



Associated Students of Fullerton College

Ethnic Studies Resolution

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Voted On: April 13, 2021

Vote Count: Unanimous

Resolution in support of strengthening Fullerton College’s Ethnic Studies requirement.

A Fullerton College Resolution stating that it supports clarifying and strengthening Fullerton College’s Ethnic Studies graduation requirements.

Whereas, Ethnic Studies has been the leader in anti-racist actions in higher education since its conception in the longest student strike in history at San Francisco State University in 1968 where students from racially marginalized groups led by the Black Student Union and Third World Liberation Front along with white allies demanded more representation of marginalized voices in the student body, faculty, and curriculum. [1][2]

Whereas, In the summer of 2020, the Black Lives Matter protests were amongst the largest in US history and gained support across the globe, in response to police brutality, racial injustice, and systematic oppression that put a lens on the systemic inequities in the US across all institutions including education. [2][3]

Whereas, Ethnic Studies is an interdisciplinary major that focuses on the core group of Native Americans, African Americans, Asian Americans, and Latina/o/x Americans in the United States and is taught through an important discipline-specific theoretical lens and uses critical pedagogies and frameworks rooted in community responsiveness, social justice and decolonial paradigms in order to help students to:

- i. critically examine race, ethnicity, gender identity, sexual identity, nationality, ability, (non)citizenship, language, sovereignty and how they intersect; (CSU footnote)

- ii. deconstruct institutional, interpersonal, and internalized forms of domination and subordination including institutional racism, white supremacy, imperialism, and settler colonialism (CSU and towards ethnic studies footnote)
- iii. critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced by marginalized groups are relevant to current and structural issues such as communal, national, international, and transnational politics (CSU footnote)
- iv. actively engage in anti-racist decolonial praxis that pursues social justice that they can bring back to their communities. (towards ethnic studies footnote)[4][5][6][7][13]

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 in August 2020, 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.[4][8]

Whereas, in Fall 2020, the Academic Senate for California Community Colleges Resolution 9.3 reads that Ethnic Studies has a positive effect on students by:

- i. deconstructing internalized ideas of unworthiness,
- ii. Deconstructing internalized racism and oppression,
- iii. helping students become empowered, play an important role in helping students, and
- iv. identifying and address issues impacting society, including but not limited to: systemic racism, generational trauma, sexism and homophobia.[4]

Whereas, in Fall 2020, the Academic Senate for California Community Colleges Resolution 9.4 resolved to strengthen and clarify Ethnic Studies requirements by recommending that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and that an ethnic studies general education requirement for California Community colleges be established by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.[3]

Whereas, in Fall of 2020, the Academic Senate for California Community Colleges passed Resolution 9.3 which urges the California Community Colleges Chancellor and the Board of Governors to strengthen the Ethnic Studies by revising and adding language to the California Code of Regulations Title 5 §55063 include an ethnic studies graduation requirement for California community college associate degrees as follows:

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.

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 [2]

Whereas, Fullerton College has ranked number one in 2018 and 2019 as the community college with the highest transfer rates to schools within the Cal State University system, and still ranks amongst the highest in transfer rates to CSU's, increasing the demand for many students on our campus to take an Ethnic Studies course to fulfill requirements for their diplomas. [9]

Whereas, the North Orange County Community College District passed a resolution June 2020 in response to BLM protests stating that the district "embraces the values of equity, inclusiveness, justice, and equality for all" and declares that "educational institutions should be places for the practice of equity, the building of understanding, and the promotion of social justice" and resolved to affirm "the District's commitment to the well-being, inclusion, equality, and progress of Black students on our campuses and of Black people in our greater community, affirms that Black Lives Matter, and declares support for efforts to improve racial justice through curriculum, hiring and promotions." [10]

Whereas, Fullerton College released a statement from President Greg Schultz office in response to the killings of George Floyd, Ahmaud Arbery, and Breonna Taylor, addressing police brutality, white supremacy, and acknowledging the 400 plus years of, violence against Black communities as well as stating that "it is not enough to 'not be racist' – we must stand in solidarity, be bold in our words and action, and be anti-racist" and "as educators, we have a unique opportunity and an absolute responsibility to lead our community to a better future, for all members of our community." [11]

Whereas, the Fullerton College Admissions and Records Office released a statement on their website acknowledging "that systems of higher education were built on tenets of White Supremacy, racism, and associated values" and that those tenets continue to

exist in our society and at Fullerton College pledging to “Engage in critical reflection to identify how anti-Blackness and racism are perpetuated in our practices, policies, and beliefs;” and to “infuse into and support cultural relevance into our pedagogies, actions, policies, and beliefs.” [12]

Whereas, the Fullerton College Ethnic Studies AA reads that: Students in [Ethnic Studies] will analyze historical themes and contemporary issues pertaining to communities of color through the development of a transnational-global perspective and a critical intersectional understanding of race, ethnicity, class, gender and power. Ethnic Studies provides students a space to develop a vision for positive social change and to bridge academic scholarship with action by engaging in liberatory practices that aim to eliminate social inequities and all forms of oppression. [13]

Resolved, we recommend that the Faculty Senate and PAC consult with Fullerton College and Cypress College Ethnic Studies faculty in passing resolutions in relation to clarifying and strengthening ethnic studies requirements.

Resolved, we recommend that the Curriculum Committee, VPI, the Dean of Counseling, and Ethnic Studies faculty meet and finish devising a plan by November 19 2021 for implementation of stronger Ethnic Studies requirements that would require students to take a course with the ETHS prefix and pass with a satisfactory grade to satisfy the requirement beginning Fall 2022. We recommend that Fullerton College 1) add a local graduation requirement or 2) revise the CSU GE to include Area F.

Resolved, we recommend that Fullerton College and the North Orange County Community College District prioritize institutional support and funding for Ethnic Studies Departments to implement this plan and accommodate the need to offer more sections by adding full time tenure track faculty.

Sources:

[1]<https://www.npr.org/transcripts/704988020>

[2]<https://www.insidehighered.com/news/2020/10/22/adding-ethnic-studies-college-curricula-has-long-been-controversial-moment-different>

[3]<https://www.usnews.com/news/top-news/articles/2020-12-07/us-saw-summer-of-black-lives-matter-protests-demanding-change>

[4]<https://www.asccc.org/resolutions/clarify-and-strengthen-ethnic-studies-general-education-requirement>

[5]<https://www.asccc.org/resolutions/ethnic-studies-graduation-requirement>

[6]<https://calstate.policystat.com/policy/8919100/latest/>

[7]https://www.academia.edu/6545474/Toward_an_Ethnic_Studies_Pedagogy_Implications_for_K_12_Schools_from_the_Research

[8]<https://edsource.org/2020/gov-newsom-signs-assembly-bill-1460-requiring-ethnic-studies-at-csu/638506>

[9]<http://news.fullcoll.edu/fullerton-college-does-it-again-ranks-no-1-in-transfer-to-csu-for-2018-19/>

[10]https://www.nocccd.edu/files/resolution-no-19-20-24-affirm-that-black-lives-matter-2020-06-23_04139.pdf

[11]<https://news.fullcoll.edu/a-message-from-president-schulz-june-1-2020/>

[12] <https://admissions.fullcoll.edu/anti-racist-statement/>

[13] <https://socsci.fullcoll.edu/ethnic-studies/courses/>