

The SENATE Forum

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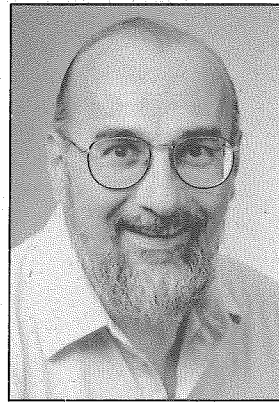
Notes From the Academic Senate

by Albert Flores, Chair

AS I COME TO THE END of my term as chair of the Academic Senate, I want to take a moment to express my sincere appreciation to the Senate for twice electing me to this important leadership position. I have thoroughly enjoyed the opportunity to serve the campus community as Academic Senate chair and treasure the wealth of experiences, knowledge, and skills I gained in the process. It's been a great run!

As I reflect on these past two years, what stands out most in my mind is how impressed I have been with the dedicated people with whom I have had the opportunity to work closely. These include members of the Senate and the Executive Committee, standing committee members and their chairs, and numerous faculty, administrators, staff, and students from almost every area of the University. I will be forever thankful to all of them for their unique and valued contributions to completing tasks within the province of the Senate's constitutionally mandated responsibilities. I am especially grateful to the superb Senate staff who manage the endless flow of paper coming through the Senate office. They work tirelessly on an interminable list of time-sensitive tasks, and they complete them with accuracy and dedication. It is an inspiration to know that there are so many capable and hard-working people whose dependability, generosity, and goodwill make the Senate an efficient and effective working body.

I will not bother to detail the variety of issues, large



Dr. Albert Flores is the outgoing second-term chair of the Academic Senate. A professor of Philosophy, he joined the faculty in 1982. He also serves as chair of Philosophy and is a member of the University Planning Committee.

and small, which the Senate has addressed during my tenure. Its accomplishments are well known and may be judged on their merits. While the work of the Senate can be demanding, it is also extremely rewarding to be part of a process that accomplishes good things that benefit our community. I have been committed to upholding the best traditions of the Academic Senate and have tried to do the very best in all that I have undertaken. I hope that I have lived up to the faith that you have placed in me. I extend my warmest best wishes to my successor and sincerely thank you for the honor of serving the faculty of one of the finest universities in the nation. □

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Open Memorandum to Barry Munitz, CSU Chancellor

by Vince Buck

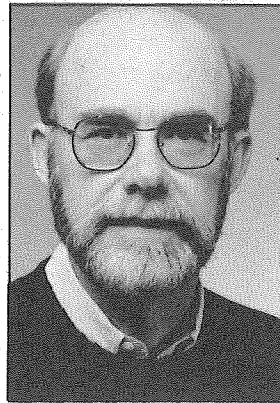
I am extremely distressed about the proposed "merit" pay system, and since the floor of the Academic Senate is not the best place to thoughtfully consider the arguments on this topic, I am expressing my concerns in this memo. My objections are several.

1. The nearly unique CSU system of rewards has helped us acquire an outstanding faculty while at the same time encouraging collegiality. Collegiality has been strengthened because faculty are not pitted against each other to gain rewards. We all are paid on the same scale and we reach the top by performing competently, not by competing against others. For me, this has been one of the great satisfactions about working in the CSU. I have always had the feeling that we are all in this together, and not each looking out for his or her interests at the expense of others. I believe that it is this sense of collegiality that has led so many of us to make exceptional efforts to maintain quality in the face of declining resources during the past several years.

2. The "merit" proposal suggests that the existing system has not produced a strong competent faculty. Nothing could be further from the truth. The current system has been a resounding success. What is it that is broken with this system that the merit proposal is designed to fix? If the quality of instruction needs to be improved, then resources should be put into faculty development, especially in the area of training for new technology.

3. The thinking behind the "merit" proposal appears to be that there is a small group of meritorious faculty and another larger group that is not. In contrast, I believe that there is a great depth of excellence here. A colleague of mine who served on our university leaves committee this year told me he was astounded at the high quality of the proposals. This should be acknowledged and widely broadcast: that the vast majority of CSU instructors are highly competent. We should be ensuring and rewarding this competent instruction in all classrooms—and for all students—and not singling out "outstanding" instruction in a few.

4. If merit is to be evaluated at each step, it will be a tremendously time-consuming process. At exactly the time that we are being asked to do more with less, this proposal asks us to do even more. This will take time away from instruction, research and other more useful service. What is needed are ways to increase time for these activities.



Vince Buck has taught Political Science at CSUF since 1974. He is currently a member of the local and statewide Academic Senates and is chair of the statewide Faculty Affairs Committee.

5. I have worked in a "merit" system. In reality it was a patronage system rewarding those favored by the chair, dean or president. This experience leads me to doubt that any "merit" system imposed on the CSU will measure or reward "merit" in any meaningful way. It will only create discord.

6. Faculty morale is at an all time low, and I can think of few things that will lower it further, faster than this "merit" proposal. We have gone for several years with only a 3% pay raise. Why not help all faculty make up this lost income? Why instead propose a system that creates losers and winners: the meritorious and those who are by definition not meritorious. Why divide the faculty? Why increase the stress at this critical juncture?

The CSU needs to help all faculty meet the changing demands of the classroom and help them maintain their own standards of excellence in these difficult times. The CSU needs to raise faculty morale, decrease class size and improve faculty development initiatives. This will help us maintain the quality of our instruction. However, I fear that by destroying collegiality and morale the "merit" proposal will in fact undermine the quality of instruction. We are continuing to experience difficult times. We need help. We need to know that you are joined together with us in an effort to preserve excellence in the CSU. We do not need a slap in the face after the personal sacrifices

The SENATE Forum

The SENATE FORUM is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Senate addresses. Individuals are encouraged to respond to the materials contained in the FORUM or to submit their own contributions:

Editor: Curtis Swanson, Foreign Languages & Literatures

Editorial Board: Albert Flores (Philosophy and Chair of the Academic Senate), Ben Hubbard (Religious Studies), Stewart Long (Economics), Sandra Sutphen (Political Science & Criminal Justice)

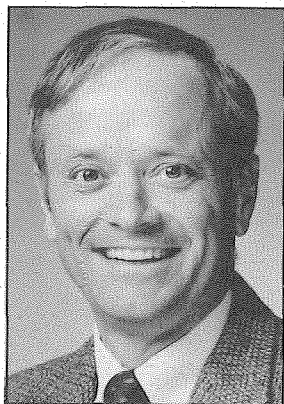
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that we have all made over the past several years. I ask you to help unite the faculty, and not destroy our collegiality for a poorly thought out proposal that will prove counterproductive to our attempts to maintain the quality of instruction on our campuses. □

Some Comments About Community

■ On April 5, 1995, we heard our 1994-95 CSUF Outstanding Professor deliver his inaugural lecture entitled "Things Change: Scanning the Conditions of Civic Life." The following article is derived from that presentation.

by Keith Boyum



Dr. Keith Boyum is a Professor of Political Science and will be the 1995-96 chair of the Academic Senate. He has also served nine years on the state-wide Academic Senate. His scholarship has focused on judicial processes and administration, California government, and education policy.

This campus has honored me greatly in naming me its Outstanding Professor for the year now concluding. Two of the honors were especially visible: the reserved parking space and a speech that I was invited to give in early April. Friends have been generous in congratulating me about both.

In what follows I seek to capture the ideas outlined in my speech. Now, the speech being an occasion for addressing people outside of my own disciplinary community, it was sensible to take on a large topic, in general terms. I also sought to be cordial by keeping my remarks short.

I come to some thoughts about community on the basis of the things I have tried to understand, write about, teach about. My thoughts are still developing, and are not ready yet for real scholarly scrutiny. They are ready enough to expose in the hope that some will have good ideas, sources, leads, pursuits, and cautions for me to follow, to heed.

Background: My Own Interests in Institutions

Courts I begin by thinking about my scholarship focused on courts, a general topic I have pursued for twenty-five years or so. Courts exquisitely must rely upon their

fundamental legitimacy in order to participate in governing. When you ask why anybody should obey a judge, the answer is not focused on appropriations and the implicit risk of losing them (as might be true if we were to ask why people do what Congress wants). Neither is the answer focused on the threat of force, as might be true if we were to ask why people do the bidding of kings or presidents. Hamilton in *The Federalist* #79 says that the judiciary possesses "neither purse nor sword," and that pretty well sums it up.

These observations generate an understandable interest in how people feel about the courts—whether ordinary people grant courts the key gift of legitimacy. The answer is disquieting. The truth is that, like other institutions, courts have over the last 30 years suffered great declines in "confidence" expressed by ordinary Americans as they answer survey researchers' questions.

"In the years since 1973 the incidence of serious interpersonal crime reported in household surveys has slumped.... But nobody believes it."

An associated topic is crime, crime rates, the fear of crime, punishments for crime, rates of imprisonment. I note that most who have studied rates of crime believe that there was a rise in violent, interpersonal crime (the kind most worry about) in the 1960s. The belief may be absolutely correct, but the truth is, we don't really know. What we do know well dates from 1973 when the National Crime Survey began—a massive effort jointly undertaken by the U.S. Department of Justice / Bureau of Justice Statistics and the Bureau of the Census. In the years since 1973 the incidence of serious interpersonal crime reported in household surveys has slumped. There has been a continuous decline in *rates* (per capita incidence) of rape, auto theft, burglary, larceny, assault, and other similar wrongdoings in the 20 years or so for which we have data.

But nobody believes it. Making the point at a cocktail party risks being written off as a kook from Mars. In the face of continuous declines in the rates of serious interpersonal crime, the concerns of ordinary Americans about interpersonal crime have escalated dramatically, and being 'tough on crime' has been very popular politically. Thus we have increases piled upon increases in the severity of sentences set out in our criminal statutes, and thus we have increases piled upon increases in the number and fraction of the population that we have incarcerated in California and in the United States.

Add this observation: that truly beset communities aside, most people while decrying their (perceived) increases in crime will at the same time report that their own neighborhoods are reasonably safe.

Why should this be true?

Schools. In recent years I have developed an interest in education policy and an interest in California politics and government, a consequence of service activities that I have undertaken for the university more than as a direct consequence of scholarly inquiry. Moreover (and evidently), I'm directly engaged in that enterprise myself, in the classrooms of Cal State Fullerton.

"What is lost here is a community as locus of social control, a web of relationships..."

Note that people harbor two consistent views about schools. One is that in general schools are doing poorly, students are not learning enough, America is falling behind international competitors. Note also that there are strong counters to that view. David Berliner at Stanford, notably among others, argues that the data he has collected lead a fair-minded observer to say that the schools over time have done spectacularly well.

Similarly, the Sandia National Laboratory (New Mexico) put a systems analysis to publicly available data about American schools and concluded that fair-minded observers would have to say that the schools have done spectacularly well, and could easily do better,

given more resources. Neither message has been popular, especially with politicians who don't want to raise budget and spending levels. The Sandia report was essentially repressed in the Bush administration.

The other view harbored by ordinary Americans is that their own school is doing very well, just fine, thank you, and by the way, my kid's teacher is a good teacher. It apparently is not very hard to think that the whole world (nearly) may be suffering from incompetence and failure, but that one's own institution is an exception.

Why should this be true?

Other Large-Scale Phenomena

- Note that rates of political participation have been falling over the last 30 years.
- Note that rates of civic participation outside of politics have been falling similarly: the YMCA, the Little League, the Girl Scouts, etc., are finding it

harder now than once they found it to recruit volunteers.

- Note increases in rates of divorce, and rates of birth to unwed mothers.
- Note mean-spirited propositions on the California ballot: 187, anti-affirmative action, Three Strikes, and others. Californians have also begun (it seems) to vote against bond proposals.

In public discourse I think there is a sort of "laissez-faireism" run amok, in which many argue the debilitating effects of building programs to help people who are obviously in need.

Why should this be true — and are these things in some way related to people's views about courts and schools?

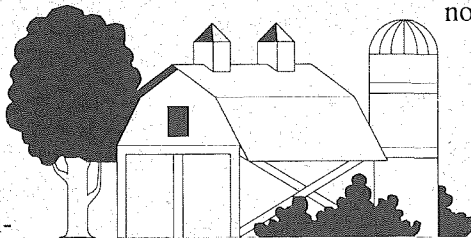
Community

Consider that in modern condition community has atrophied. Modernity is characterized by high interaction density, simplex relationships, and relative socioeconomic inequality. Among these I want to highlight "simplex" relationships, wherein we know one another superficially only. I comment to my students that I know them only as students, not as somebody's child or parent, somebody's neighbor or employee, the master of a pet named Fred. Our lives touch on one place only, not on many places. My relationships with students are classically simplex.

What is lost here is a community as locus of social control, a web of relationships, wherein ideas about right and wrong, proper and improper, suitable and unsuitable, are generated and sustained, and where such norms mutu-

ally reinforce each other and the structures erected in the community in which such norms are celebrated and transmitted: schools, courts (my interests of study), churches, even the local grocery store. In my decidedly premodern home town, Brocket, North Dakota, add the American Legion, the Legion Auxiliary, the Birthday Club, the Homemakers Club, the 4-H clubs, and anything having to do with youth sports. Add extended family and clan.

Now, social control in small, premodern community is implicit, imposed by all upon all. Those of us who grew up in very small places know this. Because we have a web of relationships with each other, we accept personal checks, even IOUs. We don't lock doors; we don't need police or courts or jails. Brocket, ND, required none of the modern paraphernalia (i.e., new structures through which to fulfill functions—social control chief among them—that in premodern condition were implicit and distributed). In the premodern condition, social control



is done by all to all. Consider how widespread and normal all of this has been in human history. The first police department was organized in London in the 1830s. Even in London, social control was imposed by all upon all prior to Mr. Peale's police.

I seek an address to social and ultimately to political problems that focuses upon the institutions that stand between family and formal government. I have in mind YMCAs, senior citizens' groups, civic service organizations, youth groups, religious congregations, schools, community centers, charities, colleges, city halls, labor unions, professional associations, corporations, homeowner and condominium associations. I propose that we focus on such institutions, strengthen them forthrightly, even build them where they seem too few. In this proposal I'm not alone. I noted the article, for example, by MIT Economics professors Samuel Bowles and Herbert Gintis on the April 19, 1995, *New York Times* op-ed page, "From the I.R.S. to the P.T.A." They propose taking \$200 of the money owed to the IRS and donating it instead to "the local organization of your choice." "It would be a step toward democratizing philanthropy and rejuvenating community life in America," they say. Theirs is one idea among many that might in fact be tried as a means for building community.

If I'm even partly right that intentionally strengthening those institutions that stand between family and broader public government could ameliorate some of the society's rootlessness, anomie, isolation, the benefits would be profound. Try less crime, or more surely, less fear of crime. Less graffiti. Better support for schools, perhaps better pupil performances. More trust among neighbors. Better engagement with civic, ultimately with political, issues. More voting. More confidence in governmental institutions. And as they are trusted more, governmental institutions that perform better.

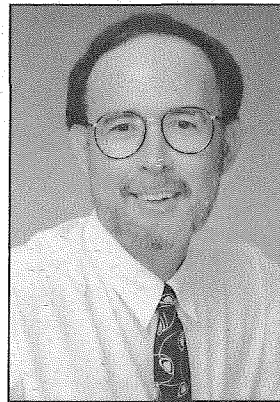
We may also hope for a kind of revitalization of democracy in this, if the institutions that stand between family and broader public government can become a locus for communalizing interests and for re-engagement with the setting of public values. One could do worse than to embrace Jefferson's thought: "I know of no safe depository of the ultimate power of the society but the people themselves." And where he thought of schools and universities, we may look to strengthened communities, agreeing that "if we think [the people] not enlightened enough to exercise their control with a wholesome discretion the remedy is not to take it from them, but to inform their discretion." □



Understanding and Doing: The Need for Plain Talk about Prejudice

■ *These remarks are excerpted from the inaugural lecture delivered in April 1995 in the framework of a new H&SS series entitled "Lectures by Outstanding Professors."*

by John Ibson



John Ibson is a professor of American Studies. As much as he might like to, he notes, he doesn't only teach. In 1990 he published a book, Will the World Break Your Heart? Dimensions and Consequences of Irish-American Assimilation. He chaired his department from 1977 to 1983 and beginning this fall he will be the department's graduate adviser.

WHEN I WAS A GRADUATE STUDENT at Brandeis, I received not one bit of actual teaching experience. Instead, I got something much better: superb models of teaching, and a valuable lesson in how much an institution should emphasize and honor excellent instruction. Unlike most places of similar eminence, Brandeis expected all of its professors, however illustrious they were, to teach at every level. First semester freshmen got full professors, not grad students. Historian Marvin Meyers was but one of many Brandeis professors from whom I learned by example. Meyers was the sort of teacher who could, and often did, take a small passage, maybe a short paragraph, from a primary source—Tocqueville's *Democracy in America*, for instance—and build an entire lecture of dazzling breadth on that seemingly small foundation. Marvin Meyers wrote only one book in his long career, though he reportedly had many in various stages of completion. That single book, *The Jacksonian Persuasion*, a revision of his doctoral dissertation, was quite enough to establish an enviable and durable reputation. From Meyers and that book I not only learned an utterly fresh way to view early nineteenth-century America, but I also realized—for the first time, fully—how important it is, both within and outside of scholarship and teaching, to pay powerful attention to language. Deftly responding to those who thought Meyers had paid too much attention to what nineteenth-century politicians said and not enough simply to what they did, Meyers just reminded his critics that "with talk begins responsibility."

It holds true for historical subjects and for those who would teach others about them: with talk begins responsibility. "Talk is cheap," the cliché runs, or if you prefer the Chinese proverb, "talk doesn't cook rice." But on the contrary, in the classroom, talk is the priceless coin of the realm, a coin we professors should spend with some care. A year ago, two dear friends of mine, both former students, asked me to deliver the toast at their wedding. Thirsty guests must have been annoyed; it was a long toast. Among other hopes I expressed for my friends, I wished them a lifetime of both poetry and plain talk. I wish the same for us professors, for whom both poetry and plain talk can be in such short supply.

Early in my own career, a student told me something about my talk in the classroom that I chose to take as a compliment, even if a backhanded one. "Professor X is so brilliant," the student said, "so brilliant that we don't understand his points most of the time. But we always understand you, Professor Ibson." I do not expect all of my students to understand me all of time, certainly, but it is a worthy goal. Categories and complexity are necessary for serious inquiry, of course, but way too often academics wrap themselves in a shroud of jargon, hoping they will be mistaken for geniuses or at least that their own lack of full understanding will not be so obvious. Professortalk is too often doubletalk.

"Our students can understand a good deal, I think, if we present it to them as plainly as possible, without sacrificing the inevitable complexities of serious inquiry."

Michael Bérubé, a smart young English professor at the University of Illinois and a frequent contributor to *The Village Voice*, *Harper's*, and *The New Yorker*, recently addressed the power and significance of words, and spoke plainly about speaking plainly. Discussing how persons with Down's syndrome were commonly called "Mongolian idiots" until the 1980's, Bérubé observed:

There surely were, and are, the most intimate possible relations between the language in which we spoke of Down's and the social practices by which we understood it—or refused to understand it. You don't have to be postmodernist or a post-anything to get this; all you have to do is meet a parent of a child with Down syndrome.

Our students can understand a good deal, I think, if we present it to them as plainly as possible, without sacrificing the inevitable complexities of serious inquiry. Unnecessarily complex language is often the result of the

speaker's insecurity or of sheer laziness. Striving for plainer talk in the classroom will enhance not only the students' comprehension, but the professor's own understanding as well. Understanding is a supremely noble goal, I think, for I share with Raymond Williams the belief that genuine understanding promotes meaningful action, just as a failure to understand prompts paralysis and despair. "The human crisis is always a crisis of understanding," Williams wrote in 1958 in his marvelously durable book *Culture and Society*. "What we genuinely understand," Williams said, "we can do." There is a lot to understand these days—and there is plenty for us to do.

"We cannot wish away our prejudices, nor can we legislate them away."

Paramount among these tasks, these things to accomplish, is the lessening of the various prejudices that threaten to tear our society apart, as prejudice has a historically demonstrated propensity to do. There is one conventional way of seeing the world that my students bring to my classes that I do indeed seek to topple, not just to question and analyze, one habitual practice of theirs that I strive mightily to curtail and in no way want to see reinforced. I refer to students' prejudice, their tendency to see certain others as part of an undifferentiated mass that is threatening, repulsive, and alien to them.

The fundamental lesson of history is the existence of change, the realization—which worries some people as it reassures others—that things can be different than they are now. To study prejudice historically, then, is to fight it, since such study demonstrates that prejudice is neither unchanging nor inevitable. I teach two courses on prejudice in America, an undergraduate class and a seminar for graduate students. The topic finds its way, to some extent at least, into most of my other courses too, in particular, the ones on humor, on the 1960s, and on ethnicity. In studying prejudice I am assuming that there is nothing so deadly to bigotry as scrutiny and the bright light of day in which its wrong-headedness will eventually be clear.

We cannot wish away our prejudices, nor can we legislate them away. The attempts on some campuses in recent days to prohibit offensive speech not only fly in the face of the First Amendment but would drive prejudice back to where it thrives: in secret, in the dark, underground. Students often take my classes on prejudice expecting them to be largely distressing—if still instructive—experiences. But there is something curiously uplifting, something affirmative and empowering, in the very act of

subjecting prejudice to study, and hence demystifying it, pulling its fangs. My courses on prejudice assume that no group has a monopoly on either virtue or victimhood. Indeed, the sooner we move beyond such simplistic concepts altogether, the better will be our understanding. It is not progress simply to reverse hierarchies, making yesterday's villain into today's hero. No discussion of prejudice, in or outside the classroom, should resemble a medieval morality play or a Victorian melodrama. For prejudice is an equal opportunity employer; we are all to some extent its holders as well as its targets.

One of the most gratifying remarks I have ever heard from one of my students came from an African American a few years ago. What she most appreciated about my class, she said, was my argument that not only could black people be just as intelligent and noble as anyone else, but also just as stupid and vile. This student was wise enough to realize that to grant a group *only* nobility is to be patronizing; to make people out only as virtuous is to rob them of part of their humanity. We should never be so naive that we ignore who holds and has tended to hold more power in a society, but we ought to be subtle enough to recognize that power comes in various forms, that not all members of a group are equally powerful or equally powerless, and that the holding of prejudice is not confined to those who hold economic power.

Prejudice is a habit difficult to break. We develop stakes in our bigotry, stakes that go beyond economics and which are sometimes not economical at all. But we have a much greater stake in the abolition of prejudice, because the advantages of intolerance are superficial at best. Recalling Thomas Jefferson's realization that American slavery was like "having a wolf by the ears," my approach to prejudice stresses the ways in which *everyone* loses in a situation involving bigotry. There can be enormous pain in being the target of other people's hatred, but those who must hate are profoundly troubled people as well. Martin Luther King, Jr., understood the ways in which an entire society stood to gain from the movement he led. "Even the jailer," Dr. King reminded us, "has to live in the jail house." The loss suffered by the direct targets of prejudice is, or ought to be, obvious: a loss of money, mobility, self esteem, a sense of safety, sometimes even a loss of life itself. But the holders of prejudice are losers too, profoundly so. They too must live in confinement, with such a shaky sense of their own identity that they can obsessively think only about what they are *not*, or hope they are not.

The New England Puritans of the 1650s are an instructive example. Feeling cut adrift from their own English roots and having just buried most of their own first generation of settlers, the Puritans of the 1650s lashed out with

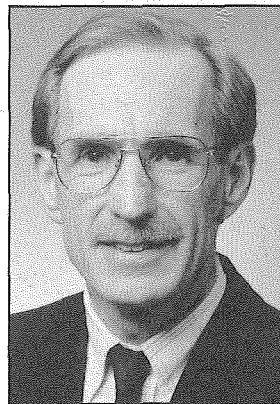
remarkable cruelty against those among them who called themselves Quakers—for the sole offense of being Quakers—boring holes in their tongues or banishing them altogether. The Quakers clearly had a problem here, subject to banishment or holes in their tongues. But the Puritans had a problem as well, a fundamental problem of their own identity. Terrifyingly uncertain of themselves, at least they could show that they were not Quakers. They used desperate means, as troubled people do, to make the point to themselves about themselves.

I want to conclude these comments as I often close a semester, by recalling a splendid remark of Mexican diplomat and novelist Carlos Fuentes. Asked once why his novels were so critical of Mexican society, Fuentes replied that "Criticism is a form of optimism. Only silence is pessimistic." I say the same for the study of prejudice, as well as for the various sorts of troublemaking that I think we professors all should practice. The troublemaking that I am urging is an affirmation that things can be better. That is a belief that should rest at the heart of teaching itself. □

Will There Be More Dialogue or More Death?

- *In the previous article, John Ibson wrote of the power of language to overcome prejudice and the role of the teacher as a facilitator. In the following article, Ben Hubbard discusses the consequences when language and dialogue fail.*

by Benjamin J. Hubbard



Dr. Ben Hubbard, Professor and Chair of the Religious Studies Department, joined the faculty in 1985. He is editor of the IATL newsletter Creative Teaching and chaired the Professional Leaves Committee this year. Ben co-edited The Abraham Connection (A Jew, Christian and Muslim in Dialogue) (CrossRoads Books, 1994).

APRIL WAS REplete with grim anniversaries: 50 years since the discovery and liberation of the Nazi death factories, 20 since the fall of Saigon, two since the conflagration at the Branch Davidian compound outside Waco. And next April—in a twisted connection to Waco—we will memorialize another sad day: the apoca-

lyptic explosion at the federal building in Oklahoma City resulting in the deaths of 167 people. Even more sobering is the fact that every month of the year has its tragic commemorations of past brutalities by one segment of the human family against another.

"Speech is so often confrontational rather than dialogical, hateful rather than healing."

Although a "unified field theory" of the causes of such evil is far beyond the scope of this essay and my abilities, I keep coming back to an aphorism by philosopher-of-religion John Cobb of Claremont: "Death or dialogue." The failure to engage in dialogue with the "other" has been a constant factor in the wars, feuds and fallouts that have pockmarked human history. Speech is so often confrontational rather than dialogical, hateful rather than healing. Just listen to some of ideologues on talk radio or cable access television, or even the TV "exploitalk shows" where insults translate into higher ratings. Demagoguery and hate speech have always walked hand-in-hand.

"The fact that we deal with these issues dialogically rather than confrontationally—that we model "dialogue" not "death"—significantly influences our students and is at the heart of higher education."

Even in the realms of religion and ethics the situation is far from ideal. The "Religious Left" hurls insults at the "Religious Right," "pro-choice" and "pro-life" supporters shout past each other at demonstrations, the NRA and Handgun Control Inc. routinely demonize one other.

What is the role of higher education in promoting dialogical speech? Billy Vaughn, currently on leave from the Afro-Ethnic Studies Department, provides the foundation for an answer:

When students feel they can safely say what they think about these [multicultural] issues, they have an opportunity to deal with their emotions responsibly with the support of the instructor while learning to be socially competent.¹

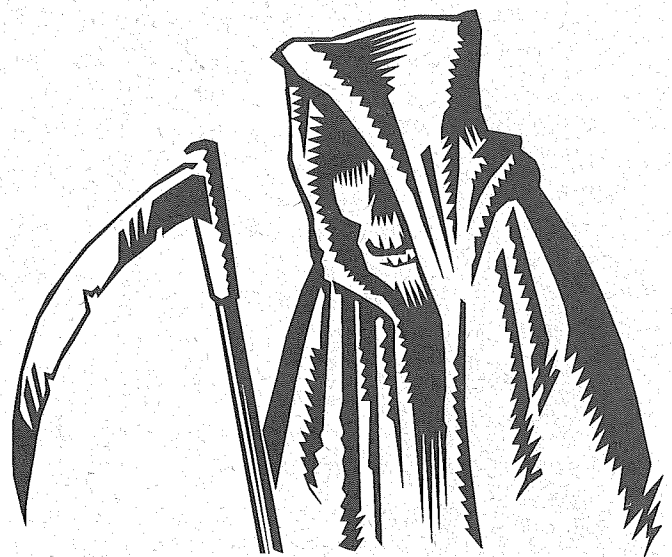
Vaughn describes an incident during one of his lectures on affirmative action in which a white female student expressed a conservative opinion about the subject and was then called a "racist" by an African-American male. Vaughn asked her if she knew why the male student had used a derogatory label to describe her. She was uncertain, but several other white students provided insightful answers. Vaughn then turned back to the African Ameri-

can student and asked him to consider how he could have responded to her comment in a way that would have promoted discussion, not shut it down.

In my course "Religion, the Media and Contemporary Culture" the topic of censorship of pornography stirs strong emotions. A male student recently disagreed sharply with a female who saw pornographic films as a form of exploitation of women. However, I had stressed from the beginning of the course that we would be discussing sensitive topics, that it was possible to disagree respectfully with other students' views and that the classroom was an intellectual sanctuary where all questions and opinions were welcome as long as they weren't insulting or hateful. As a result, we had a brisk but civil exchange on pornography from which, I think, everyone came away better informed.

Not all topics in our courses are as sensitive as affirmative action or censorship of pornography, but from time to time many of us deal with issues on which there are sharp differences of opinion in society: immigration, welfare, capital punishment, euthanasia, nuclear energy, Vietnam, tax reform, the "Contract with America"—the list is extensive. The fact that we deal with these issues dialogically rather than confrontationally—that we model "dialogue" not "death"—significantly influences our students and is at the heart of higher education.

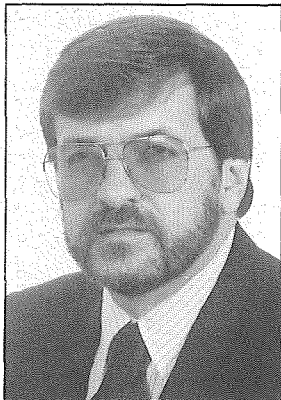
¹"Harnessing the Multicultural Debate" in *Thought and Action—The NEA Higher Education Journal*. Vol. X, No. 2 (Fall, 1994), p. 42. □



The Case for Adopted Textbooks

■ *This has been a year of campus-wide discussion of Bookstore pricing and policies. This article attempts to show how academic departments could influence pricing and accessibility of textbooks by standardizing textbook adoptions across multiple sections and over several semesters—without encroaching on academic freedom. The article was originally developed as a discussion piece for the Academic Senate ad hoc Committee on Bookstore Pricing and Operations.*

by **Bill Dickerson**



Bill Dickerson has been the Executive Director of the CSUF Foundation since March 1988. His duties include oversight over the Titan Bookstore along with several other campus auxiliaries and sponsored programs.

"IMAGINE THE AUDACITY OF THE CAMPUS BOOKSTORE—suggesting that our department adopt the same textbook for all nine sections of Accounting 201? And continue using that same text for a minimum of two or three years, no less! Who do they think they are? Haven't they ever heard of Academic Freedom?"

Well, the answer to those questions gets at the very heart of an ongoing debate on many campuses across the country, a debate that pits the age-old doctrine of "Academic Freedom" against the bookstore's desire to provide the smoothest possible delivery of textbooks to the academic community at large.

In my opinion, bookstores have probably done an inadequate job of communicating the myriad advantages to the student (and to the faculty, as well) of an *Adopted Textbook Policy*. So let's take a closer look at some of the

benefits of "Adopted Textbooks" and in conclusion attempt to determine whether academic freedom is really an issue in this context.

Textbook Adoption—A Definition To begin, it's appropriate that we establish a working definition for adopted textbooks such as "...a departmental agreement to use the same text in multiple sections of the same class for a predetermined period of time" (e.g., two or three years). As is evident, this definition contains two distinct components: both *multi-section* and *multi-year*. Each element should be examined on its own merits.

Multi-Section Adoptions Imagine a situation in which all 1140 students in History 110B had acquired the same basic core of knowledge because each of the prerequisite sections History 110A had been taught using the same basic text? Wouldn't it be great? Well, that situation exists right now at CSUF. Faculty can begin teaching the second course in the sequence with the expectation that the entire class has been exposed to the same basic material.

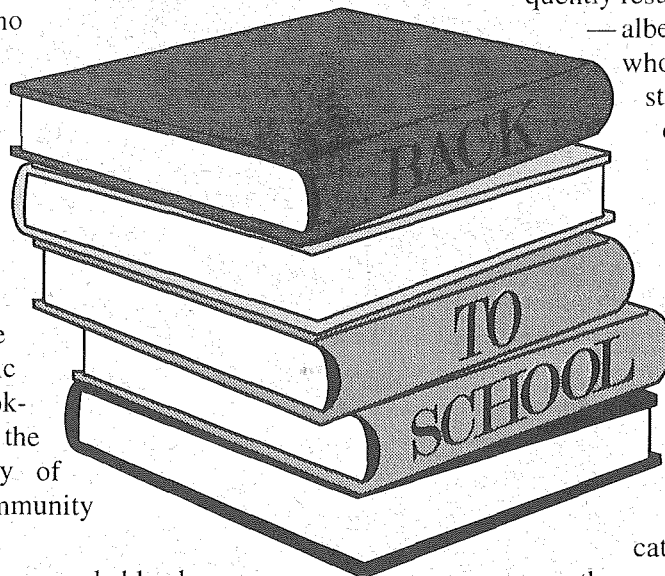
Contrast that example with Economics 201 (578 students in 8 different sections using 4 different texts). Here, there is no common text for a multi-section basic course. A fundamental difference quickly becomes evident. The knowledge base for the entire Economics 201 class will be spread over a broad spectrum. This forces faculty in follow-on courses to spend time establishing their own common knowledge base and shortens the time available for teaching and discussing new material.

From the student perspective, the latter situation frequently results in considerable frustration — albeit in two distinct forms. Those who may have had the same instructor for the introductory class often find themselves bored during the time that the instructor reviews the required knowledge base for others in the class. Those students who used a different text in the earlier class quite often feel they are at a disadvantage until the review is completed.

Neither the bored student nor the student who needs to catch up is being well served by the use of different basic textbooks.

Multi-section adoptions are the key!

Multi-Year Adoptions What about higher level courses or, for that matter, any course for which only a single



section is offered? For these courses, adopting a text for a minimum two or three-year period makes a lot of sense for the department, the instructor, and most importantly, the student, because it eliminates much of the uncertainty that may exist. The following paragraphs illustrate some of the potential problems.

Last Minute Change of Instructor In the majority of cases, instructors are assigned, requisitions are submitted, textbooks are ordered, and everything is ready to go prior to the first day of classes. But not infrequently, an unforeseen last minute change occurs, and the department finds itself scrambling to fill instructor assignments just days before the start of the term. As unsettling as this situation can be, if the text has been formally adopted by the department, the students can at least begin the class with the proper text. (Of course, the downside for the instructors involved is that the text may be unfamiliar to them.) However, if a replacement text chosen by an instructor needs to be ordered, students may be without a text for up to three weeks.

"I feel that departments should embrace the policy of adopting a single text for all sections of a course over a period of several semesters."

Now let's take a closer look at what happens when a *last minute replacement text* is actually ordered:

- Although texts for the scheduled class are available on the Bookstore shelves, they are removed and returned to the publisher. Used books (i.e., books purchased from students at Buyback) that may also be found on the shelves next to new books will frequently have little or no value since they are no longer needed for the course. In the end, any loss that the Bookstore suffers with these used books results in needlessly higher book prices for students.
- The Bookstore orders new texts at the same time that hundreds of other bookstores nationwide are placing similar last minute orders. Such orders run the greatest risk of being "out of stock" at the publisher. This means that it is usually impossible to obtain the books prior to the first day of classes. Students often have to wait several weeks to obtain the text. Clearly, the lack of a text is a severe handicap to all involved.

In this situation, it's obviously the students who are the real losers. Were the department to adopt a textbook standard, the hardship to the students when a course is reassigned to another instructor at the last minute would be minimized. Instructors may have any number of good reasons for wanting to select another textbook, but usu-

ally such reasons are far outweighed by the potential unavailability of the textbook in the crucial first weeks of the course. Given the priority that this institution places on student learning, I feel that departments should embrace the policy of adopting a single text for all sections of a course over a period of several semesters.

Increased Textbook Value One of the often overlooked reasons for adopting a text for a given period of time is that students can be assured of receiving the highest possible price if they decide to sell the book.

Quite simply, the reason for this is that Bookstores traditionally pay 50% of the new text price for used books (in good condition) that they purchase *when they know that the book will be used the following semester*. However, as students well know, the prices paid for books that are *not* being used the following term are abysmally low—often as little as 5% of the original purchase price. (The reason for this is that the Bookstore has no recourse but to sell such books to a used book wholesaler.) Obviously, given the high price of textbooks, students deserve to recoup the maximum amount possible on their original textbook purchase

Long-term textbook adoptions obviously help everyone:

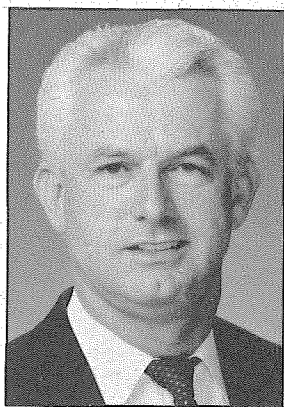
- **Students**, because they know they will receive the highest possible price for their used books;
- **Faculty**, because it takes some of the pressure off meeting the requisition deadlines since the textbook selections will be known well in advance of the start of classes;
- **The Bookstore**, because it will be able to obtain a substantial supply of used books from its own students without incurring unnecessary shipping costs (often as much as an additional 2-3%).

The Issue of Academic Freedom If decisions regarding textbook adoptions are arrived at by consensus and within the democratic structure of academic departments, the question of any infringement of academic freedom must surely be moot. Moreover, it is clear that only academic departments acting as a body can mandate an *Adopted Textbook Policy*. Such a policy can only be suggested and recommended by me in my capacity as Executive Director of the CSUF Foundation, which has oversight over the Bookstore. However, I believe that the benefits that would accrue to the students and faculty make the "Adopt a Textbook" approach eminently worth considering. Adopted textbooks provide *low risk* (you can always "unadopt" as easily as you adopt—with proper notice), *high return* (especially in dollar savings for students) and *guaranteed availability* at the start of each term. Everybody wins! □

Instructional Technology Coordinating Committee

■ In 1996-97, CSUF will have a new telecommunications infrastructure including a fiber optic network, office-to-office high-speed voice, video, and data communications. To help prepare the campus community to realize the potential of this technological revolution, work on a Strategic Plan for Instructional Technology was begun in spring 1995. Two committees were formed to work in tandem: a steering committee and a coordinating committee. This article reports on some of the progress made by the coordinating committee.

by Michael Parker, Chair pro tem,
Subcommittee on Cluster Issues



Dr. Michael Parker has been a member of the Fullerton family since 1974. He has served as Acting Dean of the School of HDCS since 1993. He was Associate Dean 1984-93 and Chair of the Counseling Department 1980-84. He has been interested in computing since doing statistics on a then new IBM 360 mainframe.

During the spring semester the steering committee of the Strategic Plan for Instructional Technology proposed several clusters of issues to be addressed as we develop a plan for instructional technology. Based on these clusters, a subcommittee of the coordinating committee developed a list of recommendations. (The subcommittee consisted of Paul Lester, Michael Parker, Michelle Perlman, Sorel Reisman, Kay Sullivan, and Curtis Swanson.) Following further refinements of these recommendations on May 15, the entire coordinating committee approved them for submission to the steering committee. (The recommendations have been edited slightly for clarity and readability.)

Resources/Budgets

- A University-wide "Student Access" Card with a centrally administered fee should be introduced to enhance student computer access, training, and e-mail services. This card would replace separate department or school based fees.
- Equipment budgets for computers should be flexible enough to allow funds to be rolled over from year to year until funds accumulated are sufficient to make

block purchases or block replacement of computers. In this way, compatibility of computers in a single environment can be assured.

Facilities/Delivery of Instructional Technology

- Appropriate access by disabled students to instructional technology should be assured.
- Enhancements of non-laboratory classrooms that will offer computer assistance of instruction (such as lighting, projection systems, instructor controls) should be standardized.
- The optimal use of existing labs and special instruction classrooms should be ensured by establishing campuswide policies, adding assistants/supervisors, establishing a centralized overview of access opportunities or schedules, and providing coordinated maintenance services.
- Academic Senate committees, advisory boards and other policy-making groups should seek ways to support instructional technology efforts.
- Long range plans should focus on standardizing and coordinating enhancements to the computing environment.

Faculty

- A policy should be developed for faculty development including annual schedules of workshops, on-line instruction, and symposia on employing instructional computing.
- A master calendar of instructional technology events should be maintained in order to disseminate information campuswide and to avoid scheduling conflicts and duplication of effort.
- Special events should be designed to excite and instill vision regarding instructional technology.
- Support of faculty to develop instructional research grants should be increased.
- A support system for faculty user groups should be established.
- Policies and plans should be developed to upgrade faculty equipment based upon demonstrated use and need.
- A mentoring program should be created to assist faculty (especially new faculty) in recognizing instructional technology options.
- UPS 210 should be modified to recognize contributions in instructional media development as being of major importance.
- A pool of release time to support development projects of potentially wide impact should be set up.
- A support structure for reviewing software should be created.

Students

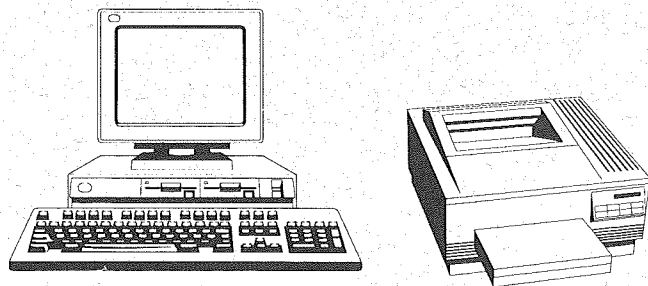
- Universal E-mail and Internet services should be established that could enhance registration, advising, instructor/student interaction, and dissemination of course materials. The Associated Students should be involved in ongoing planning.
- Internet home pages for all academic units should be linked to the on-line catalogue.
- An on-line network should be set up for the alumni association (self-funded) to enhance their efforts.
- Off-campus Internet providers should be considered as an alternative to campus facilities.

Curriculum

- Courses, a program, and—at a minimum—an interdisciplinary minor in instructional technology should be developed.
- Our distance learning efforts should be evaluated in comparison with other CSU campuses and other universities.
- Distance learning offerings should be developed as needed to make us competitive.
- The quality of instruction and learning in courses using technology should be assessed.
- GE courses using instructional technology should be developed to enhance student/faculty appreciation of the benefits of instructional technology strategies and to allow for hands-on experiences.
- A faculty oriented *Center for Instructional Technology* should be created. (See article by Sorel Reisman and Curtis Swanson beginning in the next column.)

Instructional Support

- The implications of merging several support structures (for example, library, media center, computer center) should be examined.
- Talented and motivated students from entry level courses that rely on instructional technology should be recruited to a training program to become assistants to technical staff.
- An on-line bulletin board or "help line" for assisting faculty with instructional technology should be set up.
- Our current technical staff profile should be studied and matched against a needs assessment. □

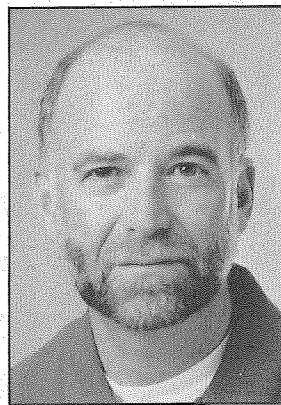


A Technology Action Plan for CSUF

- *This article proposes the establishment of a new academic unit called the Center for Instructional Technology to take advantage of the coming transformation of the campus telecommunications infrastructure.*

by **Sorel Reisman,**
Management Science/Information Systems

Curtis Swanson,
Foreign Languages & Literatures



Dr. Sorel Reisman has been a professor of Management Science/Information Systems since 1986. Prior to that he held management positions in the computer industry. He does extensive consulting in information systems and multimedia. With Curtis Swanson he co-founded the Multimedia Learning Center in L-118.

TECHNOLOGY IS A PERVASIVE FACTOR in all aspects of our society. It is impossible today to listen to the radio, watch television, or read any newspaper or magazine article without learning of some new and creative use of technology. Technology invades every aspect of our lives, from the more obvious technology of personal computers to the more subtle but even more pervasive technology of telecommunications. Anyone who denies these facts denies the reality of the everyday world. And everyone charged with the mission of preparing citizens to live in this world must step up to the challenge of these new technologies. The faculty at CSUF have this responsibility.

At the beginning of the 1994-95 academic year, Vice President Tetreault initiated activities to investigate the future role of technology and instruction at CSUF. Two committees were formed with members drawn from all CSUF constituencies. The Steering Committee for Strategic Planning for Instructional Technology (IT) receives recommendations from the larger Coordinating Committee and subsequently makes proposals regarding strategic issues related to instructional technology.

In the pursuit of its objectives, the Coordinating Committee classified IT-related issues into clusters and then formulated specific initiatives related to each cluster. The defined clusters and recommendations are discussed in

the article by Michael Parker in this issue of the Senate Forum.

The proposal described in this article takes a broader and more cohesive approach to addressing the problems of the clusters. Rather than pursuing individual and perhaps unrelated initiatives, this proposal examines the need for integrating IT into the overall teaching mission of CSUF. This proposal presents a more synthesized, cohesive, and cost effective plan for bringing IT into our classrooms.

The Infrastructure In the last year or two, there has been much discussion of the so-called infrastructure activities at CSUF. To properly understand the proposal described below, it is essential to understand exactly what the term infrastructure should refer to.

"We feel that it wasteful of resources to create different pockets of academic technology expertise in the various schools. There is no synergy in such an approach."

Although most of us perceive infrastructure as the ugly fiber optic cable tunnels that have eviscerated campus lawns and bike paths during the past year, technology infrastructure goes well beyond that. Infrastructure must be defined as all hardware, software, services, and support that enable faculty, students, and staff to use technology. Infrastructure should consist of centralized computing resources, telecommunications, library, media support, etc. The acquisition, maintenance, and support responsibility for all of these functions should be centralized, with administrative personnel (in consultation with faculty groups) responsible for planning, installing, maintaining, funding, etc. support hardware (computers, fiber, special classrooms, media production, distance learning hardware), software, etc. necessary to further the academic goals of CSUF.

Infrastructure thus includes all the technology required to assure a harmonious relationship between the technology required for administrative support within the university (e.g., on-line student registration, payroll, etc.), and the technology required to support instruction and research. *Infrastructure does not include student and faculty support related to the actual use of the infrastructure.*

Academic Use of the Infrastructure Because there are so many opportunities for faculty in all disciplines to become involved with technology for instruction and research, we propose that CSUF create a centralized academic facility to provide that expertise. We feel that it wasteful of resources to create different pockets of academic technology expertise in the various schools. There

is no synergy in such an approach. Furthermore, because there is an extant body of knowledge and a discipline of instructional technology, the creation of mini-instructional technology centers in different schools (such as have been proposed in a variety of funding requests) denies the existence of such a discipline and prevents CSUF from capitalizing upon that body of knowledge. Creating pockets of instructional technology activity would result, at best, in resource-wasting reinvention of wheels which have long ago been proven and tested.

The Model As CSUF moves into the 21st Century, we must be aware that the economics of postsecondary education will change dramatically. All of us—faculty, students, and staff—have already begun to feel the effects of those changes. If we are to survive as a viable and reputable university, we must begin to consider alternative plans that can provide a significant leap forward for CSUF, although they may infringe on traditional territorial (i.e., department or school) boundaries.

We propose the creation of an academic unit called *The Center for Instructional Technology*. The Center would serve as a resource for faculty and students to learn about and use technology in research and instruction. The Center would capitalize upon infrastructure decisions made at the centralized level and would participate in the planning processes that lead to those decisions.

Among the objectives of the Center would be:

- i) to provide technology leadership to faculty and students at CSUF;
- ii) to offer an academic undergraduate program in Instructional Technology;
- iii) to offer training to faculty wishing to learn about technology and instruction.



"We can sit here all day until the person who has hidden the agenda speaks up."

To put this concept into a perspective, some of these objectives might be actualized through the Center's active participation with faculty requests such as the following:

- What is the best way to use technology X in my course? What lessons have been learned by other institutions when they used technology Y for their classes.
- How should I begin to use this technology for my instruction?
- Help me to prepare/organize my class so that I can use technology.
- Was my use of technology of benefit to my students?
- Help me to write a grant to explore the use of technology Z in my teaching research.
- Help me to learn about personal computers.
- What is the best way to use overhead projectors in my teaching?
- How can I learn the new version of the new software everyone is talking about?
- Can someone present a seminar on technology Z that is supposed to revolutionize teaching?
- How can I use the Internet in my class? The World Wide Web? Distance Learning?

Organization & Funding The Center would be interdisciplinary. There would be a full time "chair," at least two or three full time faculty, and one or more faculty members from each CSUF school, cross-appointed to the Center.

The Center would be funded in the same manner as any other CSUF academic unit except that in addition to funding based upon student enrollment (for the IT major), the Center's role as a service provider would also be recognized for funding purposes. (See also Grants and Proposals.)

The Role of The Center

1. Expertise The use of instructional technology in any particular project requires the involvement of the following:

- subject matter (curriculum) expert
- instructional design expert
- technology expert
- media expert

It is proposed that the Center provide participating faculty member who wish to use or explore technology in their curriculum (i.e. the subject matter expert), with instructional design and technology expertise and assistance, as well as facilities required to actualize the faculty members' projects.

Media expertise, more commonly know as audio/video production, would not be a function of the Center. When

a/v production is required, it would be provided by a central function of CSUF, such as the infrastructure support center described above.

2. Teaching Each full time and cross-appointed faculty member would be expected to teach one or more courses in the undergraduate IT program. The courses of the program would be defined by the full time and cross-appointed faculty. Wherever possible, the program would be created from already-existing courses.

3. Facilities The Center would house the computing and other resources necessary for Center faculty to deliver instruction, provide training, and develop IT materials for faculty projects. This might include networked computer laboratories and equipment separate from other facilities on campus. Production-level equipment (i.e., equipment that is not being used for special projects by Center faculty and students) would be acquired as part of the planning and acquisition role of the infrastructure-support group described above.

The creation of this Center would not preclude the installation of technology-based, instructional-support facilities in CSUF schools. In fact, faculty members involved in determining the need for such facilities in their schools would be better prepared to help make considered decisions and recommendations regarding such acquisitions. Faculty from the IT Center would serve in an advisory capacity in such decisions.

4. Grants and Proposals The Center would seek outside funding for special projects and would assist faculty members who wish to work at the Center on an instructional technology project in preparing grant proposals.

The Center would receive sufficient internal funding to allow it to offer three units of release time each semester for each faculty member from each CSUF school to become involved in IT. Each year, the Center would issue a "call for proposals" to each school. Proposals would concern one IT project that the proposer plans to carry out in the IT Center using IT Center facilities and faculty. The purpose of this activity would be to "entice" at least one faculty member from each school to work on one project which the faculty member would be able to take back and use in his or her own instructional activities.

Each year, the Center would sponsor and organize a campus-wide conference at which faculty working on Center-sponsored projects would report on the status of their work. Other kinds of activities related to seminars, colloquia, and conferences would also be part of the Center's role.

5. RTP The Center would offer training courses for all new faculty who are involved in the RTP process. We recommend that all new faculty members attend such

courses and participate in at least one IT-related activity in their class(es) as part of "training" towards retention and promotion. The Center would work with such faculty members to produce instructional technology projects that the faculty member would utilize in their teaching. This project would be documented and become part of the faculty members' Personnel Files.

Related Technologies We feel that CSUF is currently not taking full advantage of other related instructional technology such as that concerned with distance learning or video conferencing. The Center would play an active role in instructional and research related activities in these and other instructional technologies.

What the Center would not do or be:

The Center would not be involved in the acquisition, maintenance or support of the infrastructure required for its own activities. These would be carried out, for example by one of the infrastructure support centers. The IT Center would be involved in making recommendations and requests to other (related) support centers for any services related to the IT Center's operation.

For example, since the creation of media (audio and video) appears to be a significant activity in the contemporary view of instructional technology, it might be necessary, from time to time, to produce and edit audio and video sequences that would have to be converted to digital forms. We propose that the appropriate infrastructure support center be the CSUF centralized facility for providing such services. Beyond its current responsibility, and in the context of the current technologies, this implies, for example, that such a facility would be responsible for "pressing" CD-ROMs.

As technologies change, infrastructure support centers would have to acquire equipment and provide digital services that would be required by the IT Center (and by the schools). In addition to those already mentioned, these would include distance learning facilities, video-conferencing facilities, virtual reality facilities, etc.

Summary In order for CSUF to catch up to many American universities as well as to other sister CSU institutions, it is essential for us to make immediate academic and organizational changes. As has been noted in earlier Coordinating Committee meetings, for CSUF to survive as an attractive alternative to students and faculty, technology must begin to play an active role in our instructional activities. Many other institutions have successfully created centers such as the one proposed here. So should we. □

The New Information Technology and the Culture of Pedagogy

■ *The Steering and Coordinating Committees for the Strategic Plan for Instructional Technology were recently formed to address some of the issues raised in this article. Susan Parman is a member of the Steering Committee and is attempting to apply some of the ideas expressed in this article to her own teaching.*

by Susan Parman



Dr. Susan Parman is a professor of Anthropology. She has been teaching at CSUF since 1988 and received the H&SS Distinguished Faculty Award for 1995-96. She was recently awarded a \$1 million NSF grant to develop an Anthropology Research Facility.

BY "NEW INFORMATION TECHNOLOGY" IS meant computer-based technology that speeds up access to and manipulation of data. The effect of this new technology on education and society in general has been extensively debated since the 1970s, and especially during the past ten years (see list at end of article). Issues such as whether computers make society more democratic or autocratic, promote centralization or decentralization, exacerbate or ameliorate class, affect gender or ethnicity in the workplace, promote collaboration or individuation have all been examined, but most people who study computing agree that the use of computers per se does not cause change; rather, computing is done among networks of users in a cultural context that both encourages and limits the range of strategies for handling information. "Information technology" is a cultural practice. As educators it is incumbent upon us to play a dynamic role in examining, developing, and contributing to that culture.

"Most people who study computing agree that the use of computers per se does not cause change."

The rate at which new strategies are being introduced into the culture of pedagogy continues to increase dramatically. When we discuss "new technology" today we are

talking not only about using videos instead of films, or SPSS to crunch numbers, or PowerPoint to display the outlines of our lectures. Interactive computer programs



allow self-paced, non-threatening, individualized instruction. Students can conduct e-mail discussions with each other and the instructor, and can wallow in the oceans of data that are usually referred to euphemistically as the "information highway" (as if the direction were straight and we knew where we were going). Information of many kinds can now be digitized and brought onto the same computerized platform. Within the last two years, the nonlinear, multidirectional, and multimedia possibilities of "hypertext" devices have made it possible to link large amounts of data from different disciplines and media. Programs such as Mosaic and Netscape extend the type and amount of data that can be accessed and exchanged.

In the 3rd Annual Symposium on University Teaching held at CSUF on February 11, 1995, Walter Oliver described four stages of development in the incorporation of technology in education: 1) word processing and number crunching; 2) enhancement of traditional instruction (e.g., improved overheads for lecture outlines); 3) rethinking pedagogy (e.g., having students become more collaborative through e-mail discussion, using hypertext to promote independent discovery); and 4) radical changes in epistemology (What is education? Who and what constitutes authority, if anyone? Is knowledge an open-ended, nonlinear process rather than a lineal progress toward a completed project?). The emergence of stages 3 and 4 in a university community reflects a radical change in that university's culture of pedagogy.

The "culture of the new technology" is, on the one hand, a continuation of what we as diverse educators with diverse teaching strategies do already, and the new technology may simply help us do it better (for example, make better and more interesting outlines, control sequences of events in the classroom, encourage collabo-

orative work projects outside the classroom, increase access to research tools and information). On the other hand, working with new technology may result in many of us beginning to think about how to do things differently, and to gradually alter how we think about the teaching and learning situation. (For example, increasing the role that the student plays in the learning process and decreasing instructor authority; changing the organization of classes so that they are conducted independent of traditional time periods—for example, from "Monday, Wednesday, Friday, from 1-2 PM" to "Fulfill X, Y, and Z learning objectives in however long it takes you to fulfill them, using A, B, and C resources"; modifying the traditional lineal presentation of knowledge within specific disciplines to nonlinear, transdisciplinary, thematic approaches.) There is no "culture" except as we gradually act our way into it through innovative experimentation and discussion.

In ten years' time, where will CSUF be in the stages described by Walter Oliver in the culture of pedagogy?

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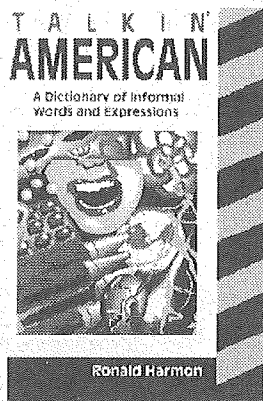
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Ronald Harmon

Talkin' American, A Dictionary of Informal Words and Expressions

Signal Press, 1995
373 pp., \$18.95

[ISBN 0-8384-5804-1]

by Arline Burgmeier,
American Language Program

"Bummer! It really gets me when I can't figure out what other guys are saying. I thought it would be a snap to talk to Americans. After all, I studied English for years before coming to the U.S. But these guys are using words I never learned, and I'm having a heck of a time understanding them. I don't want to sound like a dork, either. Once at the gym I asked some guy if he wanted to play around with me later, and he jumped all over me! Even flipped me off. I don't know what ticked him off. I was just trying to be friendly."

It's easy to empathize with this new immigrant for feeling inadequate when he is unable to understand or use the informal speech of Americans. Indeed, anyone who has ever acquired a classroom fluency of a foreign language and expected it to suffice in workplace or marketplace conversations with native speakers is likely to have experienced the same feelings.

"Until now, no comprehensive dictionary devoted to informal words and phrases existed to help ESL speakers understand the everyday language of America."

Like their counterparts in foreign lands, native speakers of American English tend to be unaware that their everyday speech may be incomprehensible to ESL speakers. For example, those of us with native or near-native fluency in English will find the opening passage thoroughly comprehensible, but someone with only a textbook knowledge of English may find it impossible to comprehend and will probably miss the irony of a newcomer's expressing his feelings in the idiomatic language that he claims to be unable to understand.

An ordinary dictionary would be of little use to an ESL speaker trying to decode this passage because many of the problematic words would not even be listed. And those that were listed would likely be defined according

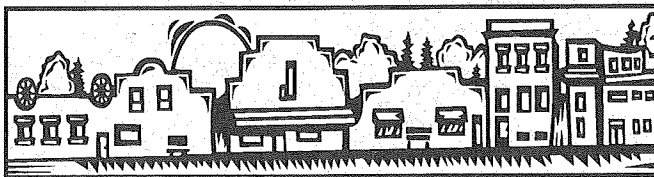
to their standard usage rather than their idiomatic usage. Until now, no comprehensive dictionary devoted to informal words and phrases existed to help ESL speakers understand the everyday language of America.

Sensitive to their needs, Ronald Harmon (a professor of Spanish and Portuguese in the Department of Foreign Languages and Literatures) has compiled over 6,200 American English idioms, slang words, common expressions, colloquialisms and even x-rated vulgarisms into *Talkin' American, a Dictionary of Informal Words and Expressions*. From ABS (abdominal muscles) to ZS (as in "catch some Zs"), the array of words and phrases is impressive. In between these two entries, for example, are such entries or sub-entries as BARF, pull a fast one, GROUPIE, give a damn, STICK-IN-THE-MUD, under the wire, KNOCKERS, eat my shorts, T.G.I.F., NERD, have one too many, PEE-PEE, full of beans, SEXPOT, the F-WORD, the infamous f—— word itself, FOUR LETTER WORD, and actual entries for other four-letter words. In fact, so complete is this collection of informal words and phrases that it is hard to think of one that the author has overlooked.

Each dictionary entry includes a simple, direct definition that will be easily understood by ESL speakers; one or two illustrative sentences containing the target word or phrase; a phonetic representation of unusual words; a symbol denoting the frequency of occurrence of a term; and usage indicators that show the level of formality (colloquial, slang, vulgar) and the implicit nuances of meaning (pejorative, humorous, sarcastic) of each word or phrase.

A short introduction to the dictionary identifies the criteria used in including or excluding an item and assures readers of the value of the dictionary by explaining that only "items that the majority of Americans know and understand" have been included. Other introductory pages acquaint the dictionary user with the entry format and provide suggestions for locating an entry. Especially useful for ESL readers will be learning about the socially-determined distinctions between colloquial, slang and vulgar terms.

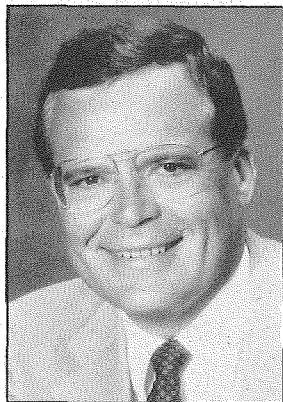
Talkin' American is an outstanding reference book for adult learners of American English and should be an important key to their understanding of the informal words and expressions that make up so much of our everyday language. □



An Update on Leticia A Students

■ *Since the December 1994 issue of the SENATE FORUM (Vol 9, No. 2, pp. 7-9) first reported on the status of the campus's Leticia A students (undocumented students paying California resident fees), a California court has ruled that they must pay out-of-state tuition and fees beginning fall 1995. This article attempts to show the impact of the ruling on a CSUF administrator and three students.*

by Curtis Swanson



Dr. Curtis Swanson is the SENATE FORUM editor and also chairs the Department of Foreign Languages & Literatures.

Undocumented students have been a fact of life at CSUF for many years. Until February 1995, the university's treatment of such students was governed by a 1985 decision (called "Leticia A") that allowed CSU students who were undocumented immigrants living in California to pay the same fees as legal residents.

CSU's adoption of Leticia A was challenged in the courts in 1992. In February 1995, the CSU system lost this case on appeal. This means that undocumented students will be required to pay higher, non-resident fees beginning with the fall 1995 semester. (However, they will not be faced with expulsion from the University as would be the case if Proposition 187 were to be upheld.) Students at CSU campuses on the quarter system were obliged to pay the higher fees (or drop out of school) beginning with the spring 1995 quarter.

The General Counsel of the Chancellor's Office has studied the court's ruling and has issued an opinion stating that even presently enrolled undocumented students will not be exempt from the new non-resident fee schedule (the so-called "grandfathering" clause).

According to an article in the Los Angeles Times of April 2, 1995, "an estimated 2,000 students enrolled in or seeking to attend CSU's 10 Southern California campuses have received warnings that their tuition will increase from \$1,584 annually to \$8,965." The article also states

that most of the students affected are believed to be "poor Latinos."

According to Dr. Jim Blackburn, the CSUF Director of Admissions and Records, his office has been trying to deal with the imposed mandate in a "humanistic and sensitive way." Based on "self-reported information" to be found in student records, the University believes that there may be 235 undocumented students currently studying at CSUF or applying for admission. These students have been notified that they have until a June 15 deadline to show that they have legitimate residency status under the new regulations—or face the payment of substantially higher fees.

Jim Blackburn says that these 235 students represent a more multinational and multiethnic population than had been assumed. Without giving detailed statistics, he says there are "names from every spot on the globe," including the Mideast, the Indian subcontinent, and Southeast Asia. Also, many of the names of students notified appear to be "quite Anglo." Not by any means do all of the names point to Mexico or Central America.

As the University administrator most concerned with enforcement of the new regulations, Jim Blackburn is aware that, in general, faculty members are not directly involved and are therefore less informed and less concerned than he. For him, there is no question but that he must do his duty, but he is unhappy to be cast in the role of an enforcer of regulations that he finds morally questionable. It is clear when speaking with him that he feels that even on the most pragmatic level the effective denial of education to people living within our borders is short-sighted: "It is much cheaper to educate someone than it is to provide them with the broader social services or to lock them up in prison."

Like CSUF students, the faculty of this University come from varied backgrounds. Many were born in foreign countries or are the descendants of immigrants. I have spoken with some whose forebears came to this country illegally. Even Jim Blackburn says that the first Blackburn to step foot on American soil in 1756 was "doubtless undocumented": "Scotland didn't know he had left, and there wasn't anybody here who gave a damn."

I spoke with three undocumented students, two young men from Mexico and a young woman from Eastern Europe. Their CSUF instructors probably are unaware that they face not continuing their studies here next semester. All three of them are uncertain about the future but are full of youthful optimism that somehow things will turn out right if they just do not get discouraged.

Omar has been here six years and has an American high school diploma. He was too modest to tell me himself,

but someone who knows him well told me that he was valedictorian of his graduating class. This was his first year at the CSUF. He is confident that he will find the money that will permit him to continue. "It worries me, but I won't let it stop me," he says. He has completed an internship in Washington, D.C., through the auspices of the Hispanic Congressional Caucus. He is studying political science and hopes to pursue a political career. Someday, he says, he will run for office—but first he needs to complete his college education.

Jorge also has been here five or six years and has an American high school diploma. He tells of encountering hostility and prejudice until he learned enough English in high school ESL classes to become integrated into the student body. He is talented in art and graphic design; he plans to enter the field of multimedia and animation when finished. Jorge already knows he cannot afford to continue his studies at CSUF next semester so he is transferring to a small private art school. I asked him to draw me a political cartoon showing his feelings about the wave of xenophobia presently sweeping California. His drawing shows immigrants being struck, kicked, and beaten with baseball bats and truncheons. His artwork depicts violence, but the violence is all one-way—directed against the immigrants. When I talked with Jorge, he was

very soft-spoken; however, his drawings show that there is much hurt and resentment just below the surface.

Suzanne comes from a country that was once behind the Iron Curtain. When she first came here ten years ago, she was just a tourist who fell in love with America and overstayed her visa. Later, when she applied for political asylum, her application was rejected as "frivolous." Somehow she managed to get a work permit and worked legally until it expired. Perhaps because she is blond and blue-eyed no one suspects that she is an illegal immigrant. Like Jorge and Omar, Suzanne first came to CSUF by virtue of Leticia A, which permitted her to enroll legally and pay resident fees even though she is undocumented. She cleans houses to support herself, but it is not enough to pay the pending non-resident tuition. Life, she says, would be much easier if she simply returned to her home country, but she wants to stay and become an American. She says that if she can just earn a college diploma, the INS will surely honor her application for residency. However, she doesn't think that Proposition 187 or the elimination of Leticia A will force her or anyone she knows to leave the country. □

An Application for Admission to the University

■ *This is an actual essay written by a college applicant to NYU. The author was accepted and is now attending NYU.*



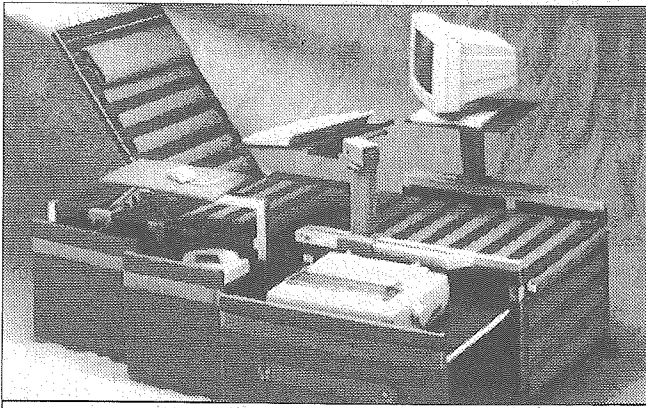
3A. IN ORDER FOR THE ADMISSIONS STAFF OF OUR COLLEGE TO GET TO KNOW YOU, THE APPLICANT, BETTER, WE ASK THAT YOU ANSWER THE FOLLOWING QUESTION: ARE THERE ANY SIGNIFICANT EXPERIENCES YOU HAVE HAD, OR ACCOMPLISHMENTS YOU HAVE REALIZED, THAT HAVE HELPED TO DEFINE YOU AS A PERSON?

I AM A DYNAMIC FIGURE, often seen scaling walls and crushing ice. I have been known to remodel train stations on my lunch breaks, making them more efficient in the area of heat retention. I translate ethnic slurs for Cuban refugees, I write award-winning operas, I manage time efficiently.

Occasionally, I tread water for three days in a row.

I woo women with my sensuous and godlike trombone playing, I can pilot bicycles up severe inclines with unflagging speed, and I cook Thirty-Minute Brownies in twenty minutes. I am an expert in stucco, a veteran in love, and an outlaw in Peru.

Using only a hoe and a large glass of water, I once single-handedly defended a small village in the Amazon



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Basin from a horde of ferocious army ants. I play bluegrass cello, I was scouted by the Mets, I am the subject of numerous documentaries. When I'm bored, I build large suspension bridges in my yard. I enjoy urban hang gliding. On Wednesdays, after school, I repair electrical appliances free of charge.

I am an abstract artist, a concrete analyst, and a ruthless bookie. Critics worldwide swoon over my original line of corduroy evening wear. I don't perspire. I am a private citizen, yet I receive fan mail. I have been caller number nine and have won the weekend passes. Last summer I toured New Jersey with a traveling centrifugal-force demonstration. I bat .400.

My deft floral arrangements have earned me fame in international botany circles. Children trust me.

I can hurl tennis rackets at small moving objects with deadly accuracy. I once read Paradise Lost, Moby Dick, and David Copperfield in one day and still had time to refurbish an entire dining room that evening. I know the

exact location of every food item in the supermarket. I have performed several covert operations with the CIA. I sleep once a week; when I do sleep, I sleep in a chair. While on vacation in Canada, I successfully negotiated with a group of terrorists who had seized a small bakery. The laws of physics do not apply to me.

I balance, I weave, I dodge, I frolic, and my bills are all paid. On weekends, to let off steam, I participate in full-contact origami. Years ago I discovered the meaning of life but forgot to write it down. I have made extraordinary four course meals using only a Mouli and a toaster oven.

I breed prizewinning clams. I have won bullfights in San Juan, cliff-diving competitions in Sri Lanka, and spelling bees at the Kremlin. I have played Hamlet, I have performed open-heart surgery, and I have spoken with Elvis. But I have not yet gone to college. □



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If possible, please include a diskette with your manuscript. The deadline for submissions to the next issue is
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ALEXANDER CHASE

☞ All generalizations are false, including this one ☞