

# **Mesa College Ethnic Studies Task Force Report to the Mesa College Academic Senate April 2021**

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## **Introduction**

by Professor César López, Ph.D.

Chair, Mesa College Ethnic Studies Task Force

Chair, Chicana/o Studies Department at San Diego Mesa College

I want to dedicate this report to all of the Ethnic Studies educators, students and community leaders that came before us and specifically to San Diego Mesa College: Professor Gracia Molina de Pick (Chicana/o Studies/Languages), Professor César González (Chicana/o Studies), Professor Katye Anderson (Black Studies) and Professor Starla Lewis (Black Studies). I want to recognize their legacy of struggles, personal and professional sacrifices that have provided the lessons and momentum for supporting the academic field of Ethnic Studies. The future of Ethnic Studies must be discipline faculty led and enriched by the support from students, community and colleagues from across disciplines/programs/campuses who believe in antiracist curriculum and the educational value and long-term institutional importance of the academic field of Ethnic Studies.

“Let America be America again...Let America be the dream the dreamers dreamed...[where] equality is in the air we breathe.”

Langston Hughes’ 1936 poem “Let America Be America Again” is a call for reflecting on the depths of American history and its promise, in order to shine a light on the possibilities of a greater and more diverse American dream. In Hughes’ America we can relate his words about dreams and dreamers to the rich legacy of the struggles for civil rights, human rights, antiracism, immigrant rights and educational equality. Today we

have a new generation of Dreamers that carry on the tradition of challenging us to consider the realities of suffering, in this case as undocumented students, family members and community, as they inspire us to dream of a more just and better America. The reminder today of the dream that equality must be in the air we breathe is also a theme that has inspired a societal awakening in the names of George Floyd, Trayvon Martin, Laquan McDonald, Tamir Rice, Eric Garner, Breonna Taylor and many more over generations. The intellectual project of the academic discipline of Ethnic Studies became a reality over 50 years ago and has enriched our educational mission in higher education since. Ethnic Studies is a field of study that reaches towards a more accurate education and critical understanding of the fabric of what it means to be American. African American Studies, Chicana/o Studies, Asian American and Pacific Islander Studies and American Indian Studies are the foundations that individually and collectively have expanded the meaning of what it means to be American. San Diego Mesa College and the San Diego Community College District has been a part of this educational mission since the beginning of Ethnic Studies in higher education during the 1968-1969 academic year.

Chicana/o Studies and Black Studies have had to fight for over 50 years to maintain our intellectual space and educational integrity within the SDCCD. I am proud to be the current chair of the Chicana/o Studies Department at San Diego Mesa College. I came to San Diego Mesa College 17 years ago after earning my M.A. and Ph.D. in Ethnic Studies from UC Berkeley. The opportunity to help lead the current efforts around Ethnic Studies at the California community colleges has been some of the most rewarding work in my career. As a Chicana/o studies and Ethnic Studies scholar, I have to also recognize the bitter legacy of mendacity, and institutional racism, that has worked to hold the academic discipline of Ethnic Studies back from being a larger part of the educational mission of our colleges, universities and in the K-12 system. Institutional racism is embedded in our systems and has always been a major challenge that we must be honest about if we are going to be able to be leaders for institutional change. The San Diego Community College has a special place in the history of the academic discipline of Ethnic Studies and some of that history is included in this report.

This report on behalf of the Mesa College Ethnic Studies Task Force (ESTF) includes information that has been compiled over the 2020-2021 academic year. Each section details the goals of the ESTF and the supporting actions, research and data that informed the work of the ESTF. The purpose of the ESTF is to engage and lead our campus and district efforts to advance the academic discipline of Ethnic Studies. The task force is composed of Mesa College faculty discipline experts in the academic field of Ethnic Studies, along with one member-at-large and the campus Articulation Officer. The ESTF met weekly for three months during the 2020 fall semester and multiple times

in January, February and March of 2021 to complete our task force goals. This report is a detailed summary of the work of the task force and includes specific recommendations for the Mesa College Academic Senate to consider.

## **What is Ethnic Studies?**

Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity in the United States, with a special emphasis on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans. Ethnic Studies is offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African American Studies, Africana Studies, Black Studies, Indigenous Studies, Asian American and Pacific Islander Studies, Filipino Studies, La Raza Studies, and Central American Studies.<sup>1</sup> These disciplines have distinct epistemologies, theories, and methods that center a critical Ethnic Studies lens. Since its inception in the late 1960s, the Ethnic Studies curriculum rejected the historical typecasting of People of Color as nameless, faceless, side-players, or victims of imperialism, colonialism, slavery, and white supremacy. Rather, Ethnic Studies frames People of Color as agents and instigators of change and producers of knowledge, with rich intellectual traditions rooted in cultural practices. From their origins to the present, Ethnic Studies disciplines play a critical role of challenging Eurocentrism within higher education, as well as ensuring that diverse histories, experiences, and theoretical frameworks are valued, debated, and expanded upon in all sectors of society.

## **Duties and Responsibilities of the ESTF**

The specific duties of the ESTF included, but were not limited to:

1. Serve as the representative voice and resource for the establishment and evolution of Ethnic Studies departments and programs at San Diego Mesa College and SDCCD.
2. Facilitate and support the implementation of Ethnic Studies legislation and resolutions local and statewide.
3. Guide and support curriculum development of Ethnic Studies degrees and certificates.

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<sup>1</sup> Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies.

4. Assist in establishing course submission procedures for CSU Ethnic Studies general education requirements and SDCCD general education Associate Degree requirements.
5. Coordinate Ethnic Studies efforts with partner campuses across the district and statewide.

The ESTF was successful in working on all of these stated duties and goals. This report details each goal, outcomes and recommendations. With the presentation of this report to the Mesa College Academic Senate in May 2021, the ESTF's work is now over as a task force under the Mesa College Academic Senate. *The Mesa College Ethnic Studies Faculty Council* will continue as a permanent standing committee of the Black Studies Department and Chicana/o Studies Department at San Diego Mesa College. Led by faculty discipline experts in the academic field of Ethnic Studies, the mission of the Mesa College Ethnic Studies Faculty Council will be to guide and engage in efforts to advance the academic discipline of Ethnic Studies.

### **Short-term goals completed by the Mesa College ESTF**

#### **1. Report to the Mesa College Academic Senate on the progress of the ESTF.**

Point person(s): César López

Who needs to be involved with decisions? ESTF

By when? Started on October 19, 2020 at AS Meeting

Completed on and Notes: The ESTF purpose statement was presented to the Mesa College Academic Senate along with an update about the ASCCC Area D meeting that took place on October 17, 2020. The ESTF has provided an update at every AS meeting since it was established.

#### **2. Attend the Area D meeting of the ASCCC and support the discussion about the two resolutions to support an Ethnic Studies requirement at the California Community Colleges so that they can be forwarded to the ASCCC fall plenary meeting.**

Point person(s): Candace Katungi and Thekima Mayasa

Who needs to be involved with decisions? ESTF

By when? October 17, 2020

Completed on and Notes: October 17, 2020

#### **3. In collaboration with City College Ethnic Studies related departments (BLAS and CHIC), submit select existing BLAS and CHIC courses for the new CSU GE Area F Ethnic Studies requirement.**

Point person(s): César López and Thekima Mayasa

Who needs to be involved with decisions? BLAS and CHIC

By when? November 6, 2020

Completed on and Notes: At the Mesa College CRC meeting on Thursday, December 3, 2020 all of the BLAS and CHIC proposed courses for CSU GE Area F Ethnic Studies were approved and walked-into the CIC meeting to prepare to them along to meet the deadline for consideration by the CSU system for implementation starting fall 2021.

#### **4. Define Ethnic Studies in a ESTF position paper**

Completed on and Notes: The position paper entitled "Our Call to Action: Ethnic Studies and the San Diego Community College District" by Candace Katungi and Gloria Kim was completed (see Appendix 1). It was shared at the ESTF meeting with district colleagues and at the CCC Ethnic Studies Summit that both took place Friday, December 4, 2020. This document and a recorded presentation by the ESTF was also shared with the entire campus at the Mesa College spring 2021 Convocation on January 28, 2021. This ESTF position paper will continue to be used for future meetings and ESTF discussions with colleagues, campuses and across the state of California with CCCs.

#### **5. Contact Shelly Hess, SDCCD Dean of Curriculum Services to schedule a meeting with her to share information about the Task Force and discuss Ethnic Studies requirements and transfers for SDCCD.**

Point person(s): César López

Who needs to be involved with decisions? Chair

By when? October 23, 2020

Completed on and Notes: Shelly attended the October 30, 2020 ESTF meeting. At this meeting we began making plans for a district wide meeting that took place on December 4, 2020.

#### **6. Schedule presentations of our definitions and initial tasks to the different campus decision making bodies including the CRC at all SDCCD campuses and the District CIC.**

Point person(s): Chair

Who needs to be involved with decisions? ESTF

By when? Fall 2020 and Spring 2021

Completed on and Notes: Members of the ESTF have shared updates at curriculum review committee meetings. The ESTF coordinated a combined meeting with the curriculum review committee chairs from Mesa, City and Miramar Colleges, SDCCD curriculum dean and faculty.

**7. Share information with constituents/colleagues in the ASCCC area D region about the two resolutions (Resolutions 9.03 and 9.04) to support an Ethnic Studies Graduation Requirement at the CCC system and change to the Title V language at the California Community Colleges.**

Completed on and Notes: The two Ethnic Studies resolutions, co-written by the Mesa College ESTF, *were voted on and approved* at the ASCCC Fall Plenary on November 7, 2020.

- A. **9.03 Ethnic Studies Graduation Requirement.** The resolution seeks to amend Title V by including Ethnic Studies as a graduation requirement for students who intend to receive the associate degree.
- B. **9.04 Clarify and Strengthen the Ethnic Studies Graduation Requirement.** Defines Ethnic Studies, its focus on the four historically radicalized core groups: Native American, African American, Asian American and Latina/o American (Chicana/o), including the represented disciplines.

**8. Help lead in the creation of a CA Community College Statewide Ethnic Studies Faculty Council**

Point person(s): César López, Thekima Mayasa, Juliette Parker

Who needs to be involved with decisions? César, Thekima, Juliette

By when? Fall 2020

Completed on and Notes: César, Thekima, and Juliette are founding members of the CCC Ethnic Studies Faculty Council. The CCC Ethnic Studies Faculty Council is made up of Ethnic Studies discipline faculty from across the state of California. The current council member are:

Carlos R. Guerrero, Ph.D. (Los Angeles City College)

Melissa Leal, Ph.D. (Sierra College)

César López, Ph.D. (San Diego Mesa College)

Belinda Lum, Ph. D. (Sacramento City College)

Thekima Mayasa, Ed.D. (San Diego Mesa College)

Melissa Moreno, Ph.D. (Woodland Community College)

Ziza Delgado Noguera, Ph.D. (Fullerton College)

Juliette Parker, M.P.A. (Articulation Officer, San Diego Mesa College)

Evan Wade, M.A. (San Joaquin Delta College)

Theresa Montaña, Ed.D. (CSU Resource Member)

## Detailed Account of ESTF Accomplishments since Fall 2020

This section of the report provides a detailed overview of the specific ESTF accomplishments from Fall 2020

### **1. Served as the representative voice and resource for the establishment and evolution of Ethnic Studies departments and programs at San Diego Mesa College and SDCCD.**

The ESTF was established at the October 5, 2020 meeting of the Academic Senate. The ESTF purpose statement was presented to the October 19<sup>th</sup> Academic Senate along with an update about the ASCCC Area D meeting that took place on October 17<sup>th</sup>. The ESTF has provided regular updates at every Academic Senate meeting since it was established.

### **2. Facilitated and supported the implementation of Ethnic Studies legislation and resolutions local and statewide.**

#### *Legislation and Action related to intuitional changes to the CSU system*

The passage of California State Assembly Bill 1460 on August 6, 2020 and its signing into law by Governor Newsom on August 17<sup>th</sup> requires California State University students who enter as freshmen in 2021-22 to take an Ethnic Studies course focused on one of four ethnic groups in order to graduate. On February 21, 2020, Assembly Bill 3310 was introduced by Assembly Member Muratsuchi to propose an Ethnic Studies graduation requirement at California community colleges. Assembly Bill 1460 requires all students enrolled on all 23 CSU campuses to take a 3-unit class in Native American studies, African American studies, Asian American studies or Chicana/o/Latino studies. The bill was proposed by then Assemblywoman (current Secretary of State) Dr. Shirley Weber, Professor Emeritus at San Diego State University. The new law makes California the first state to require Ethnic Studies as a university graduation requirement.

In order to implement the new law, the CSU system created a new CSU GE Breadth requirement Area F Ethnic Studies. To be approved for this requirement, courses (at the CSU or CCCs) shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses that are approved to meet this requirement shall meet at least 3 of the 5 academic discipline Ethnic Studies core competencies as defined

in Area F. Minimum qualifications for teaching Ethnic Studies courses must be in the **academic discipline of Ethnic Studies**, which includes: African American, Asian American, Latina/o American or Native American Studies. The academic discipline of Ethnic Studies also includes Pan-African Studies, Black Studies, American Indian Studies, and Chicana/o Studies.

The Core Competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They have been incorporated into the revised Executive Order on CSU GE Breadth, which was approved on December 3, 2020 and is now available online at <https://calstate.policystat.com/policy/8919100/latest/>.

### **Area F Ethnic Studies (California State University system)**

#### **3 semester units (4 quarter units)**

This lower-division, 3 semester (4 quarter) unit requirement fulfills Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area F shall not be waived or substituted.

Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are

relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

### *Legislation and Action related to intuitional changes to the California Community College system*

On November 7, 2020, members of the Mesa College ESTF co-authored two Ethnic Studies resolutions for the ASCCC fall plenary that were voted on and approved (Resolutions 9.03 and 9.04), officially starting the process for changing the Title V language to include Ethnic Studies as a California Community College graduation requirement. The implementation process will involve the work of the 5C committee (statewide curriculum committee), the CA State Chancellor's Office, and the CA Board of Governors.

Additionally, Mesa College ESTF members co-authored another Ethnic Studies resolution with the CCC Ethnic Studies Faculty Council for the ASCCC spring plenary (Resolution 9.07) that was voted on and approved on April 17, 2021. It is important to note that members of the Mesa College ESTF are also founding members of the new statewide CCC Ethnic Studies Faculty Council, formed to provide Ethnic Studies discipline faculty leadership and support throughout the final approval process and implementation of these ASCCC's Ethnic Studies resolutions.

ASCCC Fall Plenary Approved Resolutions:

1. **9.03 Ethnic Studies Graduation Requirement.** Note: The resolution seeks to amend Title V by including Ethnic Studies as a graduation requirement for students intending to achieve associate degree completion.
2. **9.04 Clarify and Strengthen the Ethnic Studies Graduation Requirement.** Note: Clarifies Ethnic Studies as disciplines specifically focused upon the four core historically racialized groups: Native American, African American, Asian American and Latina/o American, including the represented disciplines. The resolution also calls for a removal of Title V § 55063 (b) and establishment of an Ethnic Studies general education requirement by adding a fifth area entitled (E) Ethnic Studies.

ASCCC Spring Plenary Approved Resolution:

3. **9.07 Defining Ethnic Studies and its Four Core Disciplines** Note: This resolution explicitly outlines the definition of Ethnic Studies as an interdisciplinary and comparative study of race, ethnicity and culture in the U.S., specifically focused upon the four core historically, racialized groups while also recognizing their affiliate program names- Chicana/o Studies, Latina/o Studies, La Raza Studies, African American Studies, Africana Studies, Native American Studies, American Indian Studies, Black Studies, Pacific Islander Studies, Filipino American Studies and Central American Studies.<sup>2</sup> It also Ethnic Studies disciplines are also acknowledged as autonomous departments/programs centered within a critical cultural lens to be added into the Program and Course Approval Handbook as a support for Resolution 9.03.

Below are the links to the ASCCC fall 2020 and spring 2021 plenary adopted resolutions and they are also attached in the report appendix:

ASCCC Fall 2020 Plenary Adopted Resolutions:

[https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL\\_0.pdf](https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf)

ASCCC Spring 2021 Plenary Adopted Resolutions:

<https://www.asccc.org/sites/default/files/Resolutions%20Spring%202021%20Adopted%20Resolutions.pdf>

As of February 2021, resolutions 9.03 and 9.04 have been reviewed and approved by the 5C committee (statewide curriculum committee). The resolutions are currently in the review stage at the CA State Chancellor's Office and are scheduled to be reviewed by the CA Board of Governors by the end of the 2020-2021 academic year. Resolution 9.07 was just adopted in April, 2021 and remains to be reviewed and approved by the appropriate committees of the CA State Chancellor's Office.

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<sup>2</sup> Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies.

### **3. Completed Ethnic Studies course proposals for CSU Ethnic Studies general education requirements and SDCCD Ethnic Studies general education Associate Degree requirements.**

The ESTF has completed the process for identifying, preparing and launching existing Ethnic Studies courses in CurricUNET, that are qualified to meet the CSU's new AB 1460 graduation requirement in Area F Ethnic Studies (effective, fall 2021). SDCCD students will be able to select from 22 Ethnic Studies courses to meet the new CSU GE Breadth Requirement for Area F Ethnic Studies.

The following courses have been entered into ASSIST as new proposals for CSUGE-B Area F Ethnic Studies consideration:

BLAS 100 Introduction to Black Studies  
BLAS 104 Black Psychology  
BLAS 110 African American Art  
BLAS 116 Contemporary Social Problems from a Black Perspective  
BLAS 120 Black Music  
BLAS 125 Dynamics of the Black Community  
BLAS 130 The Black Family  
BLAS 140A History of the U.S., Black Perspectives  
BLAS 140B History of the U.S., Black Perspectives  
BLAS 150 Black Women in Literature, Film and the Media  
BLAS 155 African American Literature  
BLAS 165 Sexuality and Black Culture  
BLAS 175 Psycho-History of Racism and Sexism  
CHIC 110A Introduction to Chicana and Chicano Studies  
CHIC 110B Introduction to Chicana and Chicano Studies  
CHIC 135 Chicana/o Literature  
CHIC 141A United States History from a Chicano Perspective  
CHIC 141B United States History from a Chicano Perspective  
CHIC 170 La Chicana  
CHIC 190 Chicano Images in Film  
CHIC 210 Chicano Culture  
CHIC 230 Chicano Art

To effectively teach Ethnic Studies requires years of appropriate training and preparation. It should be emphasized that:

- A. Ethnic Studies is not about adding a unit on culture or race to the existing curriculum.

- B. Ethnic Studies is not about supplementing, adding color or flavor to curriculum, but about a radical questioning and transformational thinking reflected throughout the discipline
- C. Ethnic Studies is not about adopting some Ethnic Studies concepts or materials, but about an Ethnic Studies disciplinary framework that informs the whole course at all levels.
- D. This is not a call to saturate course catalogs and class schedules with new pseudo Ethnic Studies classes that undermine existing departments of Black Studies and Chicana/o Studies.
- E. This is not a call for opportunistic encroachment and appropriation of Ethnic Studies learning spaces and praxes.
- F. This is not a call to identify existing classes in non- Ethnic Studies departments/programs. It is an effort to strengthen our Ethnic Studies curriculum alignments with the new changes in the law to maximize student persistence and success through knowledge of self and self efficacy across the four core disciplines of Ethnic Studies.

To date, CCC Minimum Qualifications have been established in two of the four core Ethnic Studies disciplines. Discipline faculty leadership from the Chicana/o Studies and Black Studies Departments at San Diego Mesa College (SDMC) initiated local and statewide proposal updates to the Minimum Qualifications Disciplines List for African American Studies/Black Studies/Africana Studies and Chicana/o Studies resulting in their approval in 2013 and 2014 respectively.

*Minimum Qualifications for Faculty and Administrators in California Community Colleges  
(last updated 2019)*

[https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Middle-College-High-School/CCCCO\\_2019\\_Report\\_Min\\_Qualifications.pdf?la=en&hash=B1C5E82A8288CF436366ADC4FCB6FDEC3B2A9BD6](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Middle-College-High-School/CCCCO_2019_Report_Min_Qualifications.pdf?la=en&hash=B1C5E82A8288CF436366ADC4FCB6FDEC3B2A9BD6)

The goals and next steps for supporting these changes associated with the CCCs Ethnic Studies disciplines include:

- A. Continue educating and informing CCC faculty about the academic discipline of Ethnic Studies.
- B. Continue educating and informing CCC faculty about existing and future legislation related to the academic field of Ethnic Studies.

- C. Continue educating and providing Minimum Qualifications proposal updates for Ethnic Studies core disciplines - Native American Studies, and Asian American Studies.
- D. Collaborate with Counselors and Articulation Officer to inform CCC students about the latest changes to CSU transfer/graduation requirements related to Ethnic Studies Area F and the developments for a new Ethnic Studies requirement for the CCCs.
- E. Continue preparing for CCCs implementation of SDCCD Ethnic Studies requirement for associates degree completion.
- F. Collaborate with the Black Studies Department, the Chicana/o Studies Department, and future core Ethnic Studies discipline areas to ensure that Minimum Qualifications proposals and updates for the Ethnic Studies disciplines are appropriately aligned with our transfer institutions (CSU, UC, and private colleges/universities) agreements
- G. Understand our current and any future new procedures associated with developing Ethnic Studies courses and review of Ethnic Studies faculty qualifications as the subject matter experts.
- H. Understand and support ASCCC Resolutions 9.03, 9.04 (ASCCC 2020 fall plenary approved) and 9.07 (ASCCC 2021 Spring Plenary) with updates to our campus, the SDCCD, and our region.
- I. Collaborate with the CCC Ethnic Studies Faculty Council, to support development of Minimum Qualifications proposals for the Ethnic Studies disciplines in American Indian Studies/Native American Studies and Asian American/Pacific Islander Studies in the next submission cycle for Fall 2021.

#### **4. Coordinated Ethnic Studies efforts with partner campuses across the district and statewide.**

The ESTF has taken the lead in coordinating local campus and district-wide efforts associated with the new Ethnic Studies requirements. The ESTF met regularly via Zoom from October 9, 2020 through January 15.

Shelly Hess, SDCCD Curriculum Dean, attended the October 30, 2020 ESTF meeting. At this meeting we began making plans for a district wide meeting to discuss the new Ethnic Studies legislation and its potential impact upon CCCs which took place on December 4, 2020. Along with our ESTF members, other Ethnic Studies discipline faculty and identified faculty from Mesa College, City College and Miramar College interested in Ethnic Studies curriculum development, Shelly Hess and the chairs of the Mesa College, City College and Miramar College curriculum committees were invited and attended this meeting. The position paper entitled "Our Call to Action: Ethnic

Studies and the San Diego Community College District” by Professor Candace Katungi and Professor Gloria Kim was completed and shared at a meeting of the ESTF on December 4<sup>th</sup>. This ESTF position paper was also shared at the 1<sup>st</sup> CCC Ethnic Studies Virtual Summit that also took place later on December 4<sup>th</sup>.

In December 2020, members of the ESTF were asked to present at the 1<sup>st</sup> CCC ES Summit (December 4, 2020) on the task force model and its work. ESTF members Professor Manuel Velez, Professor César López, Professor Thekima Mayasa, and Juliette Parker were invited to join the CCC Ethnic Studies Faculty Council. On January 8, 2021, the Mesa College Black Studies Department and Chicana/o Studies Department hosted the 2<sup>nd</sup> CCC Ethnic Studies Virtual Summit. This event had 232 people register and over 70 CA community colleges represented. San Diego Mesa College President Pamela Luster provided an opening address for the Ethnic Studies Summit. The goals of the Ethnic Studies Summits are to continue the work of the CCC Ethnic Studies Faculty Council to expand the networks and institutional support for Ethnic Studies across the California community colleges.

## **Long-term goals of the Mesa College Ethnic Studies Faculty Council**

### **1. Guide and support curriculum development of Ethnic Studies degrees and certificates.**

The academic discipline of Ethnic Studies has existed in the SDCCD for over 50 years with the departments of Black Studies and Chicana/o Studies at San Diego Mesa and City Colleges that have helped generations of students meet their educational goals and endeavors. These departments provide students with an introduction to the interdisciplinary research tools necessary to advance knowledge of self and others in the respective fields of study, provide academic leadership, and partnership in service to meet community needs with academic support and resources. Ethnic Studies believes in supporting education that advances social change through critical awareness, cultural consciousness, a commitment to equity, and social justice. The Black Studies and Chicana/o Studies curriculum is designed to meet general education requirements for all students, as well as transfer in these fields of study to four-year colleges and universities. Critical thinking and effective oral and written communication skills are integrated across curriculum that incorporates the arts and literature, gender studies, border studies, cultural studies, history, the social sciences, and policy studies. All of the courses offered in Black Studies and Chicana/o Studies fulfill transfer requirements aligned with IGETC, CSU GE, and district requirements. This includes any current and

new Ethnic Studies related curriculum needs to meet the established Ethnic Studies discipline guidelines (core competencies) for transfer requirements of all students (AB 1460 for CSU and ASCCC Resolutions 9.03 and 9.04 for CCC).

The CCCs are coordinating with the ASCCC and in partnership with the CCC ES Faculty Council to see that development of new courses related to Ethnic Studies needs to be led by faculty discipline experts and other supportive colleagues committed to this effort. San Diego City and Mesa College, have multiple tenured and tenure-track faculty in the Black Studies and Chicana/o Studies Departments that are qualified to lead this endeavor. The Mesa College Ethnic Studies Faculty Council members will be the local faculty discipline experts helping to guide this process. We are hopeful that Miramar College will be able to add more Ethnic Studies discipline faculty through hiring, the recognition of Minimum Qualification or equivalency process in order to advance the growth of Ethnic Studies related courses and future programs/departments on their campus.

## **2. Plan next steps for campus and SDCCD conversations on creating Asian American and Pacific Islander Studies and American Indian Studies courses, programs and/or departments.**

### *Asian American and Pacific Islander Studies and American Indian Studies: Current State at the SDCCD*

To date, Asian American and Pacific Islander Studies and American Indian Studies were never established as programs or departments within the SDCCD. Currently, there are no courses that qualify as Ethnic Studies academic discipline-based courses in American Indian Studies that are taught at the SDCCD. Currently, there is only one course in Asian American Studies taught within the SDCCD that is an Ethnic Studies academic discipline-based course.

The one Asian American Studies course is a Filipino American Studies course entitled FILI 100 Filipino American Experience at Miramar College. Filipino Studies is a recognized area of study within the academic discipline of Ethnic Studies. Miramar College also lists FILI 355 as a stand-alone course that is grouped with two language courses (SPAN 408 and TAGA 410) in the World Language Studies program. Aside from this one course (FLIL 100), there are no Ethnic Studies discipline programs or departments at Miramar College.

Over the years, there have been individual courses at Mesa College, City College and Miramar Colleges created within traditional disciplines focused on themes related to Asian Americans and Americans Indians.

It must be re-emphasized that Ethnic Studies courses do not add a unit on culture or race to any existing curriculum. It does not compile simplistic supplemental or additive approaches, “exotic” colors or flavors to the subject matter.

Thus, Ethnic Studies:

- A. Is not just a history of groups
- B. Is not a concept called Social Justice
- C. Is not just interdisciplinary, it’s a recognition of the entanglement of the structures of knowledge with diverse forms of power
- D. Is not a study of people as objects, but as active subjects and cultural agents defining themselves and their own lived realities from their cultural lens. This also necessitates an understanding and addressing of their socio-historical processes
- E. Is not only a discipline, but an epistemic and pedagogical approach that is equity driven and culturally relevant.

Ethnic Studies challenges the fundamental underpinnings of knowledge structures in America and serves as an antidote for correcting knowledge gaps related to the four core disciplines of Ethnic Studies. As such, students not only gain a holistic understanding of the origin and persistence of these gaps, but also how they can be transcended.

For over 20 years at Mesa College, the Asian Pacific Islander American (APIA) advisory committee has worked to promote educational opportunities for our campus community. Made up of faculty and staff, the mission of the APIA advisory committee is as follows:

To review and share current campus research available on the APIA population; to communicate needs of APIA students to the campus and to the community; to identify what resources or programs exist on campus for this population; to identify ways to share relevant information with APIA students and the APIA community.

In December 2020, the ESTF recommended the initial creation of a course designator for Asian American Pacific Islander Studies (AAPI) in the SDCCD. Members of the ESTF discussed this topic with the Asian Pacific Islander American Advisory committee at Mesa College along with other faculty at Miramar College and City College who teach courses with curriculum content related to Asian Americans. This initial institutional step taken at the curriculum level will require further review, study and possible revision if the SDCCD plans to institutionalize Asian American and Pacific Islander Studies with new courses, programs and/or departments in the future.

To institutionalize Asian American and Pacific Islander Studies and American Indian Studies, the Ethnic Studies Faculty Council recommends the following actions:

- A. Continued work and new partnerships with regional and statewide discipline experts in the academic discipline of American Indian Studies to survey models for courses/programs/departments for community colleges. Locally, members of the ESTF have been in touch with the American Indian Studies Department at Palomar College, American Indian Studies Department at SDSU, and the Ethnic Studies Department and Native American and Indigenous Studies minor program at UCSD.
- B. The hiring of new faculty with discipline expertise in the academic fields of Asian American and Pacific Islander Studies and American Indian Studies is required to institutionalize future progress in these specific areas.
- C. The development of separate, autonomous Asian American and Pacific Islander Studies and American Indian Studies (AMIN) departments. This will require the creation of new AAPI and AMIN courses. The development of AAPI curriculum, where they will be housed, and the creation of a future department requires ongoing conversations between ESTF and the APIA Committee on the best way to move things forward. Conversations will respect the longevity and efforts of the APIA Committee over the past 20 years, but also of the need to grow Ethnic Studies in the present. Black Studies and Chicano/a Studies Faculty support the development of autonomous AAPI and AMIN departments.

In order to align with transfer requirements related to the academic discipline of Ethnic Studies, any Ethnic Studies courses must only be listed with Minimum Qualifications and Discipline Listing in the academic discipline of Ethnic Studies. Curricular alignment in the academic discipline of Ethnic Studies is essential for student success and meeting the strict academic disciplinary requirements of our transfer institutions for transfer courses. The Mesa College Ethnic Studies Faculty Council will be continuing to work on ensuring that these institutional requirements for alignment are followed and monitored in partnership with our campus and district curriculum leaders.

### **3. Plan next steps for campus and SDCCD conversations on expanding the current departments of Black Studies and Chicana/o Studies.**

New tenure-line faculty hiring in the established Ethnic Studies Departments of Chicana/o Studies and Black Studies will have the most immediate impact on meeting student needs and is the basis for long-term institutional change. Immediate institutional action can be taken by following the current and already approved Mesa

College Faculty Hiring Priority List for 2020-2021. Specifically, the Chicana/o Studies Department is *number two* on the new Mesa College Faculty Hiring Priority List 2020-2021 and will be held forward for 2021-2022. There are three key points to make clear:

One, there is an existing established priority to hire at least one new tenure-line faculty in Chicana/o Studies at Mesa College with the ranking of #2 on the new faculty hiring priority list.

Two, as a result of the implementation of the new CSU GE Area F Ethnic Studies requirement that starts Fall 2021, there is an urgent new district-wide priority to meet the student demand for offering academic discipline based Ethnic Studies courses to align with the CSU for transfer, especially since this new CSU requirement is a lower-division course that student will be taking at the community colleges level.

Three, the Black Studies Departments at Mesa and City need to be on par with the Chicana/o Studies Departments in terms of the number of tenured faculty. Since each of these departments began over 50 years ago at the SDCCD, they have fluctuated between 1-3 tenured faculty and have therefore been artificially kept as the smallest departments in their Schools while the demonstrated demand for their courses has gone up in comparison to all of the other departments in the School of Social Behavioral Sciences and Multicultural Studies.

**4. Plan next steps for campus and SDCCD conversations on how to build and strengthen the institutional place of the disciplines of Ethnic Studies. The institutional goals include:**

The current proposals to adopt an Ethnic Studies requirement at the CCC aligns with the newly adopted CSU GE Area F Ethnic Studies requirement. The mission of the community college is supported by taking institutional actions that will meet the transfer and educational needs of students into the future.

- A. Follow-up on submitted CSU GE Area F Ethnic Studies requirement course list from the SDCCD. The course proposals for fulfilling this ES requirement were completed on CurricUNET in the fall 2020 and submitted to the CSU in spring 2021.
- B. Finalize a proposal for recommending creating an Ethnic Studies requirement at the SDCCD that aligns with the current statewide efforts towards an Ethnic Studies requirement at all CCCs.

- C. Beginning spring 2021, the Mesa College Ethnic Studies Faculty Council will continue on as a permanent standing committee of the Black Studies Departments and Chicana/o Studies Departments at San Diego Mesa College. Led by faculty discipline experts in the four core academic fields of Ethnic Studies, the mission of the Mesa College Ethnic Studies Faculty Council will be to guide and engage in efforts to advance the four core academic disciplines of Ethnic Studies.

## **5. Discuss and make recommendations on the current language regarding Multicultural Studies/Diversity requirement at the CSU**

The ESTF has been in conversations with CCC and CSU Ethnic Studies discipline faculty on future plans to revise the current language regarding Multicultural Studies/Diversity requirement at the CSU. The ESTF recommends changing the name of the School of Social Behavioral Science and Multicultural Studies by replacing “Multicultural Studies” with “Ethnic Studies.” Furthermore, we believe further discussion is needed to consider creating a new School of Ethnic Studies at Mesa College to align with long-term institutional changes in the transfer paths for CCC students to the CSU, UC and private colleges and universities.

### **ESTF Recommendations for Action**

1. The most important factor that will determine the future institutional ability of the SDCCD to support the growing role of Ethnic Studies in advancing the educational mission of California community colleges and advancement of student success is **the hiring of tenure-line faculty that are discipline experts in Ethnic Studies.**
  - A. The ESTF recommends the adoption of the current 2021-2020 & 2021-2022 Faculty Hiring Priority ranking to move forward with the hiring of new tenure line faculty in Chicano Studies (currently ranked #2 on the list)
  - B. The ESTF recommends prioritizing hiring funds to hire tenure line faculty that are discipline experts in Asian American and Pacific Islander Studies to support the growth and development of Asian American and Pacific Islander American courses and curriculum.
  - C. The ESTF recommends prioritizing hiring funds to hire additional tenure line faculty that are discipline experts in Black Studies to support the growth and current demand of BLAS courses and curriculum.
2. Additional tenure-line faculty will be able to:

- A. Immediately support existing Ethnic Studies departments (Black Studies and Chicana/o Studies Departments at Mesa College and City College)
- B. Organize and implement new areas of study and curriculum, programs, departments in Ethnic Studies across the district, starting with Asian American and Pacific Islander Studies and Native American Studies at Mesa College, and support the broad mission and work of the college as tenure track faculty members.

3. The ESTF recommends that the Mesa College Ethnic Studies Faculty Council work with campus Articulation Officer (Juliette Parker) to follow-up on submitted CSU GE Area F Ethnic Studies requirement course list from the SDCCD and any needed revisions or completed processes. The course proposals for fulfilling this Ethnic Studies requirement were completed on CurricUNET in Fall 2020, submitted to the CSU for final approval in February 2021 and will go into effect beginning Fall 2021.

4. The ESTF recommends finalizing a proposal for creating an Ethnic Studies requirement for the associate degree at the SDCCD that aligns with the current statewide efforts towards an Ethnic Studies requirement at all CCCs.

5. Institutional updates of any Mesa College and district websites (City College and Miramar College) that list any Ethnic Studies areas of study. Making sure these listings are correct and reflect actual Ethnic Studies departments/programs/courses that are offered within SDCCD along with accurate transfer and alignment information for students. For Example:

<https://www.sdmesa.edu/academics/schools-departments/asian-american-studies/> is incorrect and needs to be removed. This will be a long-term strategy involving the Mesa College Ethnic Studies Faculty Council, the Faculty Senate, and the Office of Communications.

## **Appendix 1**

### **Our Call to Action: Ethnic Studies and the San Diego Community College District**

**By Candace Katungi, Ph.D. and Gloria Kim, Ph.D.**

**San Diego Mesa College Ethnic Studies Task Force**

**December 3, 2020**

#### **INTRODUCTION**

On August 17, 2020, California Assembly Bill 1460 was signed into law, mandating that undergraduate students enrolled in the 23 California State University (CSU) campuses be required to take an Ethnic Studies course as part of their graduation requirement. The San Diego Mesa College Ethnic Studies Task Force (ESTF) was established by the San Diego Mesa College Academic Senate on October 2, 2020, in recognition that faculty in Ethnic Studies disciplines at Mesa College (Black Studies and Chicana and Chicano Studies) will lead the way in advancing Ethnic Studies in the San Diego Community College District. The current ESTF membership includes Candace Katungi, Gloria Kim, César López (chair), Thekima Mayasa, Juliette Parker, and Manuel Velez.<sup>3</sup> The ESTF quickly formulated a plan of action to ensure the following: 1) that students enrolled in the San Diego Community College District, intending to transfer to the California State University system, will be able to meet the CSU GE Area F Ethnic Studies requirement in the San Diego Community College District; 2) to clarify to peers, administrators, and students that Ethnic Studies is a separate, rich discipline, with a distinguished epistemology, and a distinct intellectual genealogy; 3) to reinforce that in order to teach Ethnic Studies courses in the San Diego Community College District, faculty members must possess minimum qualifications or equivalency in an Ethnic Studies discipline.<sup>4</sup>

#### **Section 1: What is Ethnic Studies?**

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<sup>3</sup> As of October 23, 2020

<sup>4</sup> César López, email message to Shelly Hess, Manuel Velez, Thekima Mayasa, Candace Katungi, Gloria Kim, and Juliette Parker, November 13, 2020.

Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity in the United States, with a special emphasis on four historically defined racialized core groups; Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans. Ethnic Studies is offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African American Studies, Africana Studies, Black Studies, Indigenous Studies, Asian American and Pacific Islander Studies, Filipino Studies, La Raza Studies, and Central American Studies.<sup>5</sup> These disciplines have distinct epistemologies, theories, and methodologies that center a critical Ethnic Studies lens. Since its inception in the late 1960s, the Ethnic Studies curriculum as a counter narrative, rejected the historical typecasting of People of Color as nameless, faceless, uncultured, side-players, or victims of imperialism, colonialism, slavery, and white supremacy. Rather, Ethnic Studies frames People of Color as agents and instigators of change and producers of knowledge, with rich intellectual traditions rooted in cultural practices. From their origins to the present, Ethnic Studies disciplines play a critical role of challenging Eurocentrism within higher education, while ensuring that diverse histories, experiences, and theoretical frameworks are valued, debated, and expanded upon in all sectors of society.

## **Section 2: Historical Origins**

The demand for Ethnic Studies on college campuses was student-driven and is traced back to the year 1968. For approximately four months, from November 1968 to March 1969, a coalition of Black, Brown, Native American, and Asian American students at San Francisco

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<sup>5</sup> Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies.

State College went on strike, locked in a fierce struggle with administrators and faculty on campus. The struggle was led by Black students who began calling for a comprehensive and culturally responsive Black Studies department in 1966. After two years, it was clear that the administration was not willing to go “beyond a paper department without funds or faculty.”<sup>6</sup> Black students were fed up with hollow actions and on November 4, 1968, the Black Student Union announced that “Black people, including students, staff workers, teachers, and administrators” were going on strike.<sup>7</sup> The Black Student Union had ten demands, which included the transfer of all Black Studies courses into a new Black Studies department and “twenty full-time positions” in Black Studies.<sup>8</sup> The strike officially began on November 6, 1968. Within two days, it was endorsed by a coalition of Black, Brown, Native American and Asian American students who had organized the Third World Liberation Front in the Spring of 1967. The Third World Liberation Front added five demands to the Black Student Union’s original ten, “including a call for a School of Ethnic Studies, which would encompass the study of other racially oppressed groups.”<sup>9</sup>

Student members of the Black Student Union, and the Third World Liberation Front argued that the college curriculum lacked relevance to their experience and their histories as People of Color in the United States. Students boldly argued against institutionalized racism and systemic inequalities; they condemned a curriculum that promoted the “white savior” narrative, where “Third World peoples have been portrayed as faceless, dumb, creatures upon which some external factor had done something to them, rather than actors and doers in and of themselves

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<sup>6</sup> Martha Biondi, *The Black Revolution on Campus* (Berkeley: University of California Press, 2012), 56.

<sup>7</sup> Ramona Tascoe, telephone interview by Martha Biondi, December 3, 2009. Quoted in Martha Biondi, *The Black Revolution on Campus*, 56.

<sup>8</sup> Biondi, *The Black Revolution on Campus*, Ibid.

<sup>9</sup> Biondi, *The Black Revolution on Campus*, 59.

who have played vital roles in shaping the course of American history.”<sup>10</sup> Students at San Francisco State College rallied for increased funding and institutional support for Ethnic Studies, for increased enrollment of students of color on campus, an education that reflected their history and experiences as people of color, and for an education that allowed them to serve the communities they came from. The strike ended on March 20, 1969 when the administration agreed to move all Black Studies courses into a new Black Studies Department and establish an unprecedented and pioneering School of Ethnic Studies. “The school was later renamed the College of Ethnic Studies and included programs in Chicano Studies, Asian American Studies and Native American Studies.”<sup>11</sup>

### **Section 3: Ethnic Studies and the San Diego Community College District**

The push for Ethnic Studies existed beyond the four-year college level. Students at California community colleges were especially clear on the need for a culturally relevant education that was reflective of their communities. In 1968, Merritt College, in Oakland California, became the first community college to offer a comprehensive associate’s degree in Afro American Studies. Students in the San Diego Community College District joined this struggle in 1969, when they demanded Black and Chicano Studies be taught at San Diego City College and San Diego Mesa College. This led to the establishment of Chicano Studies in 1970 and Black Studies in 1971. Significantly, the San Diego Community College District developed the nation’s first associate’s degree in Chicano Studies.<sup>12</sup>

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<sup>10</sup> Mike Murase, “Ethnic Studies and Higher Education for ASian Americans,” *Counterpoint: Perspectives on Asian America* (Los Angeles: University of California, 1976), 206.

<sup>11</sup> Biondi, *The Black Revolution on Campus*, 73.

<sup>12</sup> An Associate Arts Degree Program in Chicano Studies at San Diego Mesa College was included in the historic document, *El Plan de Santa Barbara: A Chicano Plan for Higher Education*, that was drafted and signed during a state-wide summit held at UC Santa Barbara in April of 1969. During this meeting, Chicano professors, students, and community activists came together from across California and the nation to create a clear foundation and plan for Chicano Studies in higher education. *El Plan de Santa Barbara* also established Movimiento Estudiante Chicano de Aztlán (M.E.Ch.A), as the national student

The first steps to establishing departments and degrees included identifying courses, developing culturally relevant curriculum, and hiring faculty that were committed to advancing Ethnic Studies. Black Studies and Chicana and Chicano Studies faculty at San Diego City College and San Diego Mesa College were in conversation with scholars throughout the state and the nation as they worked to develop these new academic disciplines. This included participation in the Chicano Coordinating Council for Higher Education that was established in 1969 and the National Council for Black Studies that was established in 1975.<sup>13</sup> The Chicano Coordinating Council for Higher Education drafted and signed the original blueprint for “organizing and instituting” Chicana and Chicano Studies in higher education, known as *El Plan de Santa Barbara*.<sup>14</sup> The National Council for Black Studies was founded to formalize and develop the discipline of Black Studies. Both of these organizations stressed the significance of community, self-determination, culture, and social justice, when creating and formalizing Black Studies and Chicana and Chicano Studies curriculum.

Since their founding in the 1970s, the Black Studies and Chicana and Chicano Studies departments at the San Diego Community College District have been leaders in creating and implementing transformational curriculum and pedagogy. They have also been at the forefront of institutional change to make Ethnic Studies courses a general education requirement. In the 1980s Black Studies and Chicana and Chicano Studies faculty proposed there be a general education requirement to take one course in either Black Studies or Chicana and Chicano Studies

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organization. Chicano Coordinating Council on Higher Education, *El Plan de Santa Barbara: A Chicano Plan for Higher Education* (Oakland: La Causa Publications, 1969) 9-12, 117-120.

<sup>13</sup> Professor Gracia Molina de Pick, of San Diego Mesa College was a member of the Chicano Coordinating Council of Higher Education and part of the steering committee that organized the historic summit at U.C. Santa Barbara in 1969. Professor Molina de Pick presented during the curriculum workshop and was a principal author of the first associate’s degree in Chicano Studies at Mesa College that was included in *El Plan de Santa Barbara*. Professor Katie Anderson of San Diego Mesa College and Professor Nathan Katungi of San Diego City College were early members of the National Council for Black Studies.

<sup>14</sup> Chicano Coordinating Council on Higher Education, *El Plan de Santa Barbara*, 13.

at the San Diego Community College District. This initial proposal was met with resistance and revealed the challenges that Ethnic Studies departments and programs faced throughout the nation after they were established. Ethnic Studies disciplines had been evolving for over a decade, but were still not seen as institutional peers to the “traditional” academic disciplines. Black Studies and Chicana and Chicano Studies faculty at the San Diego Community College District understood that institutional marginalization was an insurmountable barrier to creating an Ethnic Studies requirement at that time. Therefore, they began working with allies in other departments to design a Multicultural Studies graduation requirement that was not specific to Ethnic Studies. While this requirement to institutionalize Multicultural Studies was a victory, it was also a compromise. The struggle to move Ethnic Studies from the margins of higher education to the center remained unfulfilled.

### **Conclusion: A Renewed Call for Ethnic Studies in the 21st Century**

Contemporary demands for institutional change reemerged in the summer of 2020, following acts of police brutality on Black and Brown bodies. Heightened social awareness of ongoing institutional racism provides academic institutions with an opportunity to revisit the role that Ethnic Studies must play on the college campus. A renewed push for Ethnic Studies provides an opportunity to reinforce the original mission that students articulated starting in 1968, but also to reflect on the needs of the 21st century student. The ESTF at San Diego Mesa College firmly believes that Ethnic Studies can and must go beyond the blueprint provided by Multicultural Studies. The term “Multicultural Studies” misleads the public on the work done by Ethnic Studies discipline experts, who are trained to provide a culturally relevant education to students, as they work to critically examine race, ethnicity, and deep-seated structural inequalities in the United States. The Mesa College Ethnic Studies Task Force believes that all

students will benefit from Ethnic Studies instruction, as it ultimately will guide students to question and contemplate their place in perpetuating or deconstructing ongoing systems of power and oppression.

## Appendix 2 9.03 F20 Ethnic Studies Graduation Requirement

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies;

Whereas, Ethnic studies has a rich and important history in California community colleges dating back fifty years with the establishment of the first associate degrees in Black and Chicano Studies in the nation and has since then provided students with rigorous and dynamic instruction focusing on the history and contributions of black, Latinx, Asian-American, and Native-Americans to California and the nation through important ethnic-studies-based theoretical lenses;

Whereas, studies have found that

- All students benefit academically when they are reflected in the curriculum as well as socially from taking ethnic studies courses, and
- students learn to deconstruct internalized ideas of unworthiness or deconstruct internalized racism and oppression and become empowered, and
- such courses can play an important role in helping students identify and address issues impacting our society such as systemic racism, generational trauma, sexism, and homophobia; and

Whereas, The state of California has witnessed a growing call for ethnic studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, adding a minimum of one 3-unit course in ethnic studies to the Cal State University system's graduation requirements as well as an expected growth in demand for courses in ethnic studies disciplines at California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office through existing processes and recommend that the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees by adding the following text:

1. The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, in ethnic studies, and in mathematics...<sup>8</sup>

Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or

second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section.<sup>9</sup>

The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges

Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.<sup>10</sup>

Contact: Paul Alexander, San Diego City College, Area D

## **Appendix 3 9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement**

Whereas, the current wording in Title 5 §55063 (b) (2), which states that "Ethnic Studies will be offered in at least one of the areas required by subdivision (1)," is written in such a way that it does not clearly define ethnic studies, allowing for different interpretations and inconsistent applications of this requirement across the state of California;

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, la raza studies, and Central American studies;

Whereas, Ethnic studies disciplines are listed in the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications; and

Whereas, Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes to establish an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.

Contact Paul Alexander, San Diego City College, Area D <sup>10</sup> Add this paragraph to Title 5 §55063 after the original fourth paragraph

## **Appendix 4 9.07 S21 Defining Ethnic Studies and its Four Core Disciplines**

Whereas, The completion of an ethnic studies course—i.e., African American Studies, Asian American Studies, Latina/o American Studies, or Native American Studies— becomes a graduation requirement for all California State University baccalaureate degrees starting in Fall 2021 due to the passage of AB1460 (Weber 2019);

Whereas, Ethnic Studies departments were autonomously established in 1968, becoming part of the curriculum of the University of California, California State University, and California Community Colleges systems, as evidenced by the establishment of departments, programs, and curriculum in course catalogs, schedules, and offerings, with faculty requirements officially listed in the California Community Colleges Chancellor’s Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook;

Whereas, With the recent passage of AB 1460, misunderstanding and infringement by non-ethnic studies faculty have arisen in the California Community Colleges system about the definition of ethnic studies, attempting to reduce it to a concept and confusing it with a social justice concept, and such confusion has allowed for attempts at encroachment upon ethnic studies by disciplines whose theoretical foundations and competencies lie in other disciplines with different foundational histories, frameworks, and epistemologies; and

Whereas, The recognition of ethnic studies as clearly defined and valid disciplines allows for the growth of ethnic studies disciplines within the California Community Colleges system in ways that align with current graduation requirements being established by the CSUs that recognize the autonomy of ethnic studies departments, programs, or combined administrative units with multiple departments as distinct disciplines and departments or programs conceived and referred to as a shared initiative;

Resolved, That the Academic Senate for California Community Colleges recognize, for the purposes of graduation and general education requirements, that ethnic studies is defined as an interdisciplinary and comparative study of race, ethnicity, and culture in the United States, with specific emphasis on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans—and that ethnic studies is offered through ethnic studies departments and programs, with disciplines focusing on the four autonomous core groups—including Chicana/o Studies, Latina/o Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Native American Studies, American Indian Studies, Asian American Studies, Pacific Islander Studies, Filipino American Studies, and Central American Studies<sup>16</sup>—each having distinct epistemologies, theories, and methodologies that center a critical ethnic studies lens and present this definition through a position paper by the Spring 2023 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges advocate that the definition of ethnic studies be written into the Program and Course Approval Handbook to support ASCCC Resolution 9.03 F20.

Contact: Thekima Mayasa, San Diego Mesa College

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<sup>16</sup> Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies.