

## Reader Observations for POLS 470S

Two separate readers were assigned to review all of the responses for the course. The following are what each considers the most important statements made by students:

### Reader 1

The overarching sentiment reported by students was their major courses provided greater exposure to diversity and understanding of place etc in comparison to HPP and GCC courses.

More students reported little to no co-curricular involvement . Those who did participate did so because of involvement through working for student housing and involvement in ASUHH. The co-curricular activity more likely to be cited was academic advising.

Tally of surveys by course:

POLS - Yes I took HPP/GCC courses and remember the courses - 4

No - 2

Don't Know – 1 “Yes [I took my GE courses at UH Hilo] – can’t remember them right now.”

Not App - 3

Notable quotes from students:

- [Regarding GE] “[T]he majority of my classes have a more global focus. . . . I have not learned much more since coming here, however the focus is there and I guess I can commend it. . . . My majors [Political Science & Philosophy] have both given insights into the multicultural spaces of this nation and the interactions present in them. . . . [but] I do not feel shaped by the cultural or social diversity provided to me in these classes.”
- “I grew up in Hawaii so I find diversity to be normal. . . . I find my classes [in the Major] to be interesting and informative but I can’t say how they’ve shaped me.”
- “Also most of my teachers are not from Hawaii, and I don’t think they have much knowledge in Hawaii. . . . I live in Honokaa and have 4 kids. I don’t have time to hang around after school, so I can’t help [say] much about this category” [how co-curricular activities have helped me understand the four areas in the diversity rubric].
- "As to club activities, I have felt a bit alienated by the Hawaiian Sovereignist/anti-TMT goals of the pre-law club at times.
- “In general in Hawaii, my family and I have experienced a lot of racism towards ‘haoles’ which I think in general could be better addressed by UH-Hilo.”
- “Honestly, the best class I had that also fulfilled this rubric would be my creative writing classes I had with Dr. Mark Panek. Through his selection literature it helped to ground me in the place I inhabit while also opening up my mind to the reality we inhabit here in the islands. . . . [but] I don’t know how the University at large, specifically, the administration, played a productive role in showcasing our diversity. They seem to shy away from controversial issues.”
- "I see housing flyers for Hawaiian centered events but I've never wanted to go to them."

## Reader 2

Reader observations: As in the previous course nobody used the numerical scale, deciding instead to provide comments on the four types of diversity-related sense.

Students generally praise GenEd courses for providing a window into Hawaiian culture, although a few mention their global/international focus. Major courses present different views of politics, the law, human rights and culture at the global level (Admin. of Justice does this more at the local level).

Co-curriculars: praise for counselors and advisors, opportunities with clubs, student government and intramural sports, although not all students participate. Much happens through individual friendships or contacts.

Notable quotes from students:

- “My political sciences courses have all stressed and protected the views of the diverse groups of people that go to school at UHH and live in the State of Hawaii. . . . As to club activities I have felt a bit alienated by the Hawaiian Sovereignty/anti-TMT goals of the pre-law club at times. In general, in Hawaii, my family and I have experienced a lot of racism towards “haoles” which I think in general could be better addressed by UH Hilo.”
- “Honestly, the best class I had that also fulfilled this rubric would be my creative writing classes I had with Dr. Mark Panek. Through his selection literature it helped t ground me in the place I inhabit while also opening up my mind to the reality we inhabit here in the islands. . . . To see where one came from allows us to understand where they are currently now. . . . Overall, I think the beneficial diversity experiences I had were benefits from a select few individuals on campus. I don’t know how the University at large, specifically the administration, played a productive role in showcasing our diversity. They seem to shy away from controversial issues, which usually stem from cultural differences. One does not have to look any further than the TMT movement and the administration taking down fliers when in a rare moment of activism, students organized a walkout. This issue starts with the university & the university should at least be willing to support students who disagree with the university’s stance. “
- “Being able to learn from my peers about their culture and background and where they are from is what makes this university unique. . . . GE courses shaped how I see social experiences in all good ways. . . . My major allowed me to listen to lectures and what other students have to say really helped shape how I see my community. . . . My major allowed me to hear different students talk and hear their perspective on cultural complexities.”
- “Some of my [GE] classes have taken me on field trips that deepened my respect for the environment and people in general. . . . I learn new things about the world each time I sit in a political sciences class. Human rights, religion, sexuality, and the like emerge in the more vivid perspectives through my leaning of the different fields of political science. . . . [I]t makes me happy that people like me, small Pacific Islander nationals, are readily accepted.
- “My majors [Political Science and Philosophy] have both given insights into the multicultural space of this nation and the interactions present in them.”