

MA IN ETHNIC STUDIES



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Sat, 16 Sep 2023 01:51:41 GMT
Tim Fong (tfong01): Approved for ETHN Committee Chair
2. Tue, 19 Sep 2023 20:25:16 GMT
Annette Reed (alreed): Approved for ETHN Chair
3. Wed, 25 Oct 2023 05:33:48 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
4. Wed, 25 Oct 2023 16:54:33 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
5. Thu, 02 Nov 2023 23:12:02 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Program Proposal

Date Submitted: Sat, 13 May 2023 01:40:11 GMT

Viewing: MA in Ethnic Studies

Last edit: Thu, 02 Nov 2023 23:11:42 GMT

Changes proposed by: Bao Lo (102091858)

Academic Group: (College)

Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

Catalog Year Effective:

2024-2025 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Bao Lo	lo@csus.edu	9162786802

Type of Program Proposal:

Major

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Does this major plan to include any formal options, concentrations, or special emphases?

No

Title of the Program:

MA in Ethnic Studies

Designation: (degree terminology)

Master of Arts

Abstract of the proposal:

The Master of Arts in Ethnic Studies prepares students for advanced study toward the Ph.D. degree; to teach in community colleges; provides the content knowledge necessary to teach Ethnic Studies in secondary and elementary schools for credentialed teachers; and to work in the public and private sectors, tribal governments, and NGOs (non-government organizations) as culturally and community responsive leaders. The M.A. in Ethnic Studies is designed to advance students' knowledge and understanding of indigenous communities and communities of color through analyses and application of the theories, concepts, methodologies, and practices of the discipline. The program centers the resilience and resistance of communities of color in the U.S. and globally in response to the historical and contemporary marginalization of these communities. The Ethnic Studies Masters Program can be applied in sectors that work with diverse populations, with emphasis on community engagement and advocacy of historically underrepresented and underserved communities, to support professionals in these sectors to work more effectively with these communities.

Briefly describe the program proposal (new or change) and provide a justification:

Sacramento State will be offering the first Ethnic Studies Masters (MA) Program in the Central Valley, and Sacramento region. The MA Program is state supported and will be delivered fully face to face. The Ethnic Studies Masters Program provides advanced study toward the Ph.D. degree and training for careers in the public and private sectors, tribal governments, and NGOs (non-government organizations). The MA Program also provides advanced training for instructors in our region and statewide to help meet the demands of the new laws of AB 1460 and AB 101, as well as the community colleges.

In the summer of 2020, AB 1460 passed, which mandated an Ethnic Studies course as a graduation requirement in the CSUs. Following the passage of this law, the California Community Colleges Board of Governors added an Ethnic Studies requirement. Additionally, AB101 was signed by Governor Newsom in October of 2021, to require Ethnic Studies in California's high schools. Currently, there is no Masters Program in Ethnic Studies in the Central Valley or Sacramento region. With the passage of AB 1460 and AB 101 and the new Ethnic Studies requirement at the community colleges, there is an immense need for instructors trained in Ethnic Studies in K-12 and higher education statewide.

California is also the largest state in the nation, with over 39 million people and its population is projected to reach 45 million by 2050. California is also the most socio-economically and culturally diverse state. According to the 2020 Census, California's population constitutes Latinos (39%), Whites (35%), Asian Americans or Pacific Islanders (15%), African Americans (5%), Native Americans or Alaskan Natives (less than 1%), and multiracial (4%). Additionally, the population of Sacramento County is growing at a fast pace, with a projected 1.94 million in 2060 compared to 1.54 million in 2020. The major groups that contribute to this growth in the region are Hispanic (46%), Asian (38%), and African American (17%). It is imperative that professionals working with diverse populations in the state and region be trained in Ethnic Studies. The Ethnic Studies Masters Program is essential for the growing, diverse populations of the state and region. As the first Ethnic Studies Masters Program in the Central Valley, and Sacramento region, Sacramento State would become the place people go to for advanced Ethnic Studies training in our region.

Sacramento State is designated as both an HSI and AANAPISI-Serving Institution. The Ethnic Studies Masters Program provides advanced study toward the Ph.D. degree. The MA Program also provides advanced training in the discipline of Ethnic Studies that can be used by instructors in our region and statewide to help meet the demands of the community colleges and the new laws of AB 1460 and AB 101. Additionally, the training can be applied in the public and private sectors, tribal governments, and NGOs (non-government organizations) to develop culturally and community responsive leaders.

The new courses for the MA Program have been submitted in the curriculum workflow, form A.

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
 Communication
 Critical thinking/analysis
 Information literacy
 Professionalism
 Intercultural/Global perspectives

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

PLO 1: Effectively communicate and defend thesis or community project findings and conclusions.

PLO 2: Critically analyze systems of power and marginalization and the ways communities of color respond such as social movements, resistance, and coalition building in the U.S. and globally to address social issues.

PLO 3: Find, evaluate, and synthesize the interdisciplinary theories, concepts, methodologies of the discipline of Ethnic Studies to develop an original thesis or community project.

PLO 4: Apply the ethical standards of the discipline while conducting research in communities and networking with future employers and colleagues.

PLO 5: Articulate the complexity of disciplinary theories, perspectives, and concepts (such as institutional racism, imperialism, white supremacy, decolonization, racial capitalism, and/ or intersectionality,) within and across indigenous communities and communities of color nationally and/or globally.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Please attach a Comprehensive Program Assessment Plan (required)

MA Ethnic Studies Program Assessment Plan .docx

Please attach a Curriculum Map Matrix (required)

Curriculum Map .docx

Please attach a five-year budget projection (required)

Copy to Submit 5-year-budget-MA in Ethnic Studies (1) (1).xlsx

Catalog Description:

Total units required for MA: 30 units

Program Description

The Master of Arts in Ethnic Studies prepares students for advanced study toward the Ph.D. degree; to teach in community colleges; provides the content knowledge necessary to teach Ethnic Studies in secondary and elementary schools for credentialed teachers; and to work in the public and private sectors, tribal governments, and NGOs (non-government organizations) as culturally and community responsive leaders. The M.A. in Ethnic Studies is designed to advance students' knowledge and understanding of indigenous communities and communities of color through analyses and application of the theories, concepts, methodologies, and practices of the discipline. The program centers the resilience and resistance of communities of color in the U.S. and globally in response to the historical and contemporary marginalization of these communities. The Ethnic Studies Masters Program can be applied in sectors that work with diverse populations, with emphasis on community engagement and advocacy of historically underrepresented and underserved communities, to support professionals in these sectors to work more effectively with these communities.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Admission as a classified graduate student in Ethnic Studies requires:

- a baccalaureate degree;
- a minimum 2.8 GPA in the last 60 units attempted and 2.8 GPA in the major;
- three letters of recommendation from individuals who can evaluate the applicant's potential for successful graduate study;
- statement of purpose (2 pages limit) that explains the applicant's purposes and goals in pursuing a master's degree in Ethnic Studies;
- personal statement (2 pages limit) that describes how your personal background and experiences influenced your decision to pursue a graduate degree, including any of the following: community work, leadership, and challenges and achievements that prepare you for success in the graduate program;
- CV or resume that reflects relevant professional experience; and
- a writing sample (written, analytical, and research skills) that demonstrate the applicant's potential for successful graduate study (at least 10 pages; 2500 words).

Applicants who have deficiencies in Admission Requirements that can be removed by specified additional preparation may be admitted to the degree program with conditionally classified graduate status. Students with an undergraduate major in **any** subject may be accepted; no minimum number of units in Ethnic Studies is required. However, if a student's preparation in the field of Ethnic Studies is not adequate preparation for graduate study, he/she may be asked to complete some additional coursework before becoming classified. Any deficiencies will be noted on a written response to the student's admission application. No upper division prerequisite courses required as a condition of classification can be counted towards the degree requirement.

Admission Procedures

All prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies (<https://www.csus.edu/graduate-studies/future-students/>):

- an application for admission;
- one set of official transcripts from all colleges and universities attended (other than Sacramento State);
- statement of purpose;
- personal statement;
- CV or resume;
- writing sample; and
- three reference letters.

For more admissions information and application deadlines please visit the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/future-students/>).

Minimum Units and Grade Requirement for the Degree

Units required for the MS: 30

Minimum Cumulative GPA: 3.0

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy prior to enrollment into the culminating requirement courses. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of 200-level courses in the graduate program with a minimum 3.0 GPA;
- completed a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento;
- selected a Thesis or Project committee; and
- obtained the committee's approval of a proposal for the thesis or project.

Advancement to Candidacy forms are available on the Office of Graduate Studies website. The student will complete the Advancement to Candidacy form after planning a degree program in consultation with an advisor and members of the student's thesis/project committee from the Department of Ethnic Studies. The completed form is then submitted to the Office of Graduate Studies for approval.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Core Courses (18 Units)		
ETHN 203	Contemporary Ethnic Studies Issues	3
ETHN 204	Foundations & Theories	3
ETHN 205	Course ETHN 205 Not Found	3
ETHN 206	Course ETHN 206 Not Found	3
ETHN 207	Course ETHN 207 Not Found	3
ETHN 208	Course ETHN 208 Not Found	3
Electives (6 Units)		
Select two of the following:		6

ETHN 210	Course ETHN 210 Not Found	
ETHN 211	Course ETHN 211 Not Found	
ETHN 212	Course ETHN 212 Not Found	
ETHN 213	Course ETHN 213 Not Found	
ETHN 214	Course ETHN 214 Not Found	
ETHN 299	Special Problems/Individual Study ¹	
Culminating Requirement (6 Units)		
ETHN 500A	Course ETHN 500A Not Found	3
ETHN 500B	Course ETHN 500B Not Found	3
Total Units		30

¹ Instructor approval required

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

Not applicable

Will this program require specialized accreditation?

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

No

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?

Yes

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, current offering the proposed degree major program:

San Francisco State University (Ethnic Studies M.A. Program)

Differences between the proposed program and the programs listed above:

1. The proposed M.A. in Ethnic Studies advances students' knowledge and understanding of indigenous communities and communities of color through analyses and application of the theories, concepts, methodologies, and practices of the discipline of Ethnic Studies.

Whereas, the M.A. in Ethnic Studies at San Francisco State University (SFSU) is designed to increase students' knowledge and understanding of the experiences of people of color, using the theoretical and conceptual tools of several disciplines such as cultural studies, postcolonial, feminist and queer perspectives.

2. The proposed program prepares students for advanced study toward the Ph.D. degree; teaching in community colleges, secondary, or elementary schools; or working in public sector, private industries, tribal governments, and NGOs (non-government organizations). The proposed program can be applied in sectors that work with diverse populations, with emphasis on community engagement and advocacy of historically underrepresented and underserved communities, to support professionals in these sectors to work more effectively with these communities.

Whereas, the M.A. in Ethnic Studies at SFSU prepares individuals for advanced graduate work leading to the doctorate or professional roles in teaching, research and administration within both the public and private sectors. The program provides training in techniques for the analysis of historical and contemporary social issues related to these experiences and the curriculum develops students' capacity to structurally assess, plan and evaluate social policies aimed at the resolution of these issues.

3. The curriculum also differs between the proposed program and the program listed above. Ethnic Studies originally developed from the subfields of Asian American Studies, Chicano Studies, Black/Africana Studies, and Native American Studies and was organized based on ethnic and racial identities. Since its inception, Ethnic Studies has advanced theoretical framing of critical issues that connect the historically marginalized groups of these four subfields. The proposed program foregrounds the theoretical foundations and contemporary trends of the field and subfields in courses such as ETHN 204: Foundations of Ethnic Studies; ETHN 210: Asian American Studies; ETHN 211: Foundations of Chicana/o/x and Latina/o/x Studies; ETHN 212: Native American Studies; and 213: Pan African Studies. The proposed program also reflects more contemporary topics (ie. the fight for Ethnic Studies in K-12/higher education, sovereignty, decolonization, intersectionality, racism/racialization, power relations, white supremacy/anti-blackness, reparations, etc.) in courses such as ETHN 203: Contemporary Issues in Ethnic Studies; ETHN 205: Indigenous Communities and

Communities of Color; and ETHN 214: Intersectionality. Additionally, Ethnic Studies methodologies in research and the production of knowledge are applied in the courses of ETHN 206: Ethnic Studies Research Methods and ETHN 207: Applied Ethnic Studies Research Methods.

Whereas, the curriculum of the M.A. in Ethnic Studies at SFSU still reflects the way the discipline was organized based on ethnic and/or racial identities. The core classes constitute Theories and Issues in Ethnic Studies; Theory and History in Asian American Studies; Seminar in Africana Studies; Seminar in American Indian Studies; Seminar in Latina/Latino Studies, and Research Methods in Ethnic Studies. The curriculum does not reflect contemporary tenets and trends of the field (ie. sovereignty, decolonization, intersectionality, racism/racialization, power relations).

List of other curricula currently offered by Sac State which are closely related to the proposed program:

EDBM 228. The Academic and Social Value of Ethnic Studies

EDTE 268 Theory and Practice of Gender Issues and Race

SOC 265 Race and Ethnic Relations

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:

ES Exit Survey Results .pdf

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:

NA

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

BA in
Ethnic Studies

AY 2013-14 (Number of Majors= 78); (Number of Graduates = 35)
AY 2014-15 (Number of Majors= 83); (Number of Graduates = 31)
AY 2015-16 (Number of Majors= 87); (Number of Graduates = 27)
AY 2016-17 (Number of Majors= 127); (Number of Graduates = 37)
AY 2017-18 (Number of Majors= 131); (Number of Graduates = 46)
AY 2018-19 (Number of Majors= 107); (Number of Graduates = 43)
AY 2019-20 (Number of Majors= 110); (Number of Graduates = 33)
AY 2020-21 (Number of Majors= 92); (Number of Graduates = 39)
AY 2021-22 (Number of Majors= 91); (Number of Graduates = 40)

Source: Office Of The President Institutional Research, Effectiveness, & Planning Enrollment Dashboard, BA in Ethnic Studies, 2013-2022 (CSU Sacramento)

There has been consistent growth in declared majors in the BA program from 2013 to 2018. Since the academic year 2018-2019, enrollment began to drop and this decline may be attributed to the COVID-19 global pandemic. Furthermore, more than 90% of our majors identify as students of color and thus come from communities most impacted by the pandemic. However, we are starting to see enrollment stabilize the last few years since the pandemic began and our graduates have remained consistent. We do anticipate growth in the number of our majors after the passage of AB 1460, which has led to the development of courses in Ethnic Studies with the new GE area F requirement.

We completed a survey with recent graduates and graduating students in our BA program and 77% of respondents said they would consider applying to the MA program in Ethnic Studies if it was offered at Sacramento State. Respondents expressed that a Master's program in Ethnic Studies should be offered to "continue the work that needs to be done in their communities," and "students would love to expand their knowledge of Ethnic Studies to help others." Of the respondents, 92% said that a Master's degree in Ethnic Studies can help them with their career, such as "applying it to careers that work with diverse populations" and "teaching Ethnic Studies in K-12 and college level courses." Other respondents said a Master's degree in Ethnic Studies would be a good way to achieve a PhD as they would want to become a professor. (See ES Exit Survey Results attachment)

Professional uses of the proposed degree major program:

Besides students in our BA program who have expressed interest in the MA program for advanced education toward helping their communities and achieving a PhD, demand for the MA program in Ethnic Studies would come from teachers in K-12 and instructors who want to teach in higher education that need training in Ethnic Studies. Given the passage of AB 1460 in the CSUs and AB 101 in K-12 and the new Ethnic Studies requirement at the community colleges, the demand statewide for qualified Ethnic Studies Instructors will help fulfill the projections of student enrollment in the MA program.

The expected number of majors in:

1st Year Enrollment:

15

3rd Year Enrollment:

30

5th Year Enrollment:

30

1st Year Graduates:

0

3rd Year Graduates:

25

5th Year Graduates:

50

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Dr. Clarence George III	Assistant Professor	Full Time	Doctorate	2021	<p>George III, C. Mavima, S. & Wourman, J. 2023. Africana Digital Pedagogy. Cultural Exchange, Learning, and Innovation: Journal of African American Studies.</p> <p>George III, C. 2017. "Sankofa, Go Back and fetch it: Notes on Afrocentric Pedagogy." <i>Africology: The Journal of Pan African Studies</i>, 10(9).</p> <p>Presenter, 2023. "Designing Education & Workforce Development for Africa's Future" the Computer History Museum in Mountain View, California. Round Table: African Diaspora Investment Symposium</p> <p>Presenter, 2023. "Honoring an American Innovation in Education: Historical Black Studies in Colleges and Universities" San Francisco, California. Round Table: Modern Language Association of America Conference</p>

Dr. William Gow	Assistant Professor	Full Time	Doctorate	2018	<p>Gow, William. "Chinatown Pastiche: The Chinese Village at the 1893 World's Columbian Exposition," at The Journal of Urban History [Forthcoming]</p> <p>Gow, William. 2022. "I am Chinese: The Politics of Chinese American Label Buttons During World War II," Western Historical Quarterly, Volume 53. Issue 1 (Spring, 2022), 47-75.</p> <p>Presenter. 2023. Chinese in Hollywood, Chinese American Museum of Northern California, Marysville California.</p> <p>Presenter. 2022. K-12 Asian American Native Hawaiian Pacific Islander Curriculum Project, OCA National.</p>
Dr. Nancy Huante-Tzintzun	Assistant Professor	Full Time	Doctorate	2016	<p>Flores, Alma, Heidi Sarabia, Nancy Huante-Tzintzun, and Elizabeth Delgado. Forthcoming. "A Community Cultural Wealth Study Report Prepared for the Stockton Scholars Program."</p> <p>Nancy Huante-Tzintzun. "Testimonio y Reflexiones de Una Chicana en Resistencia: Mapping Chicana Movidas of Crossing in Stockton, CA". In progress.</p> <p>Presenter. 2022. "The Impact Of Covid-19 On First Generation Chicanx/Latinx Stockton Students". California Sociological Association (CSA) Annual meeting.</p> <p>Presenter. 2021. "Sociology of Education: Educational Experiences Among Youth". California Sociological Association (CSA) Annual meeting.</p>

Dr. Martin Boston	Assistant Professor	Full Time	Doctorate	2019	<p>Boston, Martin. Forthcoming. "New Africanism Edited Book," eds. Luvuyo Mthimkhulu Dondolo, Neo Lekgotla Iaga Ramoupi and Vulindlela Godfrey Mona from the University of Fort Hare, Alice, South Africa.</p> <p>Boston, Martin. 2022. "Dawn Breaks: the anti-colonial legacy of the ANC Women's Section radio segment." Third World Thematics: A TWQ Journal.</p> <p>Panelist. 2023. National Conference of Black Political Scientists (NCOBPS) Conference, Roundtable Title: "Reparations: Examining The Necessity of Reparations and Efforts To Heal A Political Genocide."</p> <p>Presenter. 2022. "A Citizen of Africa: Exilic Consciousness, Double Consciousness and The Exiled Life of Miriam Makeba." American Studies Association's (ASA) 2022 Annual Meeting.</p>
Dr. Wendi Yamashita	Assistant Professor	Full Time	Doctorate	2018	<p>Yamashita, Wendi. Carceral Entanglements: Gendered Public Memories of Japanese American World War II Incarceration, Temple University Press, Critical Race, Indigeneity, and Relationality Series (Under contract).</p> <p>Mark, Gregory Yee, Wendi Yamashita, and Marietess Masulit. 2022. Asian Americans and Pacific Islanders: A Historical Community Overview, Eds Dubuque: Kendall/Hunt Publishing Company.</p> <p>Presenter. 2023. "Towards a Critical Pedagogy of Introduction: Ethnic Studies as General. Education After AB 1460" Association for Asian American Studies Conference.</p> <p>Presenter. 2022. "State Violence, Detention, and Separation in America's Past and Present" Roundtable, Organization of American Historians.</p>

Dr. Anthony Burris	Assistant Professor	Full Time	Doctorate	2022	<p>Presenter. "California Truth and Healing Council" Ione Band of Miwok Indians General Council Meeting, August 2021.</p> <p>Presenter, "Introduction to Repatriation and California Indian Peoples" Humboldt State University Tribes of California Online Guest Lecture Series, April 2020.</p> <p>CONSULTANT/CONTRACTOR</p> <ul style="list-style-type: none"> • Ione Band OF Miwok Indians (Summer 2021 – present) • United Auburn Indian Community (2021 – present) <p>FELLOW</p> <ul style="list-style-type: none"> • Mellon Public Scholar Program (2021) <p>GRADUATE STUDENT RESEARCHER</p> <ul style="list-style-type: none"> • University of California History Project (Summer 2021) • Beth Rose Middleton Manning (Winter 2017)
Dr. David Flores	Assistant Professor	Full Time	Doctorate	2022	<p>Flores, David., "Latinx Religious Nones." Bloomsbury Religion in North America. London: Bloomsbury Academic, 2021. Theology and Religion Online. Web. Spring 2023.</p> <p>Flores, David., Involved from the very Beginning: Reflections on Religion, Chicanx Studies, and the Chicana/o Movement. Aztlán: A Journal of Chicano Studies, Spring 2022.</p> <p>Panelist, "The Religious Left: Democratic Imaginaries for Uncertain Times" at the Organization of American Historians Conference, March-April 2023.</p> <p>Paper accepted for the National Association for Chicana and Chicano Studies, "Unlikely Allies: The Church of the Epiphany and the Chicana/o Movement." March 2022.</p>

Dr. Bao Lo	Associate Professor	Full Time	Doctorate	2013	<p>Lo, Bao. "Anti-Asian Violence and Abolition Feminism as Asian American Feminist Praxis," <i>Feminist Formations</i> (Spring 2023).</p> <p>Lo, Bao. 2019. "Epistemic Decolonization: Centering Settler Colonialism in Asian American Studies," <i>Ethnic Studies Review</i>, University of California Press, 42(2): 210-224.</p> <p>Presenter. "The Hmong in the United States: Resilience, Resistance, and Survival of a People." Hawaii International Conference on Education, January 3-6, 2023.</p> <p>Presenter. "Anti-Asian Violence and Abolition Feminism as Asian American Feminist Praxis." Association for Asian American Studies, April 16, 2022.</p>
Dr. Julie Figueroa	Professor	Full Time	Doctorate	2002	<p>Baker, B, Figueroa, J.L., Mosupyoe, B., & Mark, G. (2022). <i>Introduction to Ethnic Studies</i>. (4th ed.) Dubuque, Iowa: Kendall/Hunt Publishing Company.</p> <p>Saenz, V, Ponjuan, L., & Figueroa, J. L. (2016). <i>Ensuring the Success of Latino Males in Higher Education: A New National Imperative</i>. Sterling, Virginia: Stylus Publishing.</p> <p>Presenter. 2020. <i>Experiences of Resisting and Persisting in the Academy for Chicana and Latina Faculty and Administrators</i>. American Association of Hispanics in Higher Education (AAHHE).</p> <p>Presenter. 2019. Panel: <i>Engaging and Navigating the Academic Job Market to Increase the Representation of Latina/o/x Scholars in Academia: A Collegial Presentation and Workshop</i>. American Association of Hispanics in Higher Education (AAHHE).</p>

Dr. Rose Soza War Soldier	Assistant Professor	Full Time	Doctorate	2013	<p>Soza War Soldier, Rose. "Tilted history is too often taught": Activism, Advocacy, and Restoring Humanity in K. Lara-Cooper and W. Lara, eds. <i>Ka'm-t'em: A Journey Toward Healing</i>, Temecula, California: Great Oak Press: 99-110, 2019.</p> <p>Soza War Soldier, Rose. "California Indian Studies and Scholars Association," <i>News from Native California</i> 35 (Summer 2022): 10-14.</p> <p>Soza War Soldier, Rose. "California Indians and California Love: Belonging, Kinship, and Land," <i>News from Native California</i> 33 (Winter 2019/2020): 34-38.</p> <p>Presenter. "Reading Settler Colonial's twitter feed": Story, Culturing, and Social Media Memories," at 60th Annual Western History Association, Albuquerque, New Mexico (online), October 16, 2020.</p> <p>Presenter. "A Newspaper That Leaves Tracks": American Indian Historical Society and Wassaja at 33rd Annual California Indian Conference, California State University, Sonoma, November 15, 2019.</p>
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Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

No additional resources required

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

No additional resources required

Equipment and other specialized materials currently available:

No additional resources required

Additional Support Resources Required

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

None

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

None

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

None

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

See attached.

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

None

Please attach any additional files not requested above:

Library impact memo MA in Ethnic Studies.pdf

Key: 544