



**Academic Senate**

Fall 2020

Resolution 9.01F20

The Establishment of Ethnic Studies Departments Across the District

Whereas, the San Mateo County Community College District Board of Trustees, in their “Affirmation of Commitment to Social Justice” attested, “We believe that social justice is practiced when we openly challenge injustice and value diversity. It exists because all people share a common humanity and therefore have a right to equitable treatment and support for their human rights, and are entitled to a fair allocation of community resources. When the tenets of social justice are fairly applied, people do not experience discrimination or prejudice nor is their welfare/well-being constrained in any manner”;

Whereas, the academic discipline of Ethnic Studies is a revolutionary project that emerged from the 1968 Third World Student Strikes;

Whereas, Ethnic studies is a multidisciplinary, interdisciplinary and transdisciplinary field focused on the analysis of socially-constructed categories such as race, ethnicity, gender, sexual identity, nationality and (non)citizenship;

Whereas, Ethnic Studies draws upon a range of methods (historical and archival, ethnographic, sociological, and cultural studies) and examines a range of materials (from literary and musical works to historical texts and activist discourses) in order to deeply examine the processes whereby social categories of identity and difference are produced, resisted, inhabited, embraced, and transformed across historical time and geographic space;

Whereas, Ethnic studies is not a ghettoized subset of a traditional discipline; it is a field that combines theoretical and methodological frameworks from multiple disciplines;

Whereas, Ethnic Studies is a recognized discipline in the 2018 Minimum Qualifications for Faculty and Administration in California Community Colleges handbook;

Whereas, Ethnic Studies is a scholarly field within the academy and an intellectual tradition outside and beyond the academy;

Whereas, the aim of Ethnic Studies is not to reify socially-constructed categories (ethnicity, race, nationality, etc.), but to give students the analytical tools and perspectives with which to historicize and deconstruct such categories;

Whereas, the California Assembly wrote in AB1460:

- a) Ethnic studies programs have come about from students of color demanding them. On November 6, 1968, a coalition of student groups at San Francisco State University demanded that the university institute an ethnic studies program.
- b) Ethnic studies are 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 and Latino Americans.
- c) Studies have found that both students of color and white students benefit academically as well as socially from taking ethnic studies courses. Ethnic studies courses play an important role in building an inclusive multicultural democracy;

Whereas, the California Assembly wrote in AB1460, “It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”;

Whereas, in response to AB1460, the California State University (CSU) has established new transfer requirements that reflect the importance of a robust anti-racist education;

And Whereas, the CSU lists five core competencies for courses that meet the new Area F [name] on CSU GE Breadth Requirements:

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

Resolved, That the SMCCCD Academic Senate recommend to the Board of Trustees that each college in the District establish Ethnic Studies departments, with the concomitant degree programs, by Fall 2021;

And Resolved, That the SMCCCD Academic Senate recommend that each college have at least one full-time Ethnic Studies professor, who has the minimum qualifications in Ethnic Studies as described in the 2018 Minimum Qualifications for Faculty and Administration in California Community Colleges handbook, by Fall 2021, and that the screening committees have at least

one member who is an Ethnic Studies discipline expert, as dictated by the 2018 Minimum Qualifications for Faculty and Administration in California Community Colleges handbook.

Passed . . .

DRAFT