had already been developed.

The records (as imperfect as they are) indicate that a group of white men, and what I believe to be the first African American woman faculty member in the English Department were the staff who began the program. Other staff of color, including some students of color, also deserve credit for developing and advocating for the existence of the program. (This credit can be found in the tangible works that were created). As far as the demise of the original Ethnic Studies program, the story seems multifaceted: a lagging economy, a shift in state financial support, college-wide contraction of courses and staff, and clashing personalities are some examples.

Three tangibles:

Three concrete items were created for this research project:

- Archives & Records Accession #: A-068 “Ethnic Studies Development Timeline 1967-2019” this record contains 1 box with 16 folders. This is an official record that is now to be permanently stored in the Reading Room of Archives.
- “Lane Community College Ethnic Studies Development Timeline.” This 22-page document is divided by the years, 1967 – 2019. The primary documents of this timeline are internal memorandums, on and off-campus letters (correspondence), reports, and newspaper articles.
- “Lane Community College Ethnic Studies Course Timeline.” This 20-page document spans Fall Term 1969 – Winter Term 2000. The primary documents of this timeline are college catalogs, course schedules, and board minutes.

**A final reflection on the significance of this project to your work at Lane, to your Division, to the College as a whole and to your discipline.**

A sabbatical like the one that I engaged in, has a specific start and end date. But, the seeds of the desire to apply for a sabbatical, and the topic researched, were planted years earlier. When, I arrived on campus in the Fall of 1999, I immediately wanted to know about the people and past history of the Ethnic Studies Program. But, in resurrecting a program from nothing, I never really had time to do more than scratch the surface of this history. And, as I previously wrote, people told me an origin story, so I put my head down and had to focus on what I was hired to do. But, as with all things, the topic of this sabbatical continued to pull on my consciousness. In the last 20 years, here are some of the issues that pushed me to work on my project:

- Nationally, significant ideological struggles to define what the discipline of Ethnic Studies should be focusing on;
- Ongoing efforts to start Ethnic Studies programs and/or ban courses/programs continues unabated in this country;
- The ramification of the legalization of mandatory Ethnic Studies curriculum in K-12 in Oregon, as well as my direct role in the implementation of this law;
- A multi-year academic program review of the LCC Ethnic Studies program (LCC ES APR); and
- My continued personal and intellectual growth as a faculty member and program coordinator.

**Significance of this project off-campus:** My project was titled, “Archival Methodology and Institutional Memory of Ethnic Studies at Lane Community College, the University of Oregon, and Oregon State University.” I purposely placed the context of my focus, not on one community

college, but rather in the historical context of a community of scholars and schools. The idea of “community” was built into one of the core foundational pursuits of the discipline, and it is how we continue to function to this day. So, this sabbatical project is significant in that it continues the idea that our three schools are connected in more than just “transfer agreements.” Ultimately, the timelines that were created for this project will be shared with faculty off-campus. And, creating the archival (and future digital) physical space, is specifically aimed at an off-campus audience. Really, a global audience.

**Significance of this project on-campus:** The findings of my project will also be useful for future on-campus faculty members. This sabbatical project was designed to specifically connect itself to the LCC ES APR. One of the items that will be created from the program review process is an LCC ES Faculty Handbook for new faculty in the Social Science Division, as well as high school (HS) teachers that I’m mentoring in order for them to teach Ethnic Studies 101. With this handbook, faculty will be provided with deeper context for who we are and what we do. The handbook will provide faculty and HS teachers with an understanding of the history of our program, our courses, and our ES course learning outcomes.

**Significance of this project to me:** In addition to everything that I’ve already written, this sabbatical has energized my research interests in this area and has provided me with a sense of intellectual momentum moving forward. My current goal is to continue researching and writing and publish my findings in an academic journal.

Lane Community College  
Ethnic Studies Development Timeline  
A Fall 2019 Faculty Professional Development Project  
Focus: Memorandums, Letters, Reports, Articles  
By  
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**1967**

September 15, 1967:

Letter from the City of Eugene, Office of City Manager Hugh McKinley to Dale Parnell, President Lane Community College regarding a September 14 city council meeting where the Eugene chapter of CORE demanded the following:

“We know that the educational facilities have failed the majority of the black people of the Eugene area. We find Eugene Public Schools and their curriculum to be racist and unemployment practices for black people to be deplorable and intolerable in all areas of school life. We demand that black people be employed in all areas of employment in the Eugene Public Schools and in Lane Community College, and that a curriculum be developed for black and white children in the Eugene School System that includes a comprehensive history of Black America, and its role in creating and building this country.” (CORE spokesman).

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December 15, 1967:

LCC Office of the President Dale Parnell Memorandum to Social Science Chair, Carrol deBroekert. “During winter term, 1968, would you develop a position paper with regard to broadening the scope of the Social Science Division to include programs normally defined as community services.” “Ideas to be pursued should include, but not limited to, the following: New careers for the poor; Poverty programs and community action groups; etc.”

**1968**

January 19, 1968:

Letter from Dr. Clyde DeBerry Director, School Desegregation Training and Research Institute, University of Oregon to Mr. Richard Eymann, Assistant to the President, Lane Community College. Describes meeting held with, “Fifty White Welfare mothers,” and another meeting with “35 Black families,” regarding, “recruitment, training and in general Upward Mobility and New Careers.” Letter suggests a collaboration between the University of Oregon and Lane Community College. An emphasis was made to extend an invitation to “Mr. Willy Mims, Manager of the Eugene Area Service Center (A.S.C.), to become a third partner in this training adventure.”

“May I also add, without being too offensive, that both the U. of O. and Lane Community College, with their air of superficial superiority, scare the hell out of



both white welfare mothers and the community of black people. The A.S.C. would serve as a bridge between the two worlds, until confidence is built with participants.”

April 17, 1968:

Race Relations Council meets for the first time on this date.

“The council is commissioned by the College President of Lane Community College to act in advisory capacity on the total subject of race relations for LCC. The term race relations to be viewed by the Council in the broadest possible sense, including internal student-staff relations as well as external education and Community relations.”

April 17, 1968:

LCC Board of Education meeting. Race Relations Committee Report: “Mr. Ackerman asked that the administration advise the Board on the final recommendations made by the newly formed Race Relations Student-Staff Committee. He also asked that the following areas be reviewed by this Committee: (1) To what extent is Negro history or culture part of our curriculum and if not, what course offering steps should be made? (2) Is LCC including the predominantly Negro learning institutions within its recruitment effort?”

May 1, 1968:

Two documents written by Nancy S. Prichard sent to Lane Community College Language Arts faculty member, Karen Lansdowne who was a member of the “Pac. N.W. Regional Conference on English in Two Year College.” These communications have to do with a Summer training opportunity. Cazenovia College, located in Cazenovia, New York planned to host a “1968 Summer Institute on Curriculum Development: Resources on the Negro in American Literature.”

May 6, 1968:

Letter from Assistant Professor Karen Lansdowne, Language Arts to Mel Krause Chairman: Race Relations Committee:

“I notice that the Board of Education asked what our immediate plans are for including courses on Negro culture in our curriculum. As a member of the Pac. N.W. Regional Conference on English in the Two Year College, I received the enclosed information about an institute on this subject planned for this summer. Perhaps L.C.C. would pay expenses for one of the staff members to attend.”

May 15, 1968:

LCC Board of Education meeting. Motion passes to, “authorize the administration to send a representative of LCC’s English Department to the Summer workshop to study the topic of the Negro in American literature and bring back recommendations for inclusion of this area of study in the LCC curriculum.”

October 8, 1968:

Memorandum from Chairman, Social Science Department, Carrol deBroekert to Dean of Instruction, Lewis Case regarding the development of four courses under the headings of "minority problems" and "race relations." Memo points out that it might be best to hire a "Negro historian."

November 19, 1968:

LCC Curriculum Committee minutes for November 14, 1968 meeting. "John Klobas indicated to the committee that he would like some advice on how to institute a new course on race and cultural relations. The committee suggested that he bring a proposal to the committee, requesting that the course be offered as a non-transferable credit." (John Klobas, Sociology faculty member, Social Science).

December 31, 1968:

From Lewis Case, Dean of Instruction to the Curriculum Committee members regarding the agenda for the Curriculum Committee meeting scheduled for January 9, 1969 in the Board Room. Of the new courses to be discussed:

"Language Arts: The Negro in American Literature  
Social Science: Sociology of Race  
Social Science: Psychology of Racial Prejudice & Conflict"

## **1969**

January 9, 1969:

Curriculum Committee minutes for January 9, 1969 meeting. Agenda Item #4: The Negro in American Literature, Sociology of Race, Psychology of Racial Prejudice and Conflict:

"John Klobas read a memo from Gerry Rasmussen suggesting that a black person be included in planning the above mentioned sequence. The committee discussed the need for the courses and suggested that the need and cost implementation be looked at more thoroughly. The race relations courses were deferred until another time."

February 18, 1969:

Editorial by Dave Norris and Linda Rodrigues in the LCC student newspaper, The Torch titled, "The Blacks: Not to be Pacified." Article discusses Artie Cox, and "several other black militants at LCC" who are advocating for equality, both socially and through education. "As John Klobas, an LCC Sociology prof., said, in a lecture on the racial problem, 'The white man has a God, the white man has a hell, but the white man has no soul.'"

March 24, 1969:

Acting LCC President Robert Hamill writes memorandum to Gerry Rasmussen. In the memo, Mr. Hamill is considering, "...I am considering thanking the Race Relations

Committee for their work and dissolving the committee in favor of the formal recognition of the Curriculum Committee now working in the area.”

April 22, 1969:

LCC student newspaper, *The Torch*, reports on the front page that the LCC Student Senate voted to approve the creation of a Black Student Union (BSU) at a student senate meeting on Thursday, April 17.

April 22, 1969:

LCC student newspaper, *The Torch*, contains an article on page 5 titled, “Searl and Edwards Provide Special Presentation.”

“Joe Searl, geography professor, and Bobby Edwards, LCC student, have combined their talents to provide a swinging presentation to groups in the area.” “The presentations, while covering every aspect of Negro life...” “Edwards and Searl have held the presentation-discussions at Churchill High School, Cottage Grove High School, and will be at EOC at the end of the month.”

April 24, 1969:

A memorandum from W. J. Beals, Chairman, Social Science, to Gerald Rasmussen, Associate Dean regarding the “Development of Course on Race-Specifically Psychology-Sociology of Race.” The memo talks about a Psychology instructor and a Sociology instructor attending a training in Cedar City, Utah:

“They will attend the Higher Education Lab section. This program involves, specifically, the race problem. They will interact with and be living with teachers and students who are from minority groups, particularly Blacks. In their sessions, they will deal with the problems of teaching race related courses at the level of higher education. This will better enable our white instructors to understand and present the Psychology of the Black and the problems of minority groups.”

April 29, 1969:

LCC Student newspaper, *The Torch*, editorial on page 3 by Bobby Edwards titled, “Black Are Excluded From White System.” The article focuses on institutionalized racism and the need for BSU to have a physical space, as well as changes to the curriculum. “If Lane Community College had a Black Studies Department we (students) would not have to concern ourselves, or have to come begging for closet space or for an information desk for the students and LCC and the community.”

May 1, 1969:

Memo from the Black Studies Curriculum Committee to the Curriculum Committee, regarding the adoption of Black Studies courses (three courses listed and identified). The members of the Black Studies Curriculum Committee:

“Bill Beals – Acting Department Chairman Social Science  
Ron Mitchell – Instructor Social Science  
\*Bob (Bobby) Edwards – Teacher’s Aide Social Science  
John Klobas – Instructor Social Science  
Gerald Rasmussen – Associate Dean of Instruction  
John Howard – Department Chairman Language Arts”

\*Bobby Edwards, older non-traditional student. Air Force veteran. Very involved in all aspects of advocacy for African American students during his time at LCC.

May 6, 1969:

LCC newspaper, The Torch, article on page 6 titled, “Rap Meeting: Why Students are Revolting.” Instructors John Klobas, sociology, and Ronald Mitchell, psychology joined 20 students and staff. “The group discussed the pros and cons of the present educational system in America and why students are revolting.”

May 8, 1969:

Curriculum Committee Minutes. Agenda item #4: Black Studies Sequence.

“Black Man in American History, Hst 210  
The Negro in American Literature, Eng 210  
Complexity & Change in American Racial Patterns: A Social Psychological View, Psy 210

Motion: Ray LaGrandeur moved that the Committee accept the Black Studies sequence. Howard Bird seconded the motion. Motion carried.”

May 13, 1969:

Memo from Lewis Case, Dean of Instruction to President Hamill titled, “Proposed Courses.”

“The following courses are hereby recommended to you and the Board of Education for consideration and adoption: The Negro in American Literature (English 210), Black Man in American History (History 210), and Complexity & Change in American Racial Patterns: A Social Psychological View (Psychology 210).”

May 21, 1969:

LCC Board of Education approves Black Studies curriculum. According to the documents, this board meeting was filmed.

May 24, 1969:

Clipped article from the Eugene Register-Guard announcing that Lane Community College has established Black Studies.

July 16, 1969:

BSU presents a letter to the LCC Board of Education.

"A token effort toward the development of a Black Studies Program has been made at Lane Community College. The philosophy behind this program should be re-examined and the development and implementation of it should be accelerated."

July 31, 1969:

LCC President creates a task force to look into the demands made by the BSU. President creates a comprehensive concrete response and recommendations.

August 6, 1969:

Task force report is agenda item #8 in the LCC Board of Education meeting.

August 1969:

Handwritten date of "08/'69" found on top of course outline for PSY 210. Course outline developed by Ron Mitchell, Assistant Professor of Psychology.

August 15, 1969:

Letter from the Department of Health, Education, and Welfare Office of Education, Washington D.C. Chairman Willa B. Player representing a Committee on Ethnic Studies, Division of College Support within the Bureau of Higher Education, requesting that LCC provide information concerning our program. In addition, included with the letter was a self-addressed, pre-stamped questionnaire.

August 20, 1969:

A reply to the letter referenced above from Gerald Rasmussen, Associate Dean of Instruction, LCC.

August 22, 1969:

First meeting of the LCC Human Relations Committee which was the suggested replacement for the Race Relations Council.

August 28, 1969:

Three-page, (not counting enclosures), single-spaced, all staff memorandum from Robert Pickering, President, Lane Community College. The memorandum is a detailed history of the college's efforts to support what we would now identify as students of color, hiring efforts of staff of color, and the creation of Black Studies curriculum.

September 4, 1969:

Memorandum to Dean Lewis Case from Gerald Rasmussen and Bobby Edwards. "From August 25-29, 1969, Bobby Edwards and I participated in a workshop at Shoreline

Community College, Seattle, Washington. This conference was designed to help individuals plan courses in Black Studies.”

“We both felt the conference was well worth while, although our needs were probably different than the majority of the participants. We are much further ahead in the planning of a Black Studies course than most of the schools represented at the conference.”

October 1, 1969:

Internal memorandum to President Pickering from W.W. Cox Superintendent of Facilities & Construction. This memo is a summary of a September 30 meeting held with student Bobby Edwards, and employees Jay Jones and Jack Carter. The meeting was held to discuss the creation of a campus space,

“...served by a work-study receptionist or a part-time employee, with telephone service to the reception area and office modules for the individual club groups. This would include a conference area in the center or along one side.”

“Their request is for an area where this group of Black Student Union could meet with their own people, where they would have available such items as books, magazines and articles dealing with the Blacks and other minority groups on display.”

“At this point, Mr. Carter mentioned this involved more than just space, but a philosophy.”

October 14, 1969:

The Torch student newspaper. Volume 5, Number 1. A column written by Bobby Edwards:

“To introduce myself to the new students, my name is Bob Edwards. I am a sophomore at Lane Community College. I am currently President of BSU and part-time instructor in our Black Studies Program. I am 24 and spent four years in the Air Force as an athlete. I have declared Eugene as my home, having been here for three years. Originally from Los Angeles, California, I have chaired various committees at LCC and will attempt to run for some office this year.”

November 13, 1969:

Memorandum from President Robert Pickering to all staff and students at LCC.

“Cultural Exchange Program becomes a reality. At the November 12 Board meeting, the Board of Education approved the establishment of a Cultural Exchange Program, located in Room 235 – Center Building, to be managed by the Black Student Union. Tentative guidelines have been established, and a steering

committee of three staff members and three students will be selected to give direction in the operation of the Center.”

## **1970**

January 13, 1970:

Office of Instruction communication from Gerald Rasmussen to Mr. Bobby Edwards: “It is with real regret that we accept your resignation as Coordinator of the Black Studies Program.”

May 4, 1970:

Letter of response from the Office of Instruction to Robert Altman, Director, Special Higher Education Programs, Western Interstate Commission for Higher Education (WICHE). An offer of money has to be declined due to the timing of the campus operating budget. But, still positive news:

“You may be interested in knowing that, assuming that Governor McCall releases the funds, our Afro-American program will be receiving a \$20,000 grant, beginning this coming summer. If that money is not forthcoming, we will proceed with our regular Black Studies class based on the experiences we gained during this academic year.”

June 22, 1970:

“Innovations in the Organization and Teaching of Afro-American Studies grant application.

September 20, 1970:

Register-Guard, page 5d, newspaper article titled, “LCC program hopes to bridge black-white gap. Detailed article, with photos, detailing the “Afro-American studies program.”

December 14, 1970:

Memorandum from Gerald Rasmussen to Lewis Case. A one and a half page, single spaced position paper reflecting on the first two years of the “black studies program.” In the memorandum, there is discussion of requests to expand offerings to include courses in, “Chicano Studies and Indian Studies.” As such, the argument is made for not only an expanded offerings, but also an expanded role in how to oversee the program:

“There is, it seems to me, a way to avoid the dangers of fragmentation and still offer the courses under discussion. That way is to bring all of the ethnic studies under the direction and guidance of one office which might be titled – Coordinator of Ethnic Studies.”

1970:

Grant report "Innovations in Organization and Teaching Afro-American Studies Project (Project Number 2-136). Sent to Dr. Robert D. Peck, Assistant Director Educational Coordinating Council Salem, Oregon, from the Black Studies Project Co-directors LCC.

## **1971**

Winter term 1971:

Second Quarterly Report to the Educational Coordinating Council from Gerald Rasmussen & Marilyn Waniek, Co-Directors Afro-American Studies. Under "Personnel Changes:"

"Mrs. Marilyn Waniek has recently been appointed co-director with Gerald Rasmussen. This change in the administrative responsibilities of the program has proved to be of great value since the duties and responsibilities of the program have become too great to expect the student coordinators to carry such a load."

"Ron Mitchell and Peter Simpson who were originally associated with the program as applicants for the grant (with Ronald Mitchell also teaching during the first year of the classes) are no longer active in the program."

"The three instructors who have been working during the 1970/71 academic year are: Marilyn Waniek – Literature, Lee Harvey – Psychology, and Sheldon Avery – History."

February 23, 1971:

Memorandum from Gerald Rasmussen to Mariam McCoy and Lewis Peters regarding future plans for the Black Studies Program for the following year. The memo contains a detailed operating budget for Summer 1971 and academic year 1971/72.

March 3, 1971:

Black Studies Program summary of program, job descriptions and budget.

March 16, 1971:

Curriculum Committee meeting. New course proposal: Minority Literature (Eng 211).

March 24, 1971:

Memorandum from the Office of Instruction to a large group of college employees. Memo covers the Black Studies Project supervision moving forward.

April 24-25, 1971:

Summary of the LCC Black Studies Program Retreat

May 3, 1971:

Memorandum from Gerald Rasmussen to Eldon Schafer, President. "RE: The Recommendation for Special Assistant to the President in Minority Affairs." A deeply reflective memo where it is clear that Mr. Rasmussen has been deeply influenced and changed from his years working with the Black Studies Program. He writes of his



shortcomings of his whiteness and urges the President to consider making a strategic hire.

May 14, 1971:

Cover letter and report from the State Intergroup Human Relations Commission, Oregon Board of Education to LCC President Schafer. The intent of the "Report on Community Colleges" was to, "assess what programs are available for minorities and disadvantaged students in community colleges, and how the Oregon Board of Education could be supportive of the efforts of community colleges."

May 18, 1971:

Unsigned "Lane Community College Black Studies Program Budget 1971-72" document. In addition to a budget, the document outlines future changes to be made to the program, as well as outlines of job descriptions for:

Director	Coordinator	Administrative Assistant
Instructor	Music Assistant	Librarian
Group Leaders		

May 20, 1971:

LCC internal document, "The Daily," reports that the Black Studies Program is sponsoring a three-hour symposium. Lee Harvey, psychology instructor and counselor is the moderator and will be as follows, "Nine local Black athletes, educators and entertainers will discuss the opportunities and obstacles Negroes face in these fields during a Black Symposium on campus tomorrow."

June 2, 1971:

Memorandum from the Office of the President to Marilyn Waniek, Co-director of the Black Studies Program. This four-page detailed memo includes a budget on the last page, but mostly outlines two important directions moving forward:

- The "Black Studies Program" name should be changed to the, "Ethnic Studies Program" beginning in the 1971/72 academic year.
- A program manager be hired. This person, similar to a department chairman, should have an assigned budget, and given the authority to spend that money accordingly. Finally, "the program manager should report directly to an associate dean of instruction."

June 1971:

Continued back-and-forth memos between the Office of Black Studies and the Office of the President discussing the future directions of the program.

June 17, 1971:

Memorandum from Marilyn Waniek, Co-director Black Studies Program to John R. McCulloch, LCC Social Science faculty, Law Enforcement Program. Argues that students taking law enforcement-related courses should take courses offered in the Ethnic Studies Program. Also, suggests that the Law Enforcement Program hire a "Black, Chicano, or Native American person..."

1971:

The Concrete Statement "A literary-arts club sponsored by the Lane Community College Student Senate, receiving no public funds. The views expressed in the magazine do not necessarily reflect those of the college." Pages 31-42 contain, "Black Writing" "Special Thanks to the LCC Black Studies Program."

July 16, 1971:

LCC Office of Instruction Job Description – Program Manager for the Ethnic Studies program.

August 4, 1971:

LCC internal document, "The Daily" reports that, "Counselor Jonathan West will be one of several participants in a Portland television station feature on minority programs in the community college. It will air on KATU, Ch. 12, Thursday at 7:30 a.m. Sorry those of you not on the cable system will be unable to view the program."

September 13, 1971:

Letter from Gerald Rasmussen, Associate Dean of Instruction to Mr. Lee Harvey of Berkeley, California.

"Dear Lee, Please regard this letter of a statement of Lane Community College's intent to hire you as a full time instructor and as manager of the Ethnic Studies Program for the academic year 1971-72."

September 17, 1971:

Letter from Gerald Rasmussen, Associate Dean of Instruction to Mr. William N. Powell of Eugene, Oregon.

"Dear Mr. Powell, this letter is a statement of Lane Community College's intent to hire you as a full time instructor in, and manager of, the Ethnic Studies Program for the academic year 1971-72."

September 20, 1971:

Letter from Gerald Rasmussen to 13 LCC staff members regarding the hiring of "Mr. Bill Powell as Manager, Ethnic Studies Program position."

September 22, 1971:

Letter from Gerald Rasmussen to members of the screening committee/manager of the Ethnic Studies Program regarding the selection of a manager:

"As you recall, the Screening Committee recommended that the above mentioned position be offered to Lee Harvey. The position was indeed offered to Mr. Harvey. In a series of telephone conversations, in one personal interview, and by letter I urged Mr. Harvey to accept. On last Friday I called Mr. Harvey in San Francisco and during the course of our conversation he indicated to me that he would not accept the position. On the following Monday, since it was imperative for the continuing development and success of the program that we find a qualified person to continue to work in the Ethnic Studies Program, I began to search for such a person. Mr. Powell had inquired about a regular teaching at Lane earlier and I approached him to ascertain if he would be interested in the Ethnic Studies position. He indicated that he would be interested and, since classes will be starting almost immediately and instructors must be assigned for classes and decisions made, I decided to offer him the position as instructor and manager. President Eldon Schafer had been consulted at all steps and concurred with this decision."

October 11, 1971:

LCC publication, "Black Talk!" announces the new Ethnic Studies Program on page 2:

"To my black, brown and red brothers and sisters in the community – let me tell you about the new Ethnic Studies Program at Lane Community College. The Ethnic Studies Program originated from the Black Studies Program, which was a year ago. This program will cover all minority studies: Black, Chicano, Native American. The Ethnic Studies manager is Bill Powell. This brother is completing his graduate studies at the University of Oregon. He has taught at the University of Oregon, Reed College and Willamette University. Brother Bill Powell said his primary goal is for each minority group to be able to create new ideas for this program. He hopes this program can alleviate the frustrations of students, and be helpful to them in finding their own identify and goals." (Typos corrected)

October 12, 1971:

Internal LCC document, "The Daily," reports that "Bibliography Files have been set up in the library for two subject areas in which research materials are in high demand: Ethnic Studies (including American Indian, Black, Chicano)."

October 15, 1971:

Memorandum from Leland Halberg, Chairman Curriculum Committee to Lewis Case, Executive Secretary Instructional Council regarding action items on three proposed new courses:

"Political Thought of American Minorities (PS 210)

Black American Music (Mus 210)  
Politics of Urban Minority Problems (PS 211)"

October 22, 1971:

Memorandum to President Schafer from the Office of Instruction stating that both the Curriculum Committee and Instructional Council have approved the three new Ethnic Studies courses.

November 4, 1971:

Memorandum from Jack Carter, Dean of Students to President Schafer regarding "Progress Report on Minorities." Page 2 contains a summary of the Ethnic Studies Program.

November 10, 1971:

Lane Community College Board of Education. Under item #16 "Minority Report" it states, "Mr. Earl Barrios distributed a position statement of Chicanos to the Board which questioned Lane's acknowledgement of the Chicano students and their needs." Board also approved new Ethnic Studies Program courses: PS 210, PS 211, and MUS 210.

**1972**

March 3, 1972:

Memorandum from Lewis Case, Dean of Instruction to President Schafer regarding proposed new courses: Chicano History, Mexico (Hst 211) and Chicano History, United States (Hst 212). Attached was a February 14, 1972 memo from Leland Halberg, Chairman Curriculum Committee to Lewis Case. Under the justification for the creation of the two courses were these three factors:

"A student survey was completed by students in Sociology, Survey of American Literature, Minority Literature, and Psychology of American Racial Patterns. Sixty-two percent of the students who completed the questionnaire said they would enroll in the course if it were offered.

"The developers also received a memo from John McCulloch, Social Science Instructor, which stated that upon the course being approved, he would recommend it as a suggested elective for the law enforcement programs.

In addition a Chicano position paper was submitted to the LCC Board of Education in which they recommended that more attention be given to the Chicano culture and that courses be developed in order to do this."

March 16, 1972:

A letter from Gerald Rasmussen, Dean of Instruction to Dr. Norman D. Sundberg, Dean Wallace School of Community Service and Public Affairs, University of Oregon. The letter formally recognizes Dr. Richard Ingraham who conducted an "extremely subjective study

of a highly controversial issue" (LCC Black Studies Program). This study helped LCC secure funding from the Educational Coordinating Council in Salem during the 1970/71 fiscal year.

July 17, 1972:

Memorandum from Gerald Rasmussen to Eldon Schafer. In this memorandum, there is a discussion about taking the Ethnic Studies Program and transitioning it to become the Ethnic Studies Department. Further anticipated changes:

"I would also like to call your attention to the possibility that the Ethnic Studies Department could, within the near future, also become an Ethnic Studies and Interdisciplinary Department. Courses such as Science in Your Life or some of the other interdisciplinary courses might be placed in a department like this one."

October 6, 1972:

Memorandum from Gerald Rasmussen, Office of Instruction to Bill Beals (Chair, Social Science), Nancy Burian (Office of Instruction Scheduling Clerk), John Howard (Chair, Language Arts), Judy Piercy (Office of Instruction Curriculum Clerk), Bill Powell (Chair, Ethnic Studies), Verne Whittaker (Business Office Chief Accountant), and Data Processing Staff regarding "Department Status/Ethnic Studies."

"Now that Ethnic Studies has been designated as a department we must take steps to move the following classes from the departments in which they are now located, to Ethnic Studies and schedule them accordingly. Those classes are:

- Minority Literature
- Black American Literature
- Political Thought of American Minorities
- Chicano History: Mexico
- Psychology of Racial Patterns
- Chicano History: US
- Politics of Urban Minority Problems
- Black Man in American History
- Black American Music"

June 30, 1972:

LCC Program Grant Number EO-4663-71-226 Ethnic Studies Final Report submitted by program Manager Mr. William N. Powell. Details changes to courses as well as personnel.

## **1973**

May 17, 1973:

Letter from Bill Powell and Gerald Rasmussen to Instructional Council Members. "The attached is a condensed review of a memo written in October of 1972. It establishes, not

only the reasons for our request to change the name of the department, but the fact that the request is a logical and planned step in the development of the department.

\*The primary argument was that since Ethnic Studies is interdisciplinary in its' approach, the department should be renamed, Interdisciplinary Studies, and all "interdisciplinary" courses should be moved under the new department.

June 18, 1973:

Memorandum from Lewis Case, Dean of Instruction to President Schafer regarding the Ethnic Studies Department name change to Interdisciplinary Studies Department.

June 20, 1973:

Memorandum from President Schafer to Lewis Case regarding the name change.

"I encourage the development of interdisciplinary courses and view the department name change as a positive step. In taking this position, I assume that the needs of minority students and others will be better served than in the past under Black Studies, Chicano Studies, Native American Studies or Ethnic Studies designation."

June 27, 1973:

Letter from Bill Powell (Interdisciplinary Studies) to Bill Beals (Social Science).

"I would call your attention, Bill, to the third paragraph where the President says I encourage the development of interdisciplinary courses. It would appear to me that the President views the interdisciplinary department as a place for the location of a variety of interdisciplinary courses rather than your assumption that it is interdisciplinary because the ethnic studies programs are interdisciplinary in nature. I am calling this to your attention so that you may be prepared for – or aware that – pressure may occur creating a department which will take in a variety of interdisciplinary courses from a variety of different departments."

1973-1974:

Report: Interdisciplinary Studies FTE by Areas of Study.  
Includes courses taught, faculty of record, and enrollment numbers.

August 23, 1973:

Letter from the LCC Chicano Student Union to Associate Dean of Instruction Gerald Rasmussen charging "...one William Powell, Department Director of Interdisciplinary Studies, formally Ethnic Studies with discriminatory hiring practices, to wit; that even after it has repeatedly been brought to his attention he has failed to properly advertise and utilize existing resources in soliciting for Chicano teachers."

September 5, 1973:

Memo from the Office of Instruction to Angelina Romero, Presidente, Chicano Student Union regarding the August 23 letter. Uses institutional policy to explain adjust hiring practices.

## **1974**

1973-1974:

Lane Community College Accreditation Report: A Self-Evaluation Study 1973-74 prepared for Northwest Association of Secondary and Higher Schools. Pages 54-55 on the Department of Interdisciplinary Studies.

1974-1975:

Report: Interdisciplinary Studies FTE by Areas of Study. Includes courses, faculty, and enrollment numbers.

November 6, 1974:

Memo from Gerald Rasmussen to Bill Powell regarding Mr. Powell's informal grievance around his teaching load.

December 16, 1974:

Memo from Bill Powell to Gerald Rasmussen regarding the prioritizing of cuts for Winter and Spring. "The Department of Interdisciplinary Studies has no courses or programs that it feels it can cut Winter or Spring quarters."

December 18, 1974:

Confidential memo to Joyce Hops (Associate Dean, Office of Instruction).

"What would you think of the idea of: 1. Abolishing the Department of Interdisciplinary Studies? 2. Assigning its chairman back to full-time teachers? 3. Replacing him with a coordinator of Interdisciplinary Studies with responsibilities across all departments to coordinate truly interdisciplinary subjects and disciplines, such as human sexuality, consumer problems, economics?"

## **1975**

May 23, 1975:

Memo from William Powell, Department of Interdisciplinary Studies to Mary Jeanne Jacobson (Instructional Operations Curriculum Specialist) regarding the proposed course "Social Control" (Soc. 212).

\*A Sociology course was developed within the Social Science Department. Since the course contains interdisciplinary components, Mr. Powell argues that the course should be developed and submitted through the department that he oversees.

May 28, 1975:

Memorandum from Paul Malm, Chairman, Social Science Department to Joyce Hops, Associate Dean regarding the course, "Social Control." A meeting was held with the heads of Social Science and Interdisciplinary Studies, and the two Social Science faculty who developed the Social Control course. There was not agreement on where the course should be housed.

June 18, 1975:

Memo from Joyce Hops to Gerald Rasmussen and copied to Mary Jeanne Jacobsen, Paul Malm, and Bill Powell regarding Social Control (Soc. 212).

"I recommend that this course be placed in the Social Science department and taught by a qualified sociology instructor. If the objectives of the course can be best achieved by a team teaching approach, then I have no objections. There are many courses on this campus that are team taught which are in no way coordinated through the department of Interdisciplinary Studies, and I don't consider this as a relevant issue."

July 17, 1975:

Memo from Gerald Rasmussen to Joyce Hops regarding the dissolution of Interdisciplinary Studies department. After a long detailed historical analysis which included college-wide cuts due to budgetary constraints, Mr. Rasmussen concludes with the following:

"It is my strong recommendation that due to: 1. Financial constraints, and 2. Mr. Powell's refusal to cooperate with the Office of Instruction with budgetary problems and blocking efforts on other departments' course recommendations, that the department be disbanded."

October 28, 1975:

The Torch LCC student newspaper, page 4 and article titled, "Unanimous decision instates Richard Weber as new Veep. The article is a summary of a Student Senate meeting, including a discussion about a rumor regarding the the future of the Interdisciplinary Studies Department.

November 4, 1975:

The Torch LCC student newspaper, front page article titled, "Interdisciplinary Studies on the road to extinction." Long article on the history and performance of the department, including quotes from the chairman, Bill Powell.

November 18, 1975:

Memorandum from John Howard Chairman, Language Arts Department to Dean Rasmussen regarding the Reassignment of Bill Powell and copied to Bill Powell, Joyce Hops, Paul Malm, and Linda Danielson (Faculty, Interdisciplinary Studies). Summarizes the movement of courses to Language Arts and Social Science.



November 25, 1975:

Letter from Susan Bennett (Faculty, Language Arts) and the Screening Committee to John Howard (Chairman, Language Arts) regarding "Absorption of Bill Powell and Linda Danielson."

"Last week at our department meeting I asked that a discussion of the absorption of Bill Powell and Linda Danielson be scheduled for a meeting on December 3. References have been made to this transfer but our department has been given no information on just what this transfer would mean in terms of teaching duties."

The remainder of the letter discusses what would the screening process look like, as well as the criteria used for hiring procedures in order for Powell and Danielson to teach courses in Language Arts.

December 3, 1975:

Memo from Gerald Rasmussen to President Schafer recommending the discontinuation of the Interdisciplinary Studies department effective Winter Term 1976.

December 10, 1975:

Lane Community College board meeting agenda item #10 Interdisciplinary Studies.

"Mrs. Lauris moved to add to and incorporate the original motion, seconded by Mr. Perry, to maintain the programs in Interdisciplinary Studies Department until the end of the current fiscal year, and that the administration return with additional information and recommendations prior to that time. Motion carried."

## **1976**

January 28, 1976:

Memorandum in the Office of Instructional Operations from Gerald Rasmussen to Joyce Hopps regarding the Social Control Course.

"The Social Control course, SOC 212, was approved on May 29, 1975. At that time a motion was made and seconded that the course be approved as a Sociology course. The motion carried. The course was developed by Professors Metzger (Sociology) and Kremers (Political Science) solely within the Social Science Department. It is their desire and the desire of the department that the course be retained in the Social Science Department. "

January 30, 1976:

Memo from William Powell, Department of Interdisciplinary Studies to Gerald Rasmussen regarding the Social Control course. In the memo, Mr. Powell claims that the Social Control course (SOC 212) has significant overlap with Psychology of Racial Patterns (PSY 210). Therefore, the Sociology course should not be approved or taught.

March 24, 1976:

Memorandum from Mary Jeanne Jacobsen to Gerald Rasmussen regarding Social Control SOC 212 and Psychology of Racial Patterns PSY 210. Per request by Rasmussen, Jacobsen reviewed the course outlines for the two courses in an attempt to discern overlap.

"It is difficult to compare the outlines owing to the fact that they are sketchy and that the outline for PSY 210 is substantially different than the one which was submitted for approval in 1969. I have, therefore, attached all three outlines for your comparison."

May 6, 1976:

Memorandum from Joyce Hopps to Dean Gerald Rasmussen titled, "Interdisciplinary Studies Department: Retention or Dissolution.

\*Regardless of the title, this eight-page document is the case built to bring the department to an end.

May 7, 1976:

Memorandum from Gerald Rasmussen to President Schafer regarding the report on Interdisciplinary Studies.

"At the December 10, 1975 Board meeting I submitted a recommendation that the Interdisciplinary Studies Department be dissolved. The Board wished to review this matter and have it brought back at a later date. I assigned Associate Dean Joyce Hopps to do an in-depth study and prepare a report. I have reviewed this report and concur with the recommendations that Dr. Hopps has submitted."

May 7, 1976:

Memo from William Powell to the LCC Board of Education requesting time to respond to Dean Hopps' document for dissolution "no later than the June 9 Board meeting mailing."

May 12, 1976:

LCC Board of Education meeting agenda item #10 Interdisciplinary Studies. After a long discussion, the vote.

"Mr. Reid moved, seconded by Mr. Pitney, that the Interdisciplinary Studies Department be disbanded as a separate department beginning July 1, 1976, and endorse the recommendations as presented, with the understanding that these recommendations will take place. Motion carried."

"Once disbanded, the following actions would then be taken: 1. Assign the current department chairman to full-time teaching. 2. Assign presently existing courses to either Social Science or Language Arts, depending on the existing prefix. 3. Give presently existing part-time staff priority in teaching courses they now instruct. 4.

Provide a 'center,' if it is desired, in terms of physical space for meetings of students to share common interests among themselves or with faculty."

May 28, 1976:

Memorandum from Joyce Hopps to John Howard regarding the transfer of courses within the Interdisciplinary Studies Department.

"This is to officially notify you that as a result of LCC's Board of Education action on May 12, 1976 to discontinue the Interdisciplinary Studies Department, the following courses will be assigned to your department:

Eng 196 Minority Literature  
Eng 210 Black American Literature  
Eng 211 American Ethnic Folklore  
Eng 212 Seminar in American Ethnic Folklore  
Eng 213 Folklore Collecting and Community Study"

### **1980s**

No archival documents found related to Black Studies, Ethnic Studies, or Interdisciplinary Studies. Separate document with overview of courses offered holds references to Ethnic Studies-related campus presence.

### **1990s**

June 9, 1995:

Lane Community College Diversity Plan, Developed in Conjunction with the Western Institute Commission on Higher Education (WICHE).

"For the past year, a group of nearly 30 Lane Community College students, staff and community representatives worked together with the help of staff from WICHE to develop this diversity plan." Of the five areas of activity, one was "Curriculum Development" with a primary goal, "To establish an interdisciplinary and multicultural department with an applied social science focus."

July 12, 1995:

LCC Board of Education meeting agenda item #7 Diversity Plan.

"The college Diversity Plan for 1994-96 garnered full Board support. Members were particularly interested in the development of a new interdisciplinary-multicultural department. Two faculty will be hired to set up the department, and job descriptions are now being written for those positions."

June 11, 1997:

LCC Board of Education meeting agenda item #4 Diversity Team Report. Submission of the "Diversity Team Progress Report for 1996/97." There is a "Curriculum Subcommittee," with seven goals. Goal #1 is "Review multicultural department."

February 5, 1998:

The Torch LCC student newspaper, front page article titled, "Diversity is LCC goal, but hirings are color-blind." Article explores not only the lack of racial diversity among, "contracted faculty and classified, administrations, and management support..." the article also details statistics provided by LCC Research and Planning that demonstrates the lack of retention of students of color.

June 10, 1998:

LCC Board of Education meeting agenda item #4: Diversity Team – Multicultural Department. "After researching, reviewing, and studying this issue, the committee's recommendations are:

- That the college establish a series of cross-disciplinary ethnic studies classes that would provide an ethnic studies focus;
- That Lane hire a faculty position to both teach ethnic studies and coordinate those classes;
- That the faculty person work with other faculty to develop new curriculum and infuse multicultural studies into existing curriculum; and
- That those activities then form the basis for a possible future ethnic studies program.

The board agreed with the Team's recommendations to proceed with cross-departmental ethnic studies classes, including hiring a faculty coordinator."

April 22, 1999:

The Torch LCC student newspaper, front page article titled, "Black Students, faculty to meet with administration." Summarizes racial incidents on campus aimed at African American Students. Includes comments by Bill Powell regarding ongoing issues of racial representation on campus.

June 30, 1999:

Special LCC Board meeting agenda item #4 Consent Agenda Personnel: "To appoint Michael Sámano, instructor, Social Sciences, Level 2, Step 1, effective September 10, 1999."

Fall Term 1999 Class Schedule – page 80:

Lists two new Ethnic Studies courses under the course designator of "SSC 199" as the courses were too new to have gone through the curriculum approval process. Under the classes is an article titled, "Lane First Community College in Oregon to offer Ethnic Studies Program."

September 23, 1999:

The Torch LCC student newspaper, front page article titled, "New ethnic studies course examines root causes of racism." Summary of new program with references to original program.

## **2000s**

Winter Term 2000 class schedule – page 80:

First official courses, ES 101 and ES 102, now approved and using the "Ethnic Studies" course designator.

Spring 2019:

LCC Ethnic Studies Coordinator celebrates 20 years at the college.

Lane Community College  
 Ethnic Studies Course Timeline  
 A Fall 2019 Faculty Professional Development Project  
 By  
 Michael Sámano, Ph.D.

**Academic Year 1969/1970**

**Fall Term 1969**

Course	Time	Day	Location	Instructor
"Black Studies *	1900+	H	For 302	Team

This program covers: Eng 210 – The Negro in American Literature  
 Psy 210 – Complexity and Change in American Racial Patterns: A Social Psychological View  
 Hst 210 – Black Man in American History

9 College Transfer credits will be given for this Black Studies course if the entire year's classes are taken. Literature, History and Psychology of the culture will be given concurrently, and no one subject will be given separately. A pass-no pass grade policy will be used. Auditing the class is entirely permissible.  
 \*Pending State Approval

**Winter Term 1970** (All three courses listed under "Social Science" heading. (CCARP:SPV defined).

Course Title	Course #	Credits	Days	Time	Instructor	Location	Note
Negro in American Literature	Eng 210	0	h	1930-2230	Staff	For 311	*
CCARP:SPV	Psy 210	0	h	1930-2230	Mitchell	For 311	*
Black Man in Amer. History	Hst 210	0	h	1930-2230	Rasmussen	For 311	*

\* w/Consent of Instructor Only.

**Spring Term 1970** (Courses now found listed under different departments, and assigned credits).

<u>Course Title</u>	<u>Course #</u>	<u>Credits</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Negro in American Literature	ENG 210	3	H	1930-2230	Romoser	FOR 311	N
Black Man in Amer. History	HST 210	3	H	1930-2230	Rasmussen	FOR 311	N
C&C AM RAC PAT SOC PSY V	PSY 210	3	H	1930-2230	Mitchell	FOR 311	N

N – Closed Program – Black Study

**Academic Year 1970/1971**

**Fall Term 1970**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Language Arts	Negro Am. Literature	ENG 210	3	UH	1000-1130	Waniek	CEN 402	
	Negro Am. Literature		3	MWF	1400-1500	Waniek	FOR 301	AS
Social Science	Black Man Am. History	HST 210	3	MWF	1400-1500	Avery	FOR 301	AS
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1400-1500	Harvey	FOR 301	AS

A – Additional hours TBA

S – Black Studies – You must register for all three courses

**Winter Term 1971**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Language Arts	Negro Am. Literature	ENG 210	3	MWF	1400-1500	Waniek	FOR 309	A

A – Additional hours TBA

**Spring Term 1971**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location	Notes
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1400-1500	Harvey	FOR 309	

**Academic Year 1971/1972****Fall Term 1971**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location	Notes
Language Arts	Negro Am. Literature	ENG 210	3	MWF	0900-1000	Waniak	AAD 105	

**Winter Term 1972** (Courses now housed in the newly formed Ethnic Studies Department).

Department	Course Title	Course #	CR	Days	Time	Instructor	Location	Notes
Ethnic Studies	Minority Literature	ENG 196	3	MWF	0900-1000	Waniak	APR 220	
Ethnic Studies	Black Am. Literature	ENG 210	3	MWF	1100-1200	Powell	APR 220	
Ethnic Studies	Black American Music	MUS 210	2	TBA	TBA	Staff	TBA	
Ethnic Studies	Psych. Racial Patterns	PSY 210	3	MWF	1400-1500	Powell	MTH 206	
Ethnic Studies	Political Thght Am. Min.	PS 210	3	TBA	TBA	Staff	TBA	

**Spring Term 1972**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location	Notes
Ethnic Studies	Minority Literature	ENG 196	3	MWF	1100-1200	Powell, W	APR 212	
Ethnic Studies	Black Am. Literature	ENG 210	3	MWF	0900-1000	Waniak	AAD 105	
Ethnic Studies	Psych. Racial Patterns	PSY 210	3	MWF	1400-1500	Powell, B	MTH 206	
Ethnic Studies	Politics Urbn Min. Prob.	PS 211	3	UH	1300-1430	Jones, W	MTH 207	



**Spring Term 1972 Continued**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Ethnic Studies	Political Thght Am. Min.	PS 210	3	UH	1300-1430	Jones	CEN 404	
Ethnic Studies	Chicano History: USA	HST 212	3	UH	1000-1130	Romero	CEN 404	

**Academic Year 1972/1973**

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**Fall Term 1972**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Ethnic Studies	Minority Literature	ENG 196	3	MWF	1400-1500	Powell, W	HEA 101	
Ethnic Studies	Black Am. Literature	ENG 210	3	MWF	1200-1300	Powell, W	HEA 101	
Ethnic Studies	Political Thght Am Min.	PS 210	3	UH	1300-1430	Jones, W	APR 223	
Ethnic Studies	Chicano History: USA	HST 212	3	UH	1000-1130	Romero	APR 223	
Ethnic Studies	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell, W	CEN 402	

**Winter Term 1973**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Ethnic Studies	Politics Urbn Min. Prob.	PS 211	3	UH	1300-1430	Jones, W	CEN 402	
Ethnic Studies	Black Man Am. History	HST 210	3	TBA	TBA	Powell, W	TBA	
Ethnic Studies	Chicano History: USA	HST 212	3	UH	1000-1130	Romero	MTH 215	
Ethnic Studies	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell, W	CEN 402	
Ethnic Studies	Black Am. Literature	ENG 210	3	MWF	1200-1300	Powell, W	CEN 404	

**Spring Term 1973**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Ethnic Studies	Minority Literature	ENG 196	3	MWF	1100-1200	Powell	CEN 422	
Ethnic Studies	Black Am. Literature	ENG 210	3	MWF	1200-1300	Powell	CEN 422	
Ethnic Studies	Political Thght Am. Min.	PS 210	3	UH	1300-1430	Jones, W	CEN 402	
Ethnic Studies	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 402	
Ethnic Studies	Chicano History: U.S.	HST 212	3	UH	1000-1130	Powell	CEN 420	

**Summer Term 1973**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>	<u>Notes</u>
Ethnic Studies	WK-Ethnic Folklore-Songs	WK 203	3	MUWH	1100-1400	Powell	CEN 402	

**Academic Year 1973/1974**

**Fall Term 1973** (Department and course name/focus changes from Ethnic Studies to Interdisciplinary Studies).

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 422
Interdisciplinary St.	Black Am. Literature	ENG 210	3	UH	1100-1230	Powell	CEN 406
Interdisciplinary St.	Black Man Am. History	HST 210	3	W	1900-2200	Powell	CEN 406
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	MWF	1000-1100	Perez	CEN 402
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	UH	0900-1030	Powell	CEN 406
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1300-1400	Danielson	CEN 402

**Winter Term 1974**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1100-1200	Danielson	CEN 406
Interdisciplinary St.	Sem. Am. Ethnic Folklore	ENG 212	3	MWF	1300-1400	Danielson	CEN 422
Interdisciplinary St.	WK:Contmp Chicano Pro.	WK 203	V	MWF	1200-1300	Pacheco	CEN 405
Interdisciplinary St.	WK:INDERdis Women Stu.	WK 203	V	MW	1930-2100	Staff	TBA
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	MWF	0900-1000	Powell	CEN 405
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	MWF	1000-1100	Pacheco	CEN 402
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	TBA	TBA	Staff	Florence
Interdisciplinary St.	Black Man Am. History	HST 210	3	MWF	1000-1100	Powell	MAC 406

## Evening Credit Program

Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	W	1900-2200	Powell	CEN 406
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	TBA	TBA	Staff	Florence

**Spring Term 1974**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 421
Interdisciplinary St.	Black Am. Literature	ENG 210	3	W	1900-2200	Powell	CEN 406
Interdisciplinary St.	Sem. Am. Eth. Folklore	ENG 212	3	MWF	1300-1400	Danielson	CEN 421
Interdisciplinary St.	SFE: Interdis. Studies	FE 207	V	MWF	TBA	Danielson	TBA
Interdisciplinary St.	WK:Intr. Women's Studies	WK 203	3	UH	1200-1330	Silveira	CEN 406
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	MWF	1200-1300	Pacheco	CEN 421
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 406
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	TBA	TBA	Staff	Florence
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	MWF	1000-1100	Pacheco	CEN 421
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	MWF	0900-1000	Powell	CEN 406

**Spring Term 1974 continued**

Evening Credit Program  
 Interdisciplinary St.      Black Am. Literature      ENG 210      3      W      1900-2200      Powell      CEN 406

**Academic Year 1974/1975****Fall Term 1974**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 493
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	H	1900-2200	Powell	CEN 493
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	UH	1000-1130	Pacheco	CEN 493
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	UH	1130-1300	Pacheco	CEN 493
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	W	1900-2200	Powell	CEN 493
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	UH	1130-1300	Silveira	CEN 436
Interdisciplinary St.	Womens Studies Sem.	WS 102	3	UH	1300-1430	Silveira	CEN 436

**Winter Term 1974**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Interdisciplinary St.	Black Am. Literature	ENG 210	3	UH	1000-1130	Powell	CEN 493
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1100-1200	Danielson	CEN 493
Interdisciplinary St.	Sem. Am. Eth. Folklore	ENG 212	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	MWF	1200-1300	Silveira	CEN 493
Interdisciplinary St.	Womens Studies Sem.	WS 102	1-4	MWF	1000-1100	Silveira	CEN 493
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	UH	0830-1000	Powell	CEN 493
Interdisciplinary St.	Chicano Studies: Mexico	HST 211	3	MWF	1000-1100	Staff	CEN 436
Interdisciplinary St.	Chicano Studies: U.S.	HST 212	3	MWF	1200-1300	Staff	CEN 436

Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	UH	1130-1300	Powell	CEN 493
Interdisciplinary St.	WK:Four Paths to ARNS	WK 203	8	UH	1300-1600	Staff	CEN 522
Interdisciplinary St.	WK:3 <sup>rd</sup> Wrl'd Wmn:Persp.	WK 203	3	UH	1130-1300	Silveira	CEN 436
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	MWF	1300-1400	Silveira	CEN 436

### **Spring Term 1975**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 493
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	UH	1300-1430	Hanna	CEN 493
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	MWF	0900-1000	Powell	CEN 493
Interdisciplinary St.	Black American History	HST 210	3	UH	1130-1300	Powell	CEN 493
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	UH	1330-1500	Martinez	CEN 436
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	UH	1000-1130	Martinez	CEN 496
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 493
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	UH	1000-1130	Powell	CEN 436
Interdisciplinary St.	Womens Studies Sem.	WS 102	1-3	UH	1130-1300	Hanna	CEN 436

### **Academic Year 1975/1976**

#### **Fall Term 1975**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 493
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	UH	1000-1130	Hanna	MTH 208
Interdisciplinary St.	Womens Studies Sem.	WS 102	1-4	UH	1130-1300	Hanna	CEN 493
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	UH	1300-1430	Martinez	CEN 493
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	UH	1000-1130	Martinez	CEN 493

**Fall Term 1975 continued**

Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 493
Interdisciplinary St.	Political Thght Am. Min.	PS 210	3	MWF	1200-1300	Powell	CEN 493

**Winter Term 1976**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1100-1200	Danielson	CEN 493
Interdisciplinary St.	Sem. Am. Ethnic Folklore	ENG 212	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Black Am. History	HST 210	3	MWF	1100-1200	Powell	MTH 208
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	UH	1300-1430	Martinez	CEN 493
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	UH	1000-1130	Martinez	CEN 493
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 493
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1200-1300	Powell	CEN 493
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	UH	1000-1130	Staff	MTH 208
Interdisciplinary St.	Womens Studies Sem.	WS 102	3	UH	1130-1300	Staff	CEN 493

**Spring Term 1976**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Interdisciplinary St.	Minority Literature	ENG 196	3	MWF	1300-1400	Danielson	CEN 493
Interdisciplinary St.	Black Am. Literature	ENG 210	3	MWF	1100-1200	Powell	CEN 493
Interdisciplinary St.	Am. Ethnic Folklore	ENG 211	3	MWF	1100-1200	Danielson	MTH 208
Interdisciplinary St.	SFE:Interdis. Studies	FE 207	1-12	TBA	TBA	Staff	TBA
Interdisciplinary St.	SFE:Political Thght Am.	FE 207	1-12	TBA	TBA	Powell	TBA
Interdisciplinary St.	Intro. Womens Studies	WS 101	3	UH	1000-1130	Stewart	MTH 208
Interdisciplinary St.	Womens Studies Sem.	WS 102	3	UH	1130-1300	Stewart	CEN 493
Interdisciplinary St.	Chicano History: Mexico	HST 211	3	UH	1300-1430	Staff	CEN 493
Interdisciplinary St.	Chicano History: U.S.	HST 212	3	UH	1000-1130	Staff	CEN 493

**Spring Term 1976 continued**

Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1000-1100	Powell	CEN 493
Interdisciplinary St.	Psych. Racial Patterns	PSY 210	3	MWF	1200-1300	Powell	CEN 493

**Academic Year 1976/1977**

**Fall Term 1976** (Interdisciplinary Studies eliminated. ES-related courses moved under Language Arts & Social Science).

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 493
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 493
Social Science	Political Thght Am. Min.	PS 210	3	MWF	0900-1000	Powell	MTH 208
Social Science	Political Thght Am. Min.	PS 210	3	UH	1000-1130	Powell	MTH 208
Social Science	Chicano History: Mexico	HST 211	3	MWF	1000-1100	Staff	MTH 208
Social Science	Chicano History: U.S.	HST 212	3	MWF	1100-1200	Staff	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1200-1300	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	UH	1300-1430	Powell	MTH 208

**Winter Term 1977**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 493
Social Science	Political Thght Am. Min.	PS 210	3	UH	1300-1430	Powell	MTH 208
Social Science	Black Am. History	HST 210	3	MWF	1100-1200	Powell	MTH 208
Social Science	Chicano History: U.S.	HST 212	3	MWF	1100-1200	Alvergue	APR 222
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1200-1300	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	UH	1300-1430	Powell	MTH 208

**Spring Term 1977**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Minority Literature	ENG 196	3	MWF	1100-1200	Danielson	CEN 493
Language Arts	Black Am. Literature	ENG 210	3	UH	1930-2130	Powell	CEN 493
Social Science	Political Thght Am. Min.	PS 210	3	MWF	1100-1200	Powell	MTH 208
Social Science	Black Am. History	HST 210	3	UH	1130-1300	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1200-1300	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	H	1930-2230	Powell	MTH 208

**Academic Year 1977/1978****Fall Term 1977**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 470
Social Science	Political Thght Am. Min.	PS 210	3	MWF	1200-1300	Powell	MTH 208
Social Science	Political Thght Am. Min.	PS 210	3	H	1930-2230	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1100-1200	Powell	MTH 208
Social Science	Psych. Racial Patterns	PSY 210	3	UH	1130-1300	Powell	MTH 208

**Winter Term 1978**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Minority Literature	ENG 196	3	MWF	0900-1000	Danielson	M&A 241
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 480
Social Science	Black Am. History	HST 210	3	MWF	1200-1300	Powell	M&A 247
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1100-1200	Powell	CEN 402



**Spring Term 1978**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	UH	1130-1300	Powell	MTH 214
Social Science	Political Thght Am. Min.	PS 210	3	UH	1000-1130	Powell	CEN 419
Social Science	Political Thght Am. Min.	PS 210	3	H	1930-2230	Powell	MTH 208

**Academic Year 1978/1979****Fall Term 1978**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	M&A 235
Social Science	Political Thght Am. Min.	PS 210	3	MWF	1200-1300	Powell	M&A 247
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1100-1200	Powell	M&A 247
Social Science	Psych. Racial Patterns	PSY 210	3	UH	1130-1300	Powell	M&A 247
Social Science	Political Thght Am. Min.	PS 210	3	U	1930-2230	Powell	M&A 247

**Winter Term 1979**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 480
Social Science	Black Am. History	HST 210	3	MWF	1200-1300	Powell	M&A 247
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1100-1200	Powell	CEN 402

**Spring Term 1979**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	MWF	1000-1100	Powell	CEN 480
Social Science	Political Thght Am. Min.	PS 210	3	MWF	1200-1300	Powell	M&A 247
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	1100-1200	Powell	M&A 247

**Academic Year 1979/1980****Fall Term 1979**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	U	1930-2230	Powell	M&A 248
Social Science	Political Thght Am. Min.	PS 210	3	MWF	0800-0900	Powell	M&A 247
Social Science	Political Thght Am. Min.	PS 210	3	H	1930-2230	Powell	CEN 421
Social Science	Psych. Racial Patterns	PSY 210	3	UH	0830-1000	Powell	APR 212
Social Science	Psych. Racial Patterns	PSY 210	3	MWF	0900-1000	Powell	M&A 247

**Winter Term 1980**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	U	1930-2230	Powell	CEN 449
Social Science	Psych. Racial Patterns	PSY 210	3	UH	0830-1000	Powell	M&A 247

**Spring Term 1980**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Social Science	Black Am. History	HST 210	3	U	1930-2230	Powell	CEN 421

**Academic Year 1980/1981****Fall Term 1980**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Social Science	Psych. Racial Patterns	PSY 210	3	U	1930-2230	Powell	CEN 421

**Winter Term 1981**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Minority Literature	ENG 256	3	W	1930-2230	Powell	CEN 9
Social Science	Political Thght Am. Min.	PS 210	3	U	1930-2230	Powell	CEN 421

**Spring Term 1981**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Black Am. Literature	ENG 210	3	W	1930-2230	Powell	CEN 480
Social Science	Black Am. History	HST 210	3	U	1930-2230	Powell	CEN 421

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**Academic Year 1981/1982**

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**Fall Term 1981**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Social Science	Chicano History: Mexico	HST 211	3	MWF	1200-1300	Echevarria	CEN 421
Social Science	Psych. Racial Patterns	PSY 210	3	U	1930-2230	Powell	CEN 421

**Winter Term 1982**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Minority Literature	ENG 256	3	W	1930-2230	Powell	CEN 9
Social Science	Chicano History: Mexico	HST 211	3	MWF	1200-1300	Echevarria	CEN 401
Social Science	Political Thght Am. Min.	PS 210	3	U	1930-2230	Powell	CEN 476

**Spring Term 1982**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Language Arts	Black Am. Literature	ENG 210	3	UH	1000-1130	Chinosole	PE 122B

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**Academic Year 1982/1983**

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**Fall Term 1982**

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Social Science	Psych. Racial Patterns	PSY 210	3	U	1930-2230	Powell	CEN 421

**Winter Term 1983**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Minority Literature	ENG 256	3	U	1930-2230	Powell	CEN 449

**Spring Term 1983**

Language Arts	Black Am. Literature	ENG 210	3	W	1930-2230	Powell	CEN 449
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**Academic Year 1983/1984**

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**Fall Term 1983**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Minority Literature	ENG 256	3	UH	1000-1130	Powell	M&A 247

**Winter Term 1984**

- No Ethnic Studies-related courses listed, offered, or taught.

Quote found on page 1 of the LCC Winter Term 1984 Schedule of Classes:

“The person who graduates today and stops learning tomorrow is uneducated the day after” – Newton Baker.

**Spring Term 1984**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Language Arts	Black Am. Literature	ENG 210	3	M	1930-2230	Powell, W	CEN 449
Social Science	Black Am. History	HST 210	3	W	1930-2230	Powell, W	CEN 421

**Academic Year 1984/1985**

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**Fall Term 1984**

- No Ethnic Studies-related courses listed, offered, or taught.

According to the front page of the schedule of classes, the college is celebrating its' 20<sup>th</sup> year.

**Winter Term 1985**

- No Ethnic Studies-related courses listed, offered, or taught.

**Spring Term 1985**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Social Science	Political Thght Am. Min.	PS 210	3	U	1930-2230	Powell, W	CEN 421

**Academic Year 1985/1986**

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**Fall Term 1985**

- No Ethnic Studies-related courses listed, offered, or taught.

**Winter Term 1986**

- No Ethnic Studies-related courses listed, offered, or taught.

**Spring Term 1986**

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Social Science	Psych. Racial Patterns	PSY 210	3	U	1930-2230	Powell, W	CEN 480

- This marks the last of the original Black/Ethnic/Interdisciplinary Studies courses.

(Post-Black/Ethnic/Interdisciplinary Studies era course offerings of note. The program was gone, but not the spirit):

**Spring Term 1987**

- ENG 151 Black American Literature developed and taught in English and Foreign Language.

**Winter Term 1988**

- ENG 240 Intro. Native American Literature developed and taught in English and Foreign Language.
- ANTH 210 Native American Indians developed and taught in Social Science.

**Fall Term 1992**

- SSC 199 Issues in Cultural Diversity developed as a General Studies course and listed under Social Science.

**Winter Term 1993**

- HST 258 Ethnic History: African American developed and taught in Social Science.

**Spring Term 1993**

- HST 259 Ethnic History: Mexican Americans developed and taught in Social Science.

**Fall Term 1993**

- ANTH 231 American Indian Studies developed and taught in Social Science.

**Winter Term 1994**

- ANTH 232 American Indian Studies developed and taught in Social Science.

**Spring Term 1994**

- ANTH 233 American Indian Studies developed and taught in Social Science.

**Fall Term 1994**

- SOC 199A Eyes on the Prize: History of Civil Rights Movement developed and taught in Social Science.

**Spring Term 1991**

- SSC 199G The Americas: Latin American Studies offered through General Studies in Social Science.

**Spring Term 1997**

- ANTH 229 Chicano Studies developed and taught in Social Science.

**Fall Term 1997**

- FA 265 African-American Film Images developed and taught in English, Foreign Language, and Speech.

(LCC Ethnic Studies program relaunch)

**Fall Term 1999** (Courses developed prior to Fall term carry experimental course designator).

Department	Course Title	Course #	CR	Days	Time	Instructor	Location
Social Science	Hispanics in the United States	SSC 199X	3	MWF	1000-1050	Samano	M&A 246
Social Science	Intro. to Ethnic Studies	SSC 199Y	3	TuTh	1000-1120	Samano	M&A 246



**Winter Term 2000** (First courses developed and approved by the curriculum committee).

<u>Department</u>	<u>Course Title</u>	<u>Course #</u>	<u>CR</u>	<u>Days</u>	<u>Time</u>	<u>Instructor</u>	<u>Location</u>
Social Science	Intro. to Ethnic Studies	*ES 101	4	TuTh	1000-1150	Samano	M&A 246
Social Science	Intro. to Ethnic Studies	ES 101	4	MWF	1100-1220	Samano	M&A 246
Social Science	Intro. to Ethnic Studies 2	ES 102	4	MWF	0900-1020	Samano	M&A 246

**\*First historical use of the "ES" course designator.**

Archives & Records  
Transmittal Form &  
Contents List



<b>Accession #:</b>	<b>A-068</b>
<b>Department Name:</b>	Ethnic Studies
<b>Series Title:</b>	Ethnic Studies Development Timeline
<b>Dates (for all boxes):</b>	1967-2019
<b>Total number of boxes:</b>	1 box, 16 folders

<b>Box #</b>	<b>Brief Description of Contents</b>	<b>Dates</b>
1	Folder 1: 2019 FPD Project: ES Timeline	December 2019
	Folder 2: 2019 FPD Project: ES Course Timeline	December 2019
	Folder 3: 1967 Memos, Ltrs., Reports	1967
	Folder 4: 1968 Memos, Ltrs., Reports	1968
	Folder 5: 1969 Memos, Ltrs., Reports	1969
	Folder 6: 1970 Memos, Ltrs., Reports	1970
	Folder 7: 1971 Memos, Ltrs., Reports	1971
	Folder 8: 1972 Memos, Ltrs., Reports	1972
	Folder 9: 1973 Memos, Ltrs., Reports	1973
	Folder 10: 1974 Memos, Ltrs., Reports	1974
	Folder 11: 1975 Memos, Ltrs., Reports	1975
	Folder 12: 1976 Memos, Ltrs., Reports	1976
	Folder 13: 1990s Memos, Ltrs., Reports	1990s/2000
	Folder 14: ES Course Schedules/Timeline	1969-2000
	Folder 15: ES Catalog Descriptions	1970s-1980s
	Folder 16: ES/IS Staff Directories	1960s-1970s

These records have been approved for transfer to the LCC Records Center for storage. Legal custody of the records remains with the department and access is limited to the staff of that department and the Archives staff. The department will be contacted prior to the scheduled destruction date to authorize destruction.

Department Signature: <i>Michael Sámano</i>	Date: 12/0519
Archives Signature:	Date:

<b>FOR ARCHIVES USE</b>	Accession date:
Schedule #:	Retention period:
Scheduled destruction date:	Date destroyed:

<b>Box #</b>	<b>Detailed Contents List / Folder List</b>	<b>Dates</b>
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