

**Dr. Nancy Quiñones**

ASSITANT PROFESSOR OF ETHNIC STUDIES



**NORCO**  
COLLEGE



#1  
WHY  
ETHNIC  
STUDIES?



# HISTORY



# WHEN?

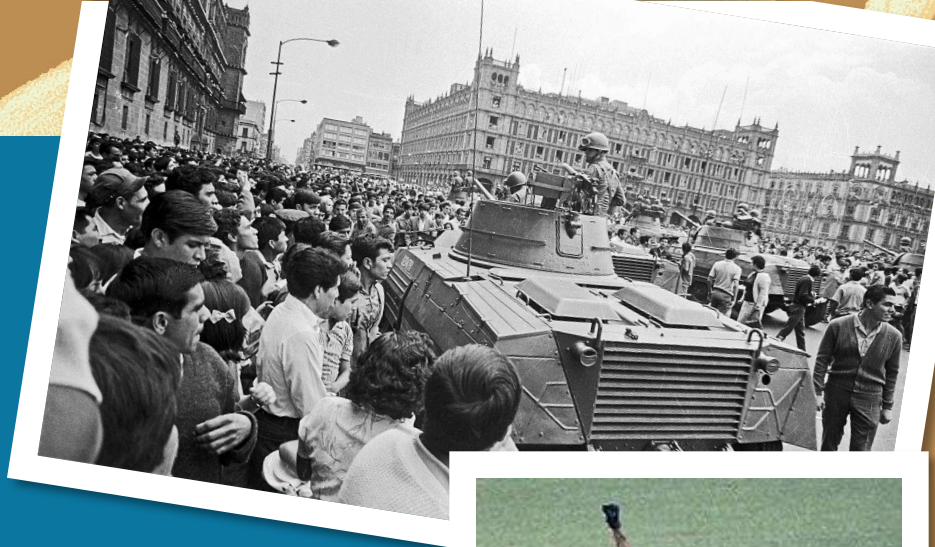
Fall of 1968

# WHERE?

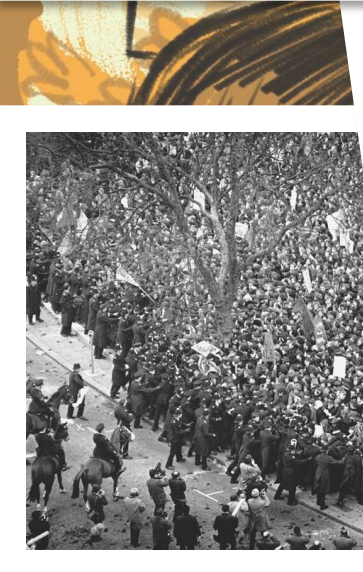
San Francisco State College  
-now San Francisco State University

# WHO?

Hundreds of students of color  
went on strike – the longest  
student strike in U.S. history  
– 4 ½ months.



Tommie Smith | Gold Medalist  
John Carlos | Bronze Medalist

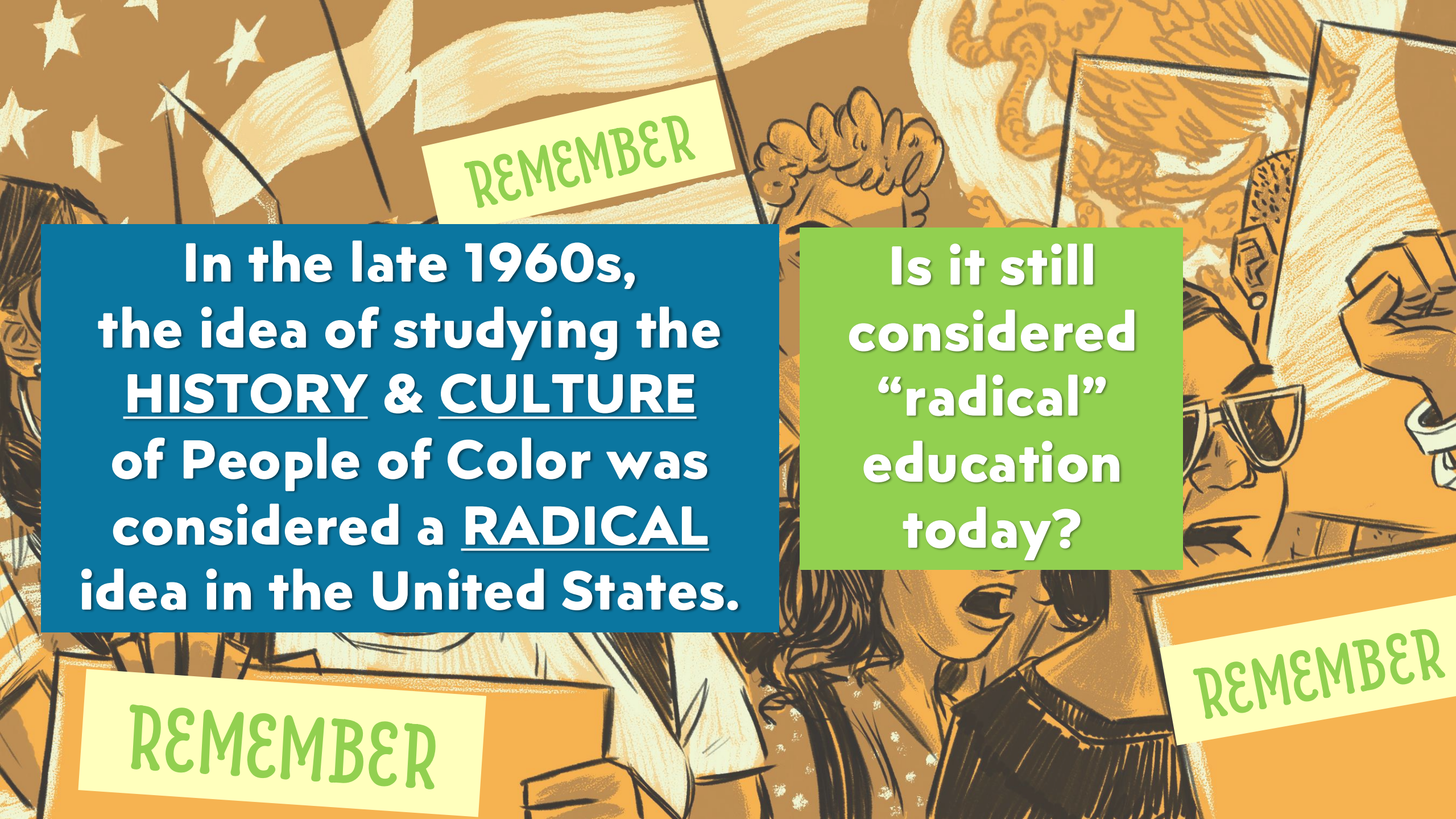




## **WHY?**

**Students called for the inclusion of People of Color in the university curriculum.**

**Students demanded the establishment of an Ethnic Studies Department.**




In the late 1960s,  
the idea of studying the  
HISTORY & CULTURE  
of People of Color was  
considered a RADICAL  
idea in the United States.

Is it still  
considered  
“radical”  
education  
today?

REMEMBER

REMEMBER






**AGAIN, LET'S  
CONSIDER  
THE "WHY"  
OF IT ALL?**

**ITS  
IMPORTANCE!**

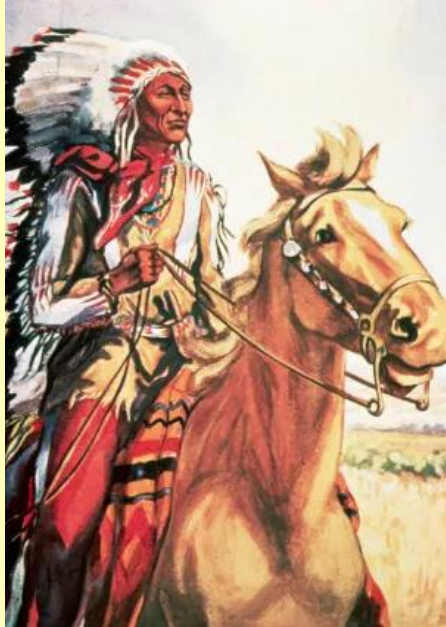




**Can you  
name...?**



**Russell Means**  
Oglala Sioux activist



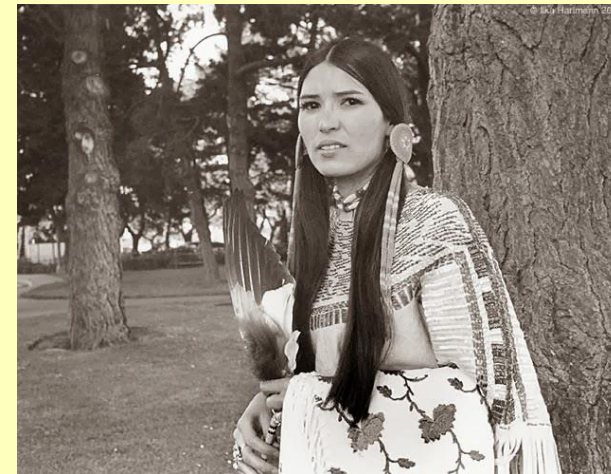
**Crazy Horse**  
Oglala Lakota warrior



**Red Cloud**  
Oglala Lakota chief  
of the Great Plains region



**Wilma Mankiller**  
Named the first female chief of the Cherokee Nation in 1985, Mankiller spearheaded an array of health & education initiatives that sparked change for her people.



**Sacheen Littlefeather**  
Apache activist

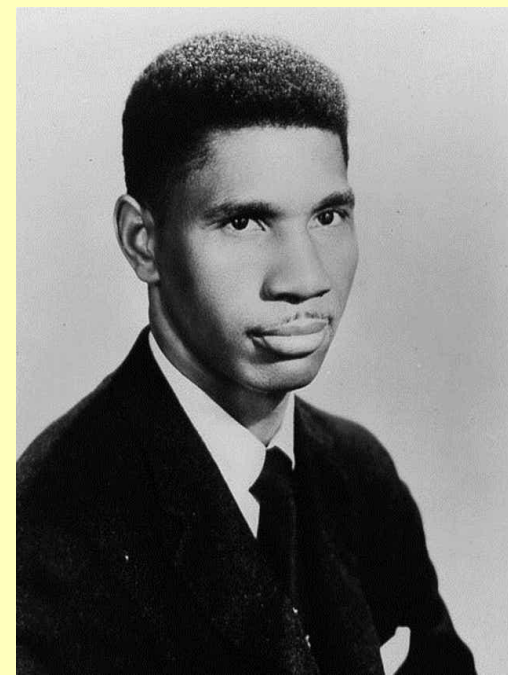




**Ida B. Wells**



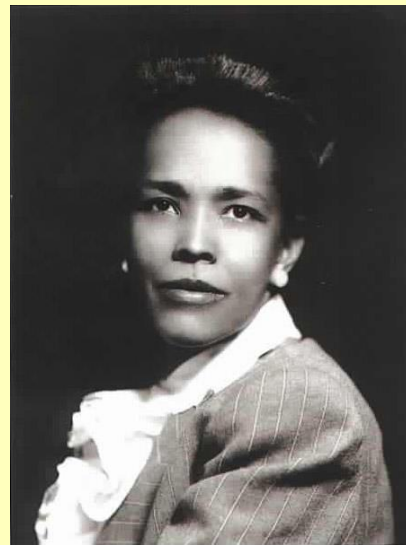
**Fannie Lou Hammer**



**Medgar Evers**



**Diane Nash**



**Ella Baker**



**Fred Hampton**





**Lily & Vincent Chin**



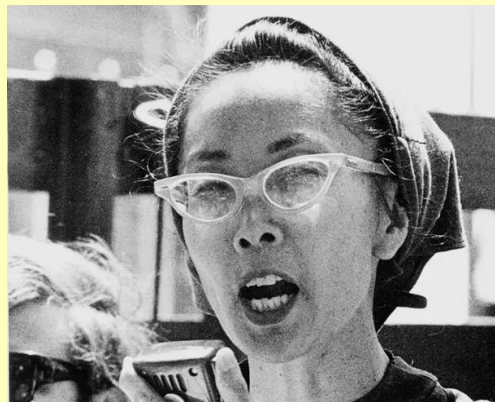
**Philip Vera Cruz**



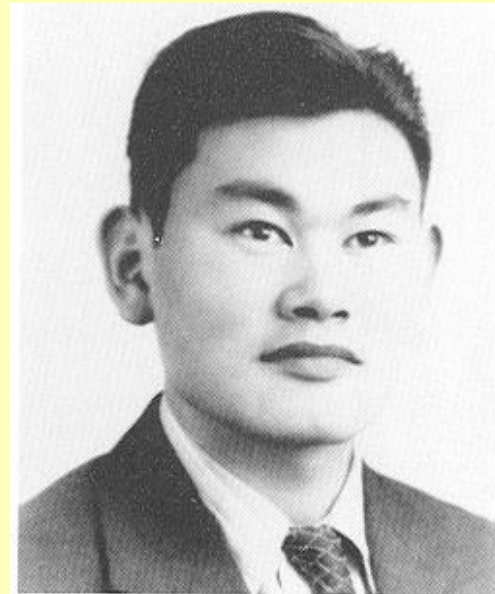
**Yo-Yo Ma**



**Tammy Duckworth**



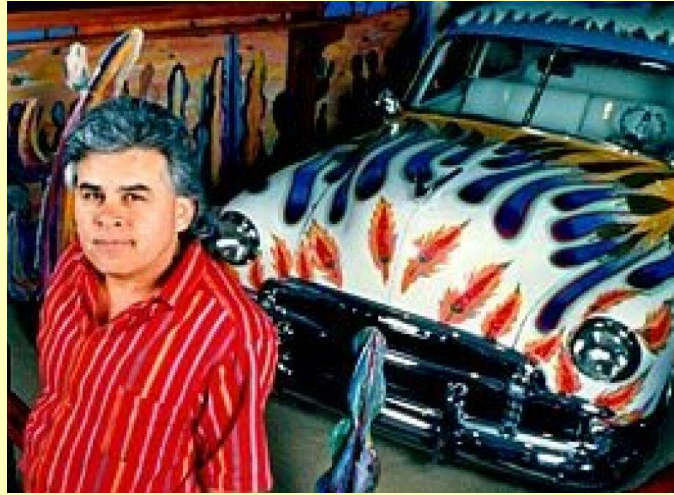
**Yuri Kochiyama**



**Fred Korematsu**



**Sandra Cisneros**



**Gilbert "Magú" Luján**



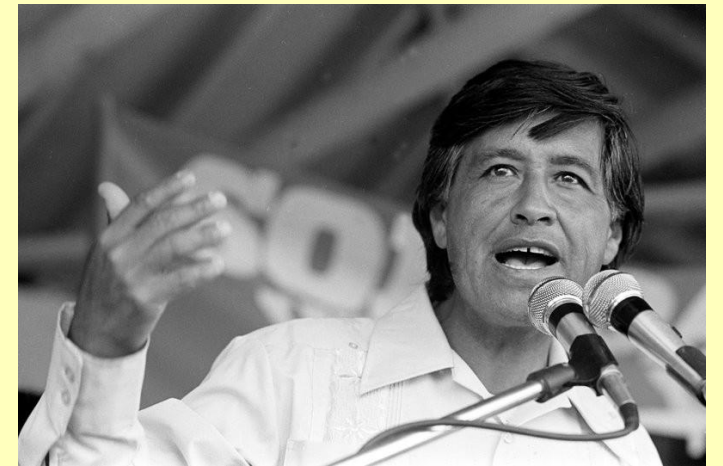
**Dolores Huerta**



**Ester Hernández**



**Corky Gonzalez**



**Cesar Chavez**



In 2020,  
the **Academic Senate for  
California Community  
Colleges (ASCCC)**  
adopted resolution 9.03  
calling for an Ethnic Studies  
graduation requirement.

Concurrently, the **Student  
Senate for California  
Community  
Colleges (SSCCC)**  
adopted resolution  
S21.01.05 also advocating  
for an Ethnic Studies  
graduation requirement.

**52  
YEARS  
LATER**

# Ethnic Studies

In June 2020, the Chancellor's Office released the [Diversity, Equity and Inclusion \(DEI\) Call to Action](#) which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racist curriculum. **Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups: Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans.** As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating inclusive curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an ethnic studies graduation requirement. The [Student Senate for California Community Colleges](#) (SSCCC) similarly adopted [resolution S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges [Ethnic Studies Faculty Council](#) (CCCESFC), consisting of 200 ethnic studies faculty from across the California Community College system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

[Basic Skills & English as a Second Language](#)[Curriculum and Instruction Unit](#)[Dual Enrollment](#)[Educational Programs and Professional Development](#)[Ethnic Studies](#)[Rising Scholars Network](#)[CONTACT US](#)**NORCO**  
COLLEGE

**Ethnic Studies is the  
interdisciplinary and comparative  
study of race and ethnicity  
with special focus on  
four historically racialized groups:  
Native Americans,  
African Americans,  
Latina/o Americans,  
and Asian Americans & Pacific  
Islanders.**







**At the July 2021  
Board of Governors  
meeting, the Board  
unanimously  
approved adding an  
Ethnic Studies  
graduation  
requirement.**

**RCCCD**

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**RIVERSIDE COMMUNITY  
COLLEGE DISTRICT**

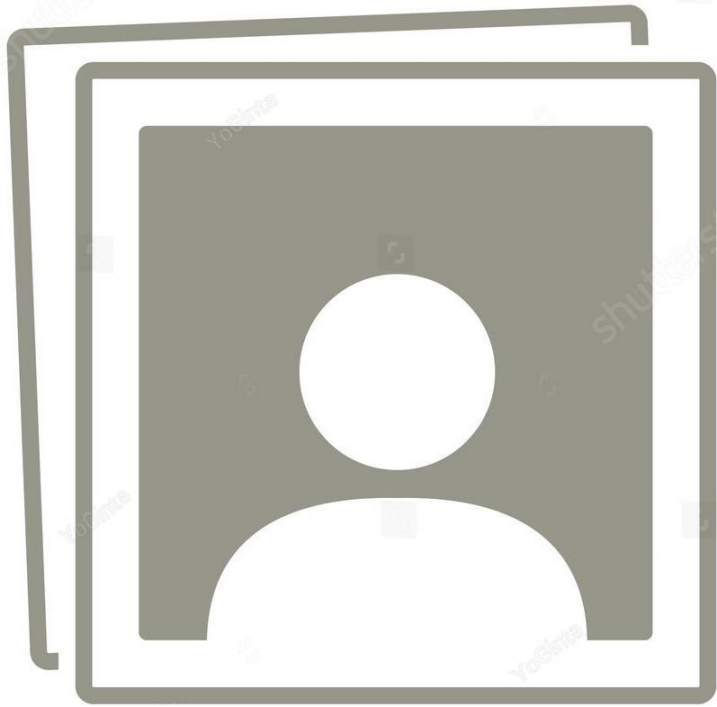


**Dr. Melanie Lindsay**  
Moreno Valley

BA in English, CSU San Bernardino  
MA in Social Science, CSU San Bernardino  
Ph.D. in Cultural Studies, Claremont Graduate University

Dr. Lindsay's research focuses on the importance of activism and abolition of forms of self-care. She positions her current research at the intersection of class, gender, race, and sexuality. In December of 2022, Dr. Lindsay was hired as the first full time professor of Ethnic Studies at Moreno Valley College in January of 2023. Dr. Lindsay is an educator determined to impact and empower the next generation of scholars.

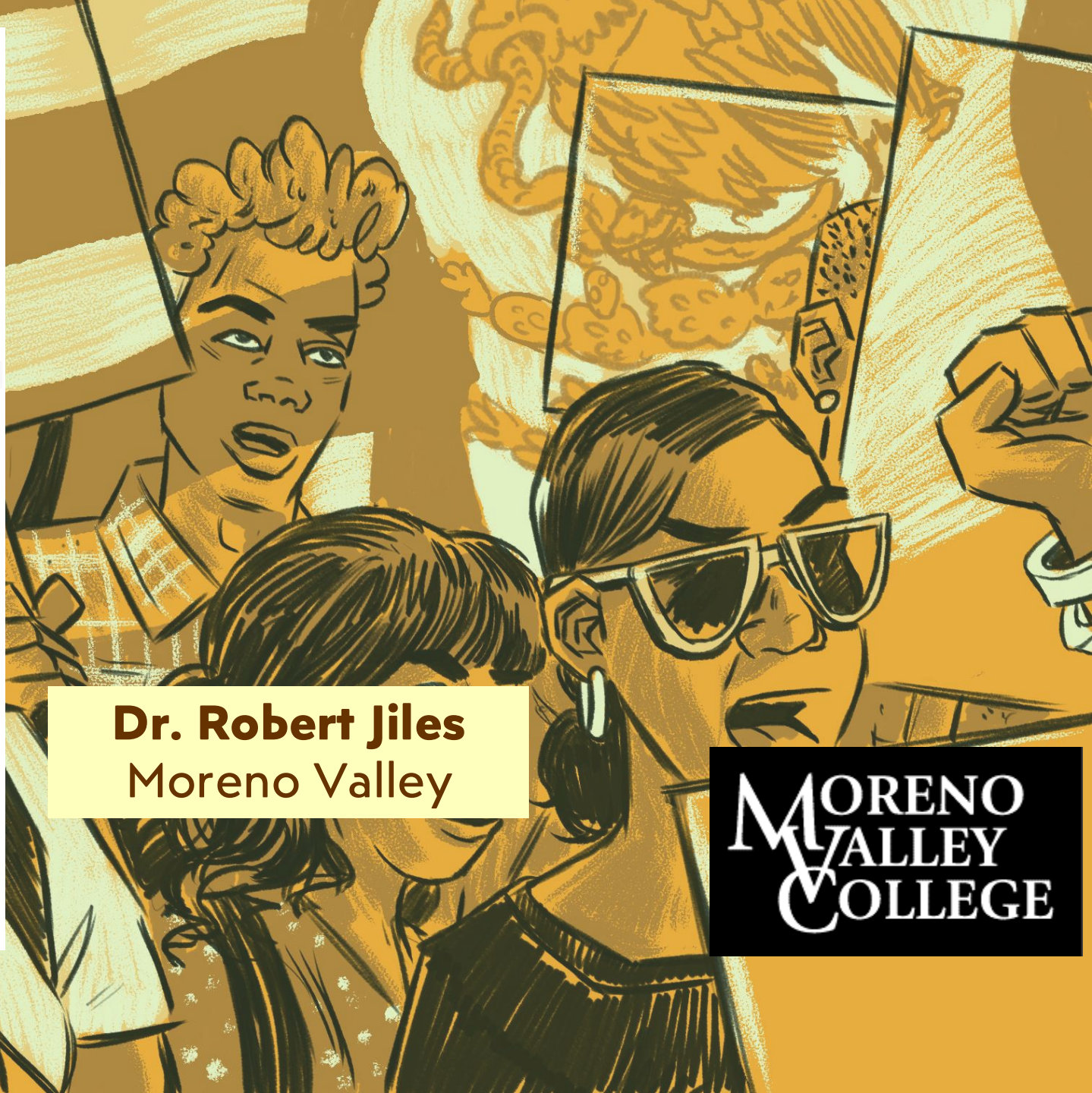
**MORENO  
VALLEY  
COLLEGE**



**PHOTO**  
COMING SOON

**Dr. Robert Jiles**  
Moreno Valley

**MORENO  
VALLEY  
COLLEGE**





**Citlalli Anahuac**  
Riverside City College

BA in History, CSU Los Angeles  
MA in History, CSU Los Angeles

Citlalli Anahuac is a first-generation Indigenous Chicana college graduate with almost three decades of experience advocating for social justice through anti-colonial approaches to scholarship and grassroots organizing. Her focus on interdisciplinary anti-colonial methodologies connects Mesoamerican history to the Chicana diaspora and beyond. She is interested in racialization processes of the Chicana/Latina community and their ongoing responses to systemic racism. Anahuac taught History at Rio Hondo College and Ethnic Studies at Cypress College.



**Dr. Tsekani Browne**  
Riverside City College

BA in African-American Studies, UCLA  
MA in African-American Studies, UCLA  
PhD in History, UCLA

Dr. Tsekani Browne interests include social constructions of race, intersectionality, Black intellectualism, Black pop culture, and racial/gender violence.

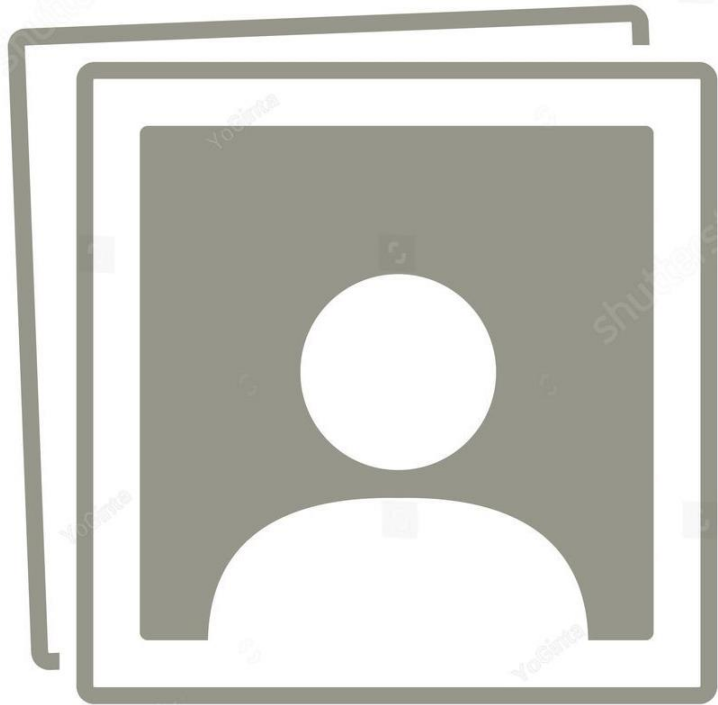




**Dr. LaShonda Carter**  
Riverside City College

BA in African American Studies, University of California, Irvine  
BA in English, University of California, Irvine  
PhD in Culture and Theory, University of California, Irvine.

Dr. Carter's research is concerned with manifestations and the accrual of violence against Black bodies as a result of institutional and systemic anti-Black racism. Central to Dr. Carter's work is creating narrative spaces that acknowledge historical and contemporary Black Experiences with a gendered focus. Her work also includes Critical Black Studies, Black Feminist Theory, Black Political Theory, and multicultural collective identity.



**PHOTO**  
COMING SOON

**Dr. Daniel Topete**  
Riverside City College

BA and MA, California State University, Long Beach  
PhD, University of Minnesota

BA in English, Azusa Pacific University

MA in College Student Development, Azusa Pacific University

PhD in Cultural Studies, Claremont Graduate University

Dr. Quiñones is a first-generation college graduate and began her career in higher education in Student Development and has worked with First Year Experience, Student Transition, Engagement and Retention and Multi-Ethnic programs, Health Services, Career Services, and Women's Resource Centers. Dr. Quiñones stepped away from her administrative career to pursue her Ph. D. in Cultural Studies. Her research focuses on notion(s) of belonging and the formations of national identity, and the ideological influence of the innocuous – cultural narratives like humor and cultural materiality like ice cream – in our everyday.

Dr. Quiñones teaching career began in the Ethnic and Women's Studies Department at California Polytechnic University Pomona.

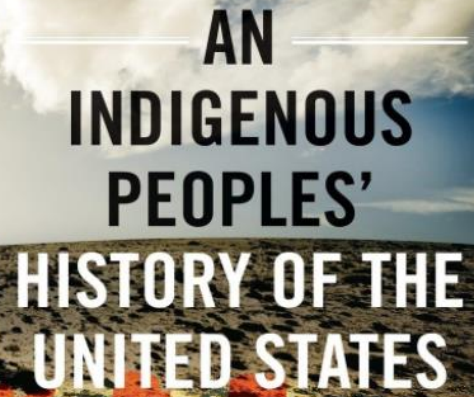


**Dr. Nancy Quiñones**  
Norco College



#2  
WHAT  
IS  
ETHNIC  
STUDIES?



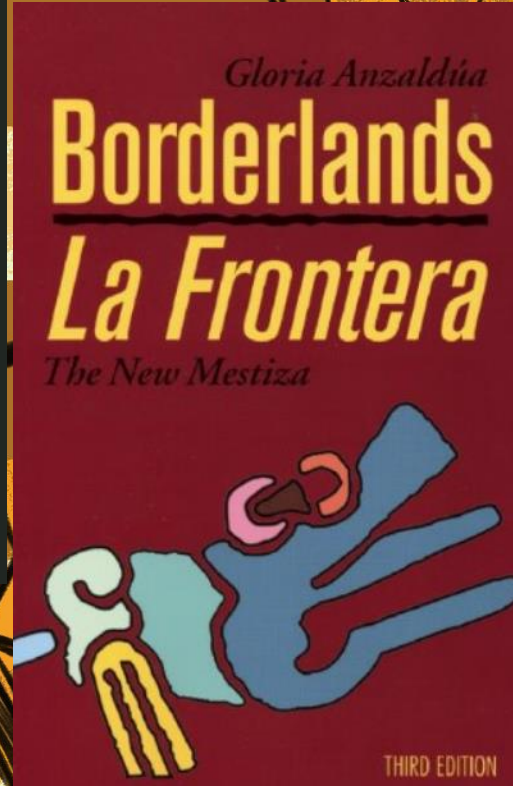


AN  
INDIGENOUS  
PEOPLES'  
HISTORY OF THE  
UNITED STATES

KIMBERLÉ  
CRENSHAW

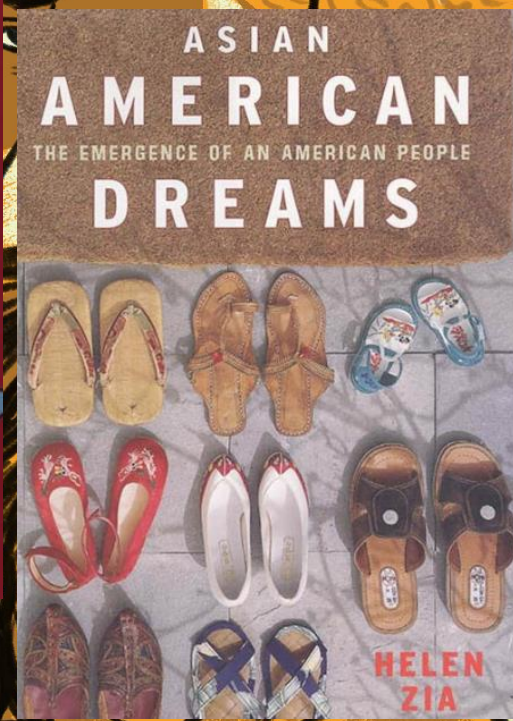
ON

INTERSECTIONALITY



*Gloria Anzaldúa*  
**Borderlands**  
*La Frontera*  
*The New Mestiza*

THIRD EDITION



ASIAN  
AMERICAN  
THE EMERGENCE OF AN AMERICAN PEOPLE  
DREAMS

HELEN  
ZIA



WHITE

TWENTIETH ANNIVERSARY EDITION

RICHARD DYER

With a new introductory essay  
'Looking into the light: Whiteness, racism and regimes of representation'  
by Maxime Cervulle

OVER ONE MILLION COPIES SOLD

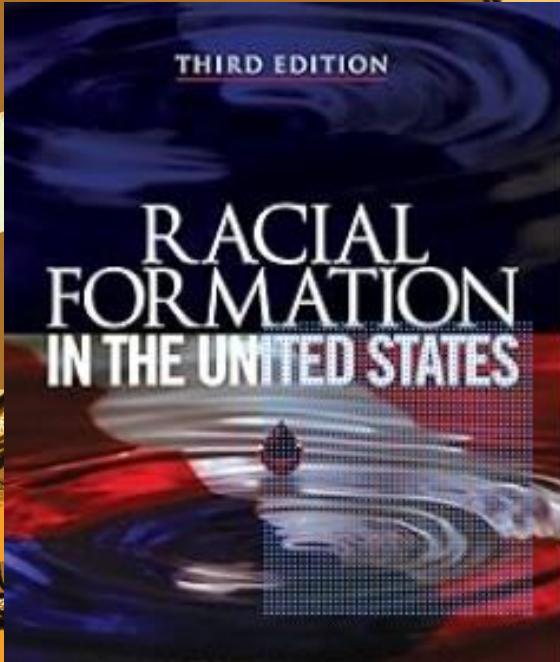
# pedagogy of the oppressed

PAULO FREIRE



THIRD EDITION

# RACIAL FORMATION IN THE UNITED STATES



THIRD  
EDITION

RICHARD DELGADO AND JEAN STEFANCIC

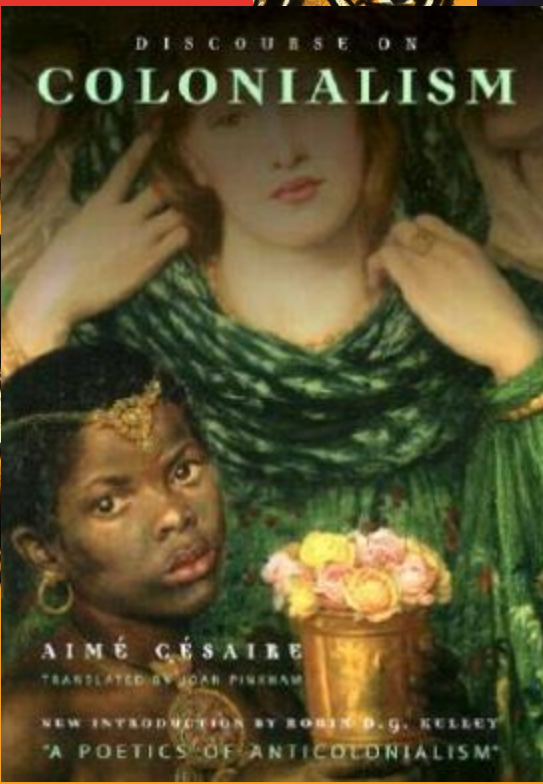
# CRITICAL RACE THEORY



Copyrighted Material

With an Introduction

# DISCOURSE ON COLONIALISM



AIMÉ CÉSAIRE

TRANSLATED BY JOAN PINEHAM

NEW INTRODUCTION BY ROBIN D. G. KELLEY  
"A POETICS OF ANTICOLONIALISM"

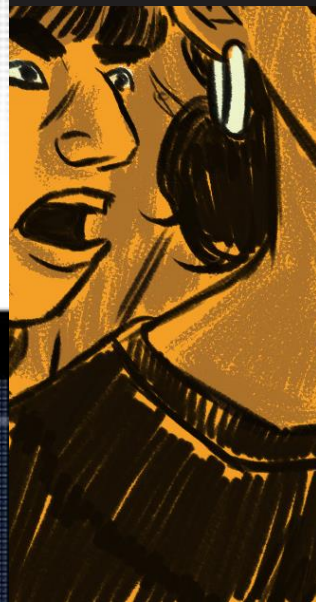
MICHAEL OMI & HOWARD WINSTON



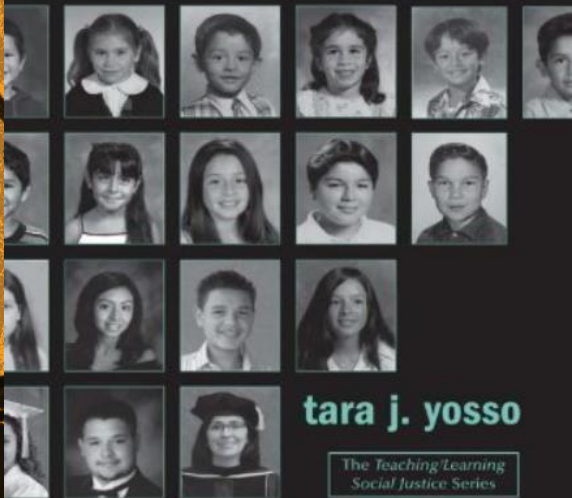
# THE POSSESSIVE HOW WHITE PEOPLE PROFIT FROM IDENTITY POLITICS INVESTMENT IN WHITENESS

AN INTRODUCTION

EDITED BY ANOELA



critical race counterstories  
along the chicana/chicano  
educational pipeline



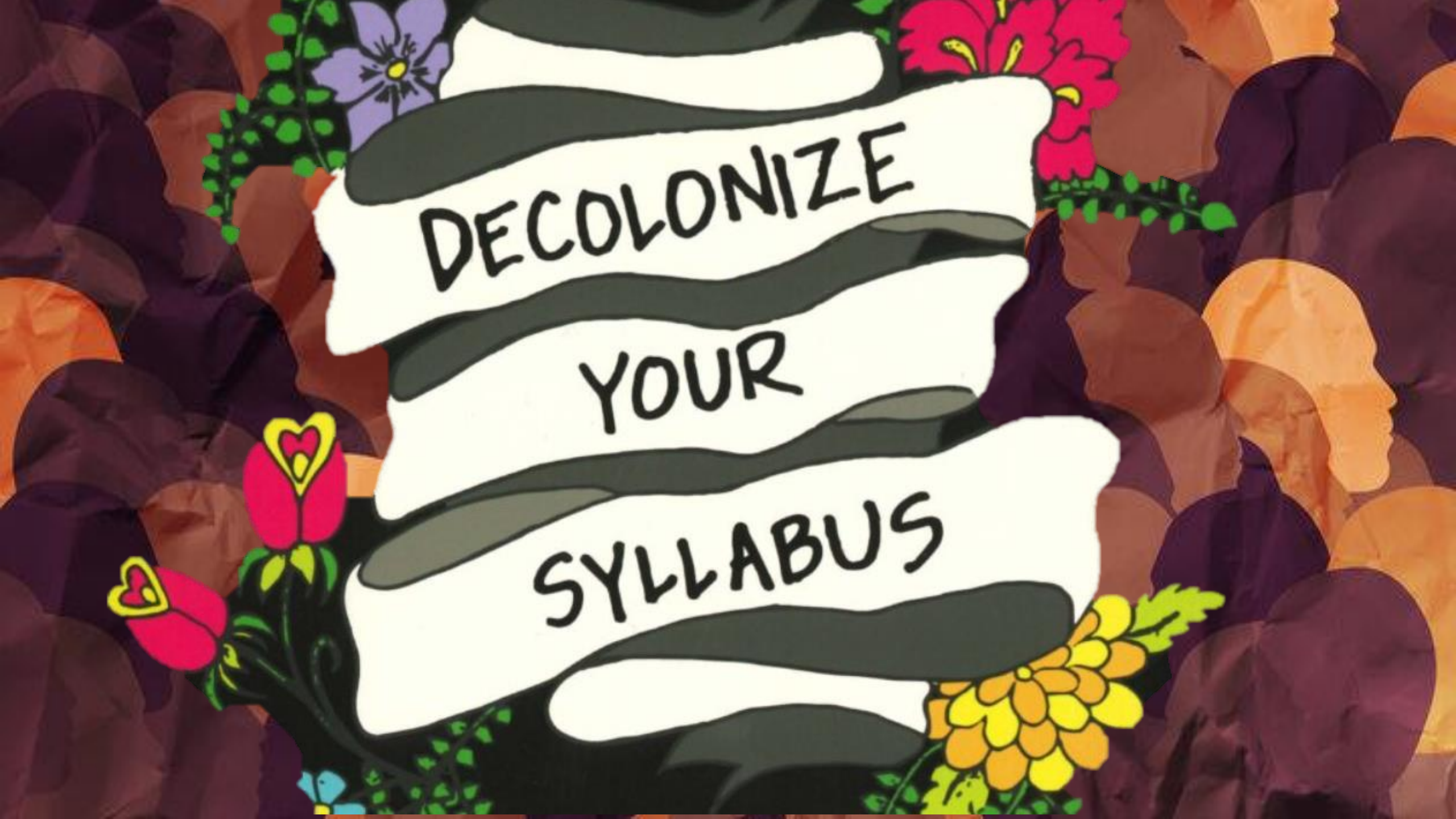
tara j. yosso

The Teaching/Learning  
Social Justice Series

20  
TWENTIETH  
ANNIVERSARY  
EDITION

GEORGE LIPSITZ

Copyrighted Material



DECOLONIZE

YOUR

SYLLABUS

# 5 Reasons you should use an INFOGRAPHIC

1

**To increase engagement:**  
Infographics can be more engaging than text-based content, as they use visual elements such as images, charts, and graphics to grab the viewer's attention.



2

**To simplify complex information:**  
Infographics can help to present complex data and information in a clear, concise, and easy-to-understand format.

3

**To increase brand awareness:**  
Infographics can be used as a marketing tool to increase brand awareness and showcase a company's expertise in a specific field.



4

**To explain a process:**  
Infographics can be used to explain a process or procedure in a clear and simple manner.

5

**To make data more accessible:**  
Infographics can be used to make data more accessible to a wider audience by presenting it in a visual format.



## WHAT IS MEDICINE?

### Concept

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec suscipit metus quis consequat commodo. Nunc pharetra lobortis hendrerit. Integer porttitor vel.



### What is the goal of medicine?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec suscipit metus quis consequat commodo. Nunc pharetra lobortis hendrerit. Integer porttitor vel.

### Statistics

80%



### Statistics

15%



Brief description here

### What are the types of medicine?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec suscipit metus quis consequat commodo. Nunc pharetra lobortis hendrerit. Integer porttitor vel.



Assistance in case of illness and medical check-up 24 hours a day.

## Get your natural glowing skin with these herbs.

Who doesn't want their skin to look glowing? Surely everyone wants it. But unfortunately not everyone can or is suitable for using skincare. Therefore, the herbal way can be the solution.

### Rosemary

It is able to increase collagen levels, to prevent free radicals and to protect skins from direct UV light.



### Thyme

The thyme leaves are natural antibacterial substance to rub out acne.



### Basil

Mashed basil leaves are has a natural antibacterial substance to rub out acne and more.



### Chamomile

The alpha-bisabolol substance in this flower is recommended to cure acne, rashes and itches.



### Dandelion

Acne, skin, itch, and the skin inflammation can be cured with the tea of dandelion root tea.





MY MIGRATION STORY



**DIVISION OF THE BARRIOS & CHAVEZ RAVINE**









FRUIT FLIES

ENTOMOPHAGY

LOVE DEAD

ARMY ANTS

HOW TO BE A

MOTHS  
Monsters or MORE

ocean ACIDification

HOW TO BE A PROPER HOST...  
(TO A BOT FLY)

SIMPLIFY YOUR LIFE  
A.K.A THE INDIMITABLE





**QUIZ  
TIME!**







# Ethnic Studies

CALIFORNIA COMMUNITY COLLEGE

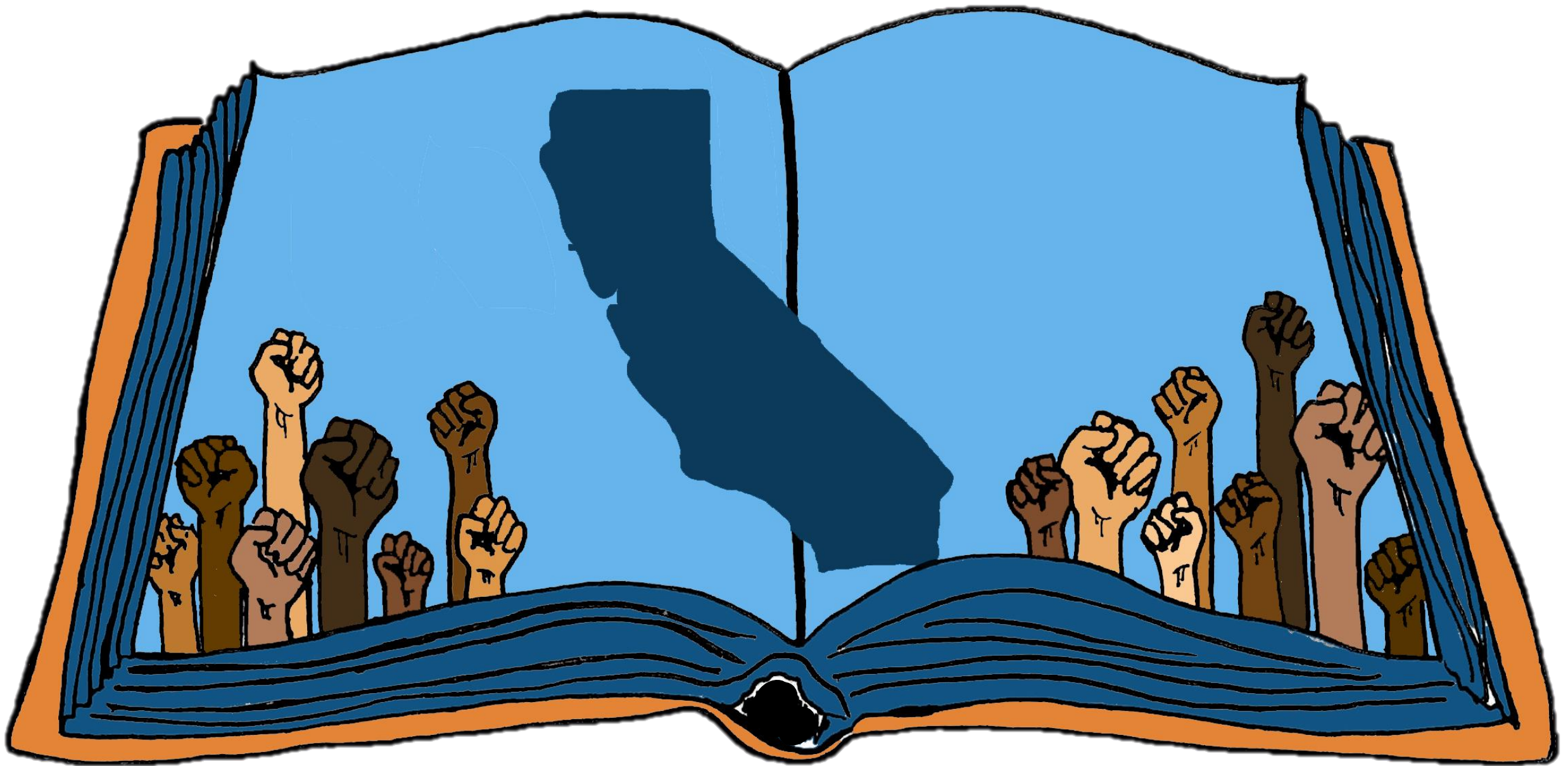














# Seamless Transfer of Ethnic Studies

Allocation for Implementation  
July 12, 2023 | Memorandum

**The 2021-22 Budget Act  
Appropriated \$5.6 million  
in one-time funds –  
allocated to 115 colleges equally  
in the amount of \$48,695**

**A final report detailing how the funds  
were spent and the outcomes will be  
required by August 1, 2024.**



# Primary Purpose of One-Time Grant

To ensure “the seamless transfer of community college students to the California State University given the Ethnic Studies gen-ed requirements.”

- collaborate with key stakeholders
- review regulations and standards
- establish a plan for implementation.



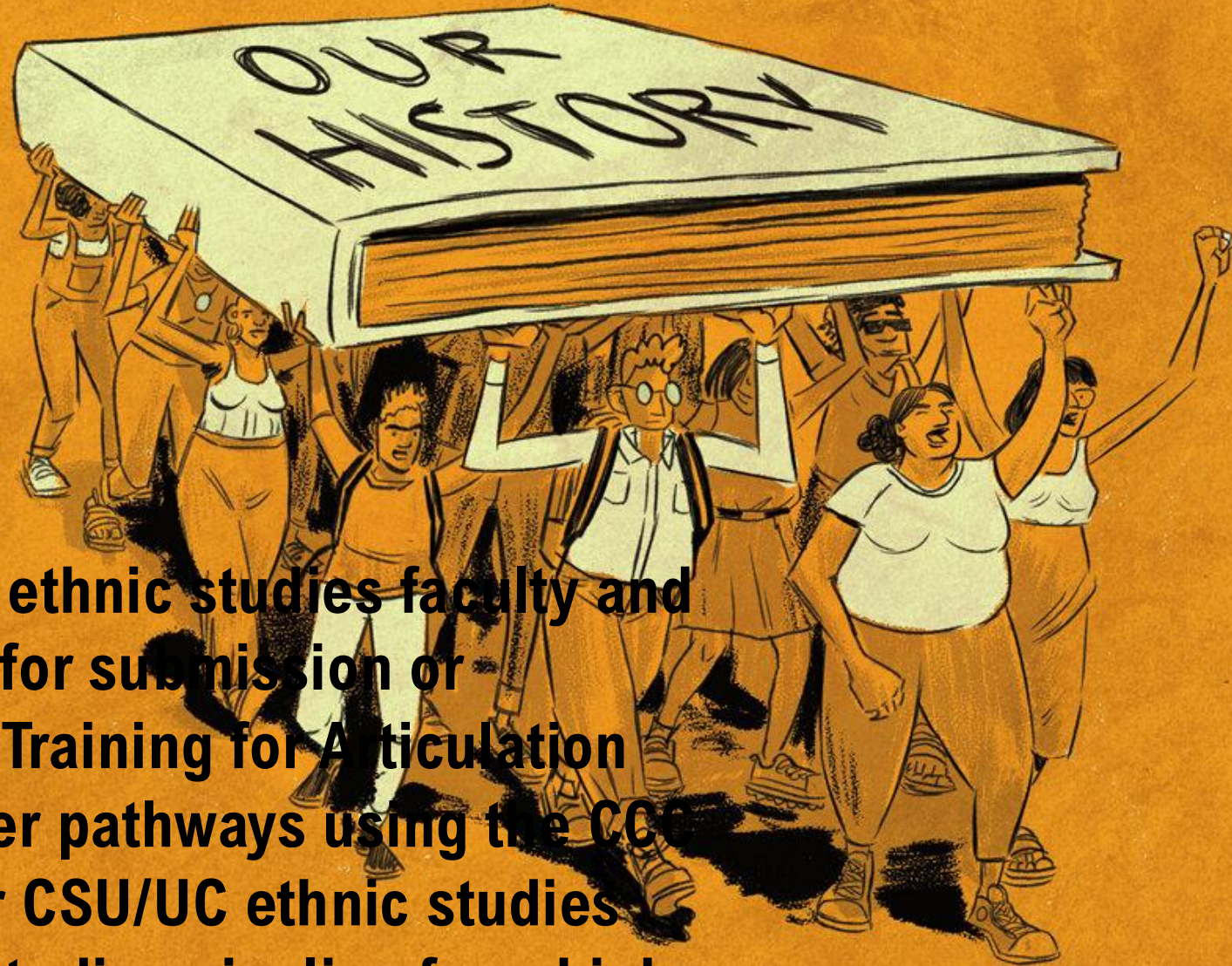
# Secondary Purpose of One-Time Grant

Funds can “assist with advancing anti-racism initiatives within the California Community Colleges system.”

For ensuring the seamless transfer of students, activities may include:

but are not limited to:

- Supporting ethnic studies faculty and the supporting articulation function for submission or resubmission for Area F approval.
- Training for Articulation Officers and/or Counselors in transfer pathways using the CCC ethnic studies core competencies or CSU/UC ethnic studies requirements.
- Building an ethnic studies pipeline from high school to college to university.
- Creating an ethnic studies





## ESS Guidance Memos

- [ESS 22-300-011 Ethnic Studies Area F Course Certifications ~ \(PDF\)](#).
- [ESS 22-300-008 CCC Ethnic Studies Implementation Update ~ \(PDF\)](#).
- [ESS 21-300-014 Ethnic Studies Implementation ~ \(PDF\)](#).
- [ESS 21-300-001 Ethnic Studies Transfer Alignment ~ \(PDF\)](#).

Please join the Ethnic Studies community in the [Vision Resource Center](#) for current information on professional development opportunities, core competencies, frequently asked questions, resources, and discussion groups.

## **What to Know About Ethnic Studies Degrees**

An ethnic studies degree can provide valuable preparation for nearly any profession, ranging from law to medicine, experts say.



Navigating a multicultural society is easier if you recognize the powerful influence of race and culture on human behavior, say many ethnic studies scholars.

Ethnic studies is an interdisciplinary field that examines the culture, history and experiences of different racial and ethnic groups in the U.S., particularly people of color and other historically marginalized groups. Many [college](#) ethnic studies programs also analyze power structures and the intersection of culture with gender, sexuality and class.

Within the broader category of ethnic studies are more specific disciplines, including African American or Black; Asian; Hispanic, Latino, Latina or Latinx; and Native American studies. Academics in ethnic studies often home in on a subset of a large pan-ethnic category since those umbrella terms encompass a variety of communities.

"This is the richness of the study... We can compartmentalize it into these smaller, more narrow, focus (areas)," says Rodney Coates, professor of critical race and ethnic studies at [Miami University](#) in Ohio.

## **What Does Ethnic Studies Teach?**

Ethnic studies combines insights from historians, economists, political scientists and other scholars, and it focuses on how ethnicity shapes life experience.

The roots of the field stretch back to at least the turn of the 20th century. Social scientists in various academic disciplines, including [anthropology and sociology](#), began conducting ethnographic research focusing on specific demographic categories.

The first stand-alone ethnic studies program in the U.S. was established in 1969 at [San Francisco State University](#), then known as San Francisco State College, in response to a lengthy student protest and within the context of the civil rights movement. Today, hundreds of these departments exist at U.S. colleges and universities.

M. Francyne Huckaby, interim department chair of comparative race and ethnic studies at [Texas Christian University](#), explains that the field of ethnic studies offers insight into the human mind and spirit.

"Knowing what the lives currently are and the history has been of people of many ethnicities is an important aspect of understanding what it means to be a person," she says.

Ethnic studies often offers a fresh perspective on U.S. history and politics by highlighting the worldviews of marginalized peoples, says Charlene Stern, a vice chancellor for rural, community and Native education at the [University of Alaska—Fairbanks](#).

Stern, who has a doctorate in indigenous studies, says her coursework and scholarship in this field allowed her to appreciate the many ways in which groups that were discriminated against actively fought against their oppression.

For Stern, a Gwich'in Athabascan and an enrolled tribal member of the Native Village of Venetie Tribal Government in Alaska, learning about civil rights movements felt empowering and inspiring. "Even in very challenging situations that people of color have experienced in the United States ... we were always resisting, we were always pushing back on the system, we were always players," she says. "I think a lot of times ... mainstream history portrays people of color as victims of a crisis or policies that really put us in a very helpless role."

There are many specialties within ethnic studies, though there is some debate within the field about what kind of scholarship falls into the discipline and what does not. One growing area of research that many ethnic studies scholars view as a branch of their discipline is Arab American studies.

Ethnic studies scholars often focus on groups that have faced systematic discrimination and prolonged persecution. However, an ethnic studies researcher could hypothetically investigate the circumstances of people within any ethnic category.

Coates emphasizes that the subject of ethnic studies isn't about labeling people as victims or victimizers solely on the basis of their skin color – though that's a common misconception about the discipline.

"There was a time in this country when the Irish were not considered to be white nor the Italians nor the Jews," says Coates. "In fact, the Klu Klux Klan used to have signs saying 'No Catholics or Blacks or Jews.' ... You were all a targeted group. And there's some interesting work that explains how the Irish and the Jews and the Italians and many other Europeans became 'white.'"

Critical race theory – an area of academic study which posits that racism is built into U.S. institutions such as the criminal justice system and that prejudice affects access to opportunities in the economic, educational, legal, political and social spheres – has been in the media recently. Coates explains that ethnic studies and critical race studies are different, though related. Ethnic studies has its origins in the study of different ethnic groups, whereas critical race studies started in legal scholarship.

## How to Use an Ethnic Studies Degree

Students interested in investigating the causes behind major, longstanding problems in the U.S. might want to consider pursuing an ethnic studies degree, says David K. Yoo, a professor of Asian American studies and history at the [University of California—Los Angeles](#) and an editor of the anthology "Knowledge for Justice: An Ethnic Studies Reader."

### Read:

[How to Choose a Law School if You Want to Be a Civil Rights Lawyer.](#)

"Ethnic studies provides us with tools to examine and analyze our economic, social, political, and cultural contexts to ask questions and to seek answers to the most pressing issues of our times, such as health and wealth disparities, mass incarceration, and environmental justice that reflect the enduring role of structural inequality and racism," Yoo wrote in email. "Ethnic studies also provides a wellspring of hope grounded in communities struggling for a nation and world marked by justice and peace."

Another rationale for majoring in this field, ethnic studies professors say, is that it cultivates cross-cultural awareness, communication abilities and empathy – traits attractive to employers.

"Active listening is a hugely important skill that someone who goes through an ethnic studies program will really develop," Stern says.

People working in all sorts of fields – business, law, medicine, policy, etc. – are likely to encounter individuals whose background differs from their own, which means that training in ethnic studies is beneficial for nearly everyone, says Coates.

Many organizations hire diversity, equity and inclusion experts, and ethnic studies



## Ethnic Studies: Looking Back; Looking Forward

February 2021

[Randy Beach](#)

Southwestern College, ASCCC Curriculum Committee

[Michelle Bean](#)

ASCCC At-Large Representative

[Manuel Vélez](#)

ASCCC South Representative

With the implementation of Assembly Bill 1460 (Weber, 2020), community college faculty are looking to system leaders for guidance. California State University's general education breadth policy, formerly titled Executive Order 1100,[1] and the Guiding Notes for GE Course Review [2] provide details related to the new CSU General Education Area F, while the CSU Chancellor's Office has provided a revised ethnic studies FAQs document.[3] While these details help to inform conversations, many colleges and faculty can also benefit from a historical perspective around the ethnic studies discipline as well as implementation guidance.

### A BRIEF HISTORY OF ETHNIC STUDIES IN CALIFORNIA [4]

Since its inception in the late 1960s, the ethnic studies curriculum has rejected the historical typecasting of people of color as nameless side-players or victims of imperialism, colonialism, slavery, and white supremacy. Rather, ethnic studies frames people of color as agents of change and producers of knowledge, with rich intellectual traditions rooted in cultural practices, while challenging Eurocentrism within higher education. Diverse histories, experiences, and theoretical frameworks are valued, debated, and expanded in all sectors of society.

## ASCCC South Representative

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Students have been at the front of the demand for ethnic studies since as long ago as late 1966, when black students at San Francisco State College called for a comprehensive and culturally responsive black studies department. In November 1968, after two years of administrative inaction, black students, staff, teachers, and administrators went on strike, and the Black Student Union demanded a new Black Studies department with twenty full-time positions. The strike began on November 6 and within two days 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



studies curriculum improves student transfer, provides courses at a lower cost, and reduces unit accumulation by giving students the opportunity to take a course to fulfill the ethnic studies requirement at the lower division. In addition, emphasizing culturally-relevant curriculum at the lower division opens new doors of possibility for future study for all students, whatever the students' educational and career goals may be.

Currently, Title 5 §55063, which contains the minimum requirements for the associate degree, does not include ethnic studies as a separate category or area, though the California Community Colleges Curriculum Committee is discussing revisions and expects to put forth draft language in spring 2021. At the Fall 2020 ASCCC Plenary Session, delegates passed two resolutions—9.04 and 9.05—in support of an ethnic studies graduation requirement. The resolutions define ethnic studies as 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.<sup>[5]</sup> The resolutions call for the ASCCC to work with the California Community Colleges Chancellor's Office to support an ethnic studies graduation requirement while signaling strong support for ethnic studies as an essential curriculum.

A proactive way to begin the necessary conversations is with the idea of a culturally competent curriculum, either as a pedagogical choice supported by professional development for teaching and assessment methods, or as a requirement for the course outline of record. In addition, local academic senate leaders and faculty should re-acquaint themselves with standards for placing courses into disciplines<sup>[6]</sup> and the minimum qualifications for teaching in a discipline as explained in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, colloquially called the Disciplines List.<sup>[7]</sup> Unfortunately, such discussions are hampered by the lack of ethnic studies faculty employed throughout the system, even though the Disciplines List has well-established minimum qualifications for ethnic studies faculty. However, the focus of the CSU's ethnic studies core competencies on the four historically-marginalized groups creates the opportunity for community colleges to address the diminishment members of these groups have faced by encouraging hiring of ethnic studies faculty.

Faculty leaders should also review how their colleges allow a single course to meet multiple requirements for earning an associate's degree, a practice often referred to as double-counting. Title 5 §55063 states that a single course may not be used to satisfy more than one general education requirement; however, a single course may be an option in more than one general education area. In addition, the same Title 5 section indicates that whether a student can double count a single course for more than one degree requirement other than general education "is a matter for each college to determine." For example, College A may allow an "Introduction to Biology" course to fulfill both the natural sciences requirement and a requirement in the Biology ADT, while College B might not allow that double counting. This

be found on the ASCCC website to provide faculty with inspiration to make a shift to a more culturally relevant curriculum through an equity lens.

Academic senates can also begin to work toward progress in this area. Local senate presidents or curriculum chairs can agendize conversations using AB 1460 or the ASCCC resolutions as a beginning place. These bodies can discuss questions such as what the impact would be of adding an ethnic studies general education requirement to the local associate's degree, what the impact of a graduation competency might be, and what might be the result of infusing cultural competency into course outlines.

Definition of terms is also important. Colleges should agree on definitions of terms like "culturally competent" and develop ways to apply that definition in policy and in the classroom. They should also review local policies and procedures for hurdles. The Chancellor's Office has developed a "Diversity, Equity, and Inclusion Glossary of Terms" to help support local discussions.<sup>[8]</sup>

Finally, interested faculty should seek out like-minded individuals with whom they can explore and pursue progress in this area. The saying "work with the willing" is crucial for the courageous conversations needed to add cultural competency and ethnic studies elements into the curriculum. Organizers might host book clubs on seminal texts in the field of ethnic studies or race or provide

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1. The full CSU GE Breath requirements are available at <https://calstate.policystat.com/policy/8919100/latest/>
2. The Guiding Notes for General Education Course Review are available at <https://www2.calstate.edu/csu-system/administration/academic-and-studen...>
3. The CSU FAQ document is available at <https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-et...>
4. This section is adapted from “Our Call to Action: Ethnic Studies and the San Diego Community College District” by Candace Katungi, Ph.D. and Gloria Kim, Ph.D.
5. The text of the resolutions may be found at <https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutio...>
6. For further information on this topic, see the presentation “Assigning Courses to Disciplines” from the 2020 ASCCC Curriculum Institute, available at <https://asccc.org/content/assigning-courses-disciplines-who-owns-course...>, and the September 2016 Rostrum article by John Freitas titled “Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines,” available at <https://asccc.org/content/who-gets-teach-course-importance-assigning-co...>
7. The current document is available at [https://asccc.org/sites/default/files/Minimum\\_Qualifications2018.pdf](https://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf).
8. “The glossary is available at <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision...>



