

San Diego Ethnic Studies Consortium

# Ethnic Studies

CONFERENCE 2010

HONORING SAN DIEGO  
COMMUNITIES  
AND  
BUILDING OUR FUTURE



OCTOBER 1 & 2, 2010  
SAN DIEGO MESA COLLEGE

SAN DIEGO COUNTY  
ETHNIC STUDIES CONSORTIUM

California State University, San Marcos

Palomar College

San Diego City College

San Diego Mesa College

San Diego State University

University of California, San Diego

University of San Diego

## MISSION STATEMENT

*The San Diego County Ethnic Studies Consortium is a collaborative of faculty, staff, students, and community members committed to the study of race, ethnicity, and social justice.*

*We represent autonomous academic disciplines and intellectual traditions, including American Indian Studies, Asian American Studies, Black/African American/Africana Studies, Chican@/Latin@ Studies, and Ethnic Studies.*

*Viewing ourselves as distinct and interconnected, we are dedicated to the promotion and advancement of our disciplines through scholarship, teaching, institutional and community engagement, advocacy, and collaboration.*

## OPEN LETTER TO THE SAN DIEGO COMMUNITY

The recent passage of House Bill (HB) 2281 in Arizona, a law that essentially bans Ethnic Studies in K-12 public schools, has generated deep concern among educators, students and staff in our county. This bill caricatures the more than 700 such programs in the nation; along with Senate Bill (SB) 1070, it sends the message that people of color, indigenous people and immigrants are not welcome in this country and that their histories and cultures should be excluded from public education. While this bill was expressly written to target the Mexican American Studies program in the Tucson Unified School District (and the 3% of the 55,000 students in the district who take such courses), its language implicates programs like American Indian Studies and African American Studies as well. Both SB 1070 and HB 2281 draw upon a long history of the persecution of immigrants and the repression of cultures, from the banning of German bilingual schools in the 1920's to the outlawing of American Indian religious and cultural expression. In other words, courses in Ethnic Studies (i.e. pertaining to American Indians, African Americans, Asian Americans, and Chicana/os) demonstrate how such laws are historically reproduced over and over, often during times of economic recession and crisis. And perhaps that is why this body of knowledge seems to be so threatening. While we are saddened to see such hoary tactics resurrected, we have also been moved to organize, reflect upon our own programs in the county, and argue for an even greater need for such courses in the future.

HB 2281 claims that Ethnic Studies courses advocate the "overthrow of the United States government," promote "resentment," and cater to pupils of a certain ethnic group. The charge that Ethnic Studies promotes separatism and antagonism to the U.S. is made without proof. Superintendent Tom Horne decided to meet with Tucson teachers a day after the bill was signed into law. This disregard for the facts was evident in the hearings for the bill when many defenders, including the ACLU, were not allowed to present their arguments. Belatedly, Horne is now proposing to videotape Tucson classes under the guise of collecting evidence but with an obvious intent to intimidate—and further violate academic freedom and students' learning environments. In fact, Mexican American Studies courses were created in 1998 partly to alleviate the damages of de facto segregation in Tucson schools. With a 97% graduation rate (as opposed to the average 44% rate) and with 67% of students going on to post-secondary education, these courses have been successful in mainstreaming students, and not in separating them as detractors claim. In addition, Ethnic Studies courses have always promoted understanding and not "resentment." Students report that some classes begin with a discussion of In Lak' Ech, the Mayan phrase for "You are my other self." Student Pricila Rodriguez notes that the courses are founded on "love and diversity," but discuss "racism and sexism." This formula for truth telling with a compassionate intention is a lesson Arizona lawmakers could use. Equally disturbing is that the Arizona legislature has used its power to attack a program that works, yet is

not addressing longstanding problems such as grouping students by ability and language that may result in disparate impact by ethnicity.

For all of us in the county who teach or take these classes, a law banning history and fact is chilling indeed. Not only are certain human beings now illegal, but so are simple matters of fact, let alone opinion. Would the study of Jim Crow laws or Japanese Internment provoke "resentment"? Such silencing strategies would continue the incomplete historical narratives that Ethnic Studies proposes to remedy. The goal has always been more information and hence a more inclusive notion of American experiences and identities. Further, we would argue that the erasure of the study of masses of people in the U.S. has damaged all Americans, at its extreme in the identity formation of white supremacy and its attendant violence and exploitation. Ethnic Studies works to create a more inclusive society by deepening our understanding of each other and by producing engaged citizens.

One unintended outcome of these events is that we, like the students and teachers in Tucson, have been re-energized to act. While we formed the "SDESC" (The San Diego Ethnic Studies Consortium) in response to HB 2281 and demand that this law should be repealed, we have come to understand that we have work to do in our own county. San Diego itself is now a "majority minority" county with a Metro area that is 22% foreign-born and 42% second-generation. Reflected in the SDESC are some of the oldest programs in the nation. Chicano Studies was founded at SDSU in 1970, Black Studies at San Diego Mesa College in 1970, and Ethnic Studies at UCSD in 1980, one of the few PhD programs in the nation. As well, Ethnic Studies programs exist at San Diego Community College, CSU, and private university levels. We can boast vibrant African American, American Indian, Asian American, Chican@/Latin@, and many other communities. Often, it was these very communities that came out to support the creation of Ethnic Studies programs. Yet we have almost no K-12 programs, given our demographics and given the possibility that such courses could improve the achievement of our students. The events in Arizona have given us the opportunity here to renew our commitments to K-12, post-secondary, and graduate programs. While forty years of Ethnic Studies has given us a "different mirror" that begins to reflect the multiplicities of our national experience, Arizona demonstrates that these gains are never uncontested nor final. We need to bring all of our people and all of our history out of the shadows. In doing so, we have the chance to re-imagine a very different kind of world.

# PRESENTERS

**Sean Arce** is the current Director of Mexican-American Studies at Tucson Unified School District. He participated in the run for equality and justice last summer.

**Elizabeth Armstrong's** career includes over 35 years of service in higher education. Prior to coming to Mesa College, Liz served at Cañada College as Vice President of Instruction (1999-2002) and Dean of Science, Technology and Learning Resources (1989-1999). In 2006, she received the Award for Administrative Excellence from the Association of California Community College Administrators (ACCCA).

**Elisa Barnett** is a Mesa College student focusing on Chicana/o and Latin American Studies. She has a BA from Kenyon College and works for The Meeting Place Clubhouse as a Social Security advocate for adults with mental illness.

**Long Bui** is a UC President's Dissertation Fellow in the Department of Ethnic Studies at UCSD. He is currently completing his dissertation that interrogates the discourse of Asian globalization, and the idea that rapidly industrializing countries in Asia present the "global future," through the figure of the Asian female subaltern.

**Justin Akers Chacón** is an Associate Professor of Chicana/o Studies at San Diego City College. He is co-author (with Mike Davis) of *No One is Illegal: Fighting Racism and State Violence*, and a contributing author to the recently published *Walls, Fences, Borders, and Boundaries: Essays on Social Exclusion, Inclusion and Integration* (Kendall Hunt, 2010). He also participates with human rights and immigrant rights organizations in the San Diego-Tijuana border region.

**Patricia Dixon** (Luiseño) has been a Professor in the American Indian Studies Program at Palomar College since 1971. She has continued graduate studies in Comparative Religion and American Indian Law and Government. She is also a lecturer and consultant on the American Frontier and Indian History for local schools and colleges. Ms. Dixon is a respected educator and leader in San Diego County.

**Sharon Elise** is a Professor of Sociology at CSU San Marcos (since 1994). She has areas of expertise in Critical Race Studies, Sociopoetics, Black Feminism, Race & Representation, Black issues in Higher Education. She is active in the California Faculty Association as member of the state-wide Council for Affirmative Action.

**Sherehe Hollins** is a professor of Black Studies, educational consultant, and visual and performing artist. She is the author of an award-winning poetry book *Heart Love Messages of the Soul*, and is the creator of Heart Love Publications, which publishes multicultural and multilingual children's literature.

# PRESENTERS

**Starla Lewis** is a Professor of Black Studies at San Diego Mesa College and seven-time recipient of the Teacher of the Year Award, has 36 years of research and experience in Ethnic Studies, Women Studies and African Studies. She is the author of *Sunkisses*, a multilingual and multicultural children's book.

**Rashné Limki** is a Ph. D. candidate in the Department of Ethnic Studies at UCSD. She is an active member of the UCSD Coalition for Education Justice as well as the October 7th Day of Action Planning Committee in San Diego.

**Jorge Mariscal** is a Professor of Literature at UC San Diego and Director of the Chicana/o~Latina/o Arts & Humanities Minor Program. He has written widely on the Chicano Movement of the Viet Nam War period and on the Spanish origins of Western racism. He has been active in Project YANO, an anti-militarism organization in San Diego that provides youth with facts about military service.

**Joely Proudfit** is a descendant of the Pechanga Band of Luiseño Mission Indians. She is Director of the California Indian Culture and Sovereignty Center, Program Director of Native Studies, and is an Associate Professor of Sociology at CSU San Marcos. She was the first special advisor to the Honorable Cruz M. Bustamante, Lieutenant Governor of California, for California Indian Sovereign Nations in 2002.

**Augustine Romero** is Director of Student Equity (and former director of Mexican-American Studies) at Tucson Unified School District. His K-12 programs in Ethnic Studies have been the main target of AZ HB 2281 banning Ethnic Studies, as well as last year's bill which was defeated when community members ran 120 miles across the Arizona desert from Tucson to Phoenix. He was one of the runners. He has organized the Tucson Institute for Transformative Education for the past 15 years.

**Shirley Weber** is a full Professor and Chair of the Department of African Studies at SDSU. She is Director of the Academy for Effectively Teaching African American Students, a collaboration between local educators and the university. Dr. Weber is also the co-founder and Director of the W.E.B. DuBois Leadership Institute for Young Black Scholars through the NAACP, and co-Director of a Summer Institute in Ghana at the University of Lagon.

**K. Wayne Yang** is an Assistant Professor of Ethnic Studies at UC San Diego. He was a public school teacher for over 15 years in Oakland, CA, where he also co-founded East Oakland Community High School, and the Avenues Project, a youth development non-profit organization. He is currently writing a book, *Organizing the Common Sense: Popular Culture and Urban School Reform*, which examines strategies for organizing in education across three landscapes: youth, community, and bureaucracy.

# SCHEDULE

## FRIDAY, OCTOBER 1

**4:00 – 5:00 PM**

Registration, G-Building

**5:00 – 6:30 PM**

Opening Reception  
Drum Call, Teye Sa Thioassane

**6:30 – 8:00 PM**

Welcome, Starla Lewis, Mesa

Opening Plenary (G-101/102)

Featuring:

Patricia Dixon, Palomar College; Sharon Elise, CSUSM;  
Jorge Mariscal, UCSD; K. Wayne Yang, UCSD; Elisa Barnett, Mesa College  
Facilitated by Shirley Weber, SDSU

**8:00 – 9:00 PM**

Performances (G-101/102)

Featuring:

Ishé, Sherehe Roze, Teatro Izcalli, & Kaleo O'Nalani  
Emceed by César López, Mesa

## SATURDAY, OCTOBER 2

**8:00 – 10:30 AM**

Registration

**8:30 – 8:45 AM**

Prayer, Falling Rock Drum Group  
Henry Mendibles (Apache), Kim Flying Eagle (Dine),  
and Frank Eagle Plume Gastelum (Yaqui and Navaho)

**9:00 – 9:10 AM**

Welcome, Elizabeth J. Armstrong, Interim President, Mesa (G-101/102)  
Opening Remarks, May Fu, USD

**9:10 – 10:00 AM**

Introduction, Gail Perez, USD

Keynote Presentation:

Augustine Romero, Director of Student Equity  
Sean Arce, Director of Mexican-American Studies  
Tucson Unified School District



**10:00 – 10:30 AM**

Press Conference

**10:30 – 12:00 PM**

Teach-in (G-101/102)

Featuring:

Starla Lewis, Mesa College  
Rashné Limki & Long Bui, UCSD  
Justin Akers Chacón, City College  
Joely Proudfit, CSUSM

**12:00 – 1:15 PM**

Lunch

**1:30 – 3:00 PM**

Workshop Session I

- A. State of SD Ethnic Studies: Report from Our Campuses (G105)
- B. Injecting Race into the Discourse: Critical Race Theory (G104)
- C. Chican@ Literature in San Diego Unified School District (G106)
- D. The Role of Culture in K-12 Education: Pacific American Academy & All Tribes American Indian Charter School (G107)
- E. SDESC Student Caucus (G101)
- F. Teach-in Discussion Group (G102)

**3.15 – 4.45 PM**

Workshop Session II

- A. Knowledge is Power: Keys to Surviving Administrative Challenges & Developing Administrative Success (G104)
- B. Race and the Uneven Pipeline to Graduate School: A Workshop with UCSD's ES Graduate Students (G105)
- C. African American Music as Social Commentary (G101)
- D. Ethnic Studies as Educational Justice: Building an Organizational Coalition for Oct 7 + The Importance of Activism(G107)
- E. Writing as a Revolutionary Act: Chicana Publishing for the New Millennium (G106)
- F. Teach-in Discussion Group (G102)

**5.00 – 5.30 PM**

Closing (G-101/102)

Featuring:

UCSD Art Collective

# WORKSHOP SESSION I

## **A. The State of San Diego Ethnic Studies: Report from Our Campuses**

*Presenters: Enrique Davalos – Chican@ Studies, City College; Yolanda Escamilla – Ethnic Studies, UCSD; Shirley Flor – Asian American Studies, Mesa College; Michelle Holling – Communications & Ethnic Studies, CSUSM; Victoria González Rivera, Chican@ Studies, SDSU; Tchaiko Kwayana – Black Studies, Mesa; Gail Perez – Ethnic Studies, USD; John Valdez – Multicultural Studies, Palomar College; César López - Chican@ Studies, Mesa College*

Ethnic Studies faculty and staff will report on the current climate and status of Ethnic Studies and related departments and programs on our campuses. They will discuss the strengths and challenges of their work and dialogue about possibilities for growth, stability, and collaboration.

## **B. Injecting Race into the Discourse: Critical Race Theory**

*Presenter: Manuel Velez – Chican@ Studies, Mesa College*

In today's society the discussion of racism has become just as taboo as racism itself. This workshop will focus on the impact that the absence of a dialogue on racism has had upon our society and how that dialogue can be introduced in an academic setting. A focus on Critical Race Theory will be placed.

## **C. Chican@ Literature in San Diego Unified School District**

*Presenters: Macedonio Arteaga – Student Advocate for the Department of Race and Human Relations, San Diego Unified School District; Joe Lara – Assistant Principal, Olympian High School, Sweetwater Union High School District*

In August 2010, the Board of Education of San Diego Unified School District (SDUSD) approved a pilot Chican@ Literature (CCL) course to be offered in three small high school academies for the 2010-2011 school year. The approval of CCL in SDUSD is a historical event that provides opportunities for all students to learn about their unique ethnic heritage. Ethnic literacy allows all students to understand their uniqueness, to understand the complexities of ethnicity and culture, and to take pride in who they are as people as well as learn to respect other cultural groups. Students will become culturally empowered individuals by engaging in problem-solving activities and learning about the importance of being an active participant in a democratic society. The Chican@ Literature course seeks to enhance understanding of the Mexican and Mexican American experience, as well as the broader Latino experience. Current issues within the Mexican American community are also investigated, including immigration, racism, equity, and other aspects of Mexican American and Latino populations.

## **D. The Role of Culture in K-12 Education: Pacific American Academy and All Tribes American Indian Charter School**

*Presenters: Mary Ann Donahue – Principal, All Tribes American Indian Charter School; Michelle Parada (Luiseño) – Language and Science Teacher, Athletic Director, All Tribes American Charter School; Brett Snyder – 2nd Grade Teacher, Pa'a Pacific American Academy*

Pa'a, Pacific American Academy Charter School (City Heights, San Diego) and All Tribes American Indian Charter School (Rincon Reservation) are two grassroots charter schools dedicated to indigenous education as a means to student success. It is the belief of both schools, that a caring environment, cultural enrichment, and reinforcement of a positive self-image are paramount to student success within school and society. As a quick lead into the topic of culturally-based charter schools a very short discussion will be given reflecting on the evolution of Hawaiian Studies and American Indian Studies within the context of decolonization and sovereignty. This workshop will take the form of a panel discussion. Its intended audience will be educators, students, community leaders, and all those willing to participate in a constructive discussion. The panel discussion will feature teachers, principals, and students who will speak primarily on the meaning, aspirations, program, and challenges they face within their schools.

## **E. SDESC Student Caucus**

*Facilitator: Elisa Barnett - Mesa College*

With the establishment of the San Diego Ethnic Studies Consortium, a new step forward is being taken in regard to the growth and development of Ethnic Studies throughout the San Diego area. Our diverse identities drive us to create an organization that is both inclusive and respectful of the various groups that form the Consortium. It is also fundamental to recognize that some of the most vital components of the Consortium are the students. Students have played an important role in the creation of vibrant Ethnic Studies departments nationwide, and the student component of the SDESC is no less essential. The inclusion of students in the Consortium will help to continue a growth of vitality and ingenuity. The SDESC Student Caucus will be an opportunity for the student body of San Diego's institutions of higher learning to participate in the discussion of their role in the SDESC and the manner in which they feel that student participation should take place. The goals of the caucus include establishing a framework for student participation and identifying areas of interest for Ethnic Studies student-faculty collaboration at all levels of higher education.

# WORKSHOP SESSION II

## **A. Knowledge is Power: Keys to Surviving Administrative Challenges & Developing Administrative Success**

*Presenters: Thekima Mayasa – Black Studies, Mesa College; Shirley Weber – Africana Studies, SDSU*

What does it mean to be a representative or chair of an Ethnic Studies discipline, department, program, or course? Where does one get the administrative training needed to run a successful program? How are contractual and administrative responsibilities met and balanced effectively? These and other critical administrative issues must be a focus of discussion as we in the examination of 21st century administrative challenges, consequences and recommendations for moving from a status of surviving to thriving. This workshop takes a definitive look at the administrative challenges faced by Ethnic Studies departments, programs, courses and student groups amidst their efforts to build, survive, and thrive within the campus and communities they serve. Participants will interactively explore the latest trends and new forms of administrative challenges while sharing strategies that support our common and unique needs.

## **B. Race and the Uneven Pipeline to Graduate School: A Workshop with UC San Diego's Ethnic Studies Graduate Students**

*Presenters: Martha Escobar; Angela Kong; Candice Rice; Stevie Ruiz; Angelica Yanez*

Ethnic Studies graduate programs attract a diverse group of students who have a commitment to seek what is politically at stake in the research we choose to study. Often, students who apply to Ethnic Studies programs are themselves people of color, indigenous, first-generation college students, children of immigrants, refugees, queer or working class. As public universities market themselves as equitably accessible to disenfranchised communities of color, we have earmarked a growing concern that we cannot afford to teach or work with less people of color at the university. Budget cuts, shortage of staff, and efforts to legislate academic freedom in Arizona are signs that Ethnic Studies programs at the under/graduate levels require a refashioning of how to respond to a society that is allegedly post-racist. For these reasons, we, the graduate students in the Department of Ethnic Studies at UC San Diego, will use this workshop to tackle a range of issues including admissions, the politics of knowledge production, the limits of multicultural representation on campus, academic freedom, teaching, mentoring, collegiality, balancing family with work, and building community. Drawing from student experiences, we intend to facilitate a larger dialogue about what it means intellectually, personally and politically to earn a Ph.D. in Ethnic Studies.

### **C. African American Music as Social Commentary**

*Presenter: Delores Fisher – Africana Studies, SDSU*

This workshop will provide a brief overview of African American music as a socio-cultural lived-experience communication tool. This tool created space for social resistance and disruption within the majority culture's designated "societal norm" that provided and embraced alternative ways of being. Identification and isolation of select African American cultural aesthetics threads embedded in lyrics, music making, corporeal presence, and performance practices during specific historical eras from the 1800s through the twenty-first century will be linked to one musician in each select era. A media comparison of these performers and their music will provide "alternative" texts to illustrate these musical threads used to weave a socio-cultural commentary that reflects the fabric of African American lived-experience in America. The presentation will be followed by audience discussion and comments.

### **D. Ethnic Studies as Educational Activism and Justice: Building an Organizational Coalition for Oct. 7**

*Presenters: Members of MEChA de Mesa; Long Bui and Rashné Limki – Ethnic Studies Graduate Students, UCSD; Joseph Ramirez – UCSD Cross Cultural Center*

This collaborative workshop, facilitated by activists and scholars, will discuss the politics and strategies involved in organizing around issues of restoring public education and public services. Beginning with a short history of activism – the civil rights movement, the Chicano movement, the farm workers' movement – this workshop will then address Oct. 7, the next national day action to defend public education and public services. Thus, we seek to bring activists and students to speak on and organize around issues including but not limited to education, including SB 1070 and immigration reform, and the DREAM Act.

### **E. Writing as a Revolutionary Act: Chicana Publishing for the New Millenium**

*Presenters: Rita Sanchez, Adelaida Del Castillo, Consuelo Manriquez, Felicitas Nuñez*

This workshop will focus on the writing and publishing of Latina voices as a means of of strengthening and preserving the Latina experience. Workshop participants will discuss ways to encourage Latinas to write about their experiences and offer advice on how to get their work published.

# CAMPUS RESOURCES

## CALIFORNIA STATE UNIVERSITY SAN MARCOS

### **Ethnic Studies (Minor)**

Web: <http://www.csusm.edu/ethnicstudies>

E-mail: [mholling@csusm.edu](mailto:mholling@csusm.edu)

Tel: (760) 750-8576

### **Native Studies (Minor)**

Web: <http://www.csusm.edu/ns>

Web: [jproudfit@csusm.edu](mailto:jproudfit@csusm.edu)

Tel: (760) 744-4619

## CITY COLLEGE

### **Black Studies**

Web: <http://www.sdccity.edu/academic/BlackStudies/>

E-mail: [dwatson@sdccd.edu](mailto:dwatson@sdccd.edu)

Tel: (619) 388-3795

### **Chicano Studies**

Web: <http://www.sdccity.edu/academic/ChicanoStudies>

E-mail: [tmacrena@sdccd.edu](mailto:tmacrena@sdccd.edu)

Tel: (619) 388-3585

## MESA COLLEGE

### **Black Studies**

Web: <http://www.sdmesa.edu/black-studies/>

E-mail: [tmayasa@sdccd.edu](mailto:tmayasa@sdccd.edu)

Tel: 619-388-2352

### **Chicano Studies**

Web: <http://www.sdmesa.edu/chicano-studies/>

E-mail: [mornelas@sdccd.edu](mailto:mornelas@sdccd.edu)

Tel: 619-388-2266

## MIRAMAR COLLEGE

### **Black Studies**

E-mail: [mmcphers@sdccd.edu](mailto:mmcphers@sdccd.edu)

Tel: 619-388-7516

### **Filipino Studies**

E-mail: [jpatarsi@sdccd.edu](mailto:jpatarsi@sdccd.edu)

Tel: 619-388-7564

PALOMAR COLLEGE

**Multicultural Studies**

Web: <http://www.palomar.edu/multicultural/Site/Home.html>

E-mail: [dsilva@palomar.edu](mailto:dsilva@palomar.edu)

Tel: (760) 744-1150, ext. 2206

SAN DIEGO STATE UNIVERSITY

**Africana Studies**

Web: <http://www-rohan.sdsu.edu/~afras/>

Email: [africana@mail.sdsu.edu](mailto:africana@mail.sdsu.edu)

Tel: (619) 594-6531

**American Indian Studies**

Web: <http://www-rohan.sdsu.edu/~aminweb/>

Email: [mfield@mail.sdsu.edu](mailto:mfield@mail.sdsu.edu)

Tel: (619) 594-6991

**Chicana and Chicano Studies**

Web: <http://aztlan.sdsu.edu/>

Email: [ccs@mail.sdsu.edu](mailto:ccs@mail.sdsu.edu)

Tel: (619) 594-6452

UNIVERSITY OF CALIFORNIA SAN DIEGO

**African American Studies (Minor)**

Web: <http://af-amstudies.ucsd.edu/>

Email: [af-amstudies@ucsd.edu](mailto:af-amstudies@ucsd.edu)

Tel: (858) 534-4110

**Chicano/a and Latino/a Arts and Humanities (Minor)**

Web: [http://minors.ucsd.edu/clah/clah\\_portal/](http://minors.ucsd.edu/clah/clah_portal/)

E-mail: [mmnaranjo@ucsd.edu](mailto:mmnaranjo@ucsd.edu)

Tel: (858) 822-4059

**Ethnic Studies**

Web: <http://ethnicstudies.ucsd.edu/>

E-mail: [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu) (undergrad)

[taitchison@ucsd.edu](mailto:taitchison@ucsd.edu) (grad)

Tel: (858) 534 3276

UNIVERSITY OF SAN DIEGO

**Ethnic Studies**

Web: <http://www.sandiego.edu/cas/es/>

E-mail: [ethnicstudies@sandiego.edu](mailto:ethnicstudies@sandiego.edu)

Tel: (619) 260-4022

# SPONSORS

## **CSUSM**

Ethnic Studies Program  
College of Arts and Sciences

## **Mesa College**

Associate Student Government  
Black Student Union  
Black Studies Department  
Chicana/o Studies Department  
Immigration Student Support Organization  
MEChA  
Muslim Student Union  
Sue Shrader-Hanes, Clinical Coordinator: Student Health Services  
Suzanne Khambata, Director: Student Health Services  
Office of the President

## **SDSU**

Department of Africana Studies  
Department of American Indian Studies  
Department of Chicana and Chicano Studies  
Office of Dr. Paul Wong, Dean, College of Arts and Letters  
Office of Intercultural Relations

## **UCSD**

Center for Global California Studies  
Chicano/a and Latino/a Arts & Humanities  
Department of Ethnic Studies

## **USD**

Center for Community Service-Learning  
Center for Inclusion and Diversity  
Department of Ethnic Studies

