On behalf of the students, faculty and staff of the College of Ethnic Studies, I welcome you to the 41st Anniversary Celebration and Awards Ceremony.

In the late 1960’s the people of our nation were insistent on improving the conditions of the average American and make a more just society for everyone; so insistent that many literally put their lives on the line. San Francisco State was at the forefront of these social justice movements. Based on the demands of a broad coalition of students, staff, faculty and community leaders led by the Black Student Union and the Third World Liberation Front, the School (now College) of Ethnic Studies and its four original departments—American Indian, Asian American, Black (now Africana), and La Raza (now Raza) Studies—were born.

Today that bold idea has grown to include the Race and Resistance Studies Program, the César Chávez Institute for community-based research and creative works, and the Arab and Muslim Ethnicities and Diasporas Initiative. The College offers 300 courses covering the histories, philosophies, literatures and social sciences of African, Arab, Asian, Latina/o, Muslim and Native Americans. In addition, the College with its world-class faculty educates more than 2,000 full-time equivalent students—comparable to the whole student bodies of either Mills College or Dominican University.

Some may take for granted many academic changes like the existence of Women’s Studies, LGBTQ Studies, Disability Studies and other innovations, such as community service learning and civically engaged scholarship. Some may assume societal changes such as voting rights protections, the right to equal treatment in public and private spaces, relatively open access to higher education or the election of non-white Presidents are now guaranteed. These changes were not automatic. They came as direct results of struggles that created Ethnic Studies, and the contributions Ethnic Studies has made to advance those struggles.

Recent direct attacks on people of color and Ethnic Studies, such as Arizona’s legislation attempting to bar Ethnic Studies and its draconian immigration policies demonstrate the continued need for Ethnic Studies and its related social justice-based curricula to maintain and extend these advances. As we gather to honor our Exemplary Leaders and our Emeriti Professors, we recommit ourselves to education and scholarship that will continue to bend the academy into service for all of our communities.

Thank you for your commitment and continued support.

Sincerely,

Laureen Chew, Ed.D.
Associate Dean

Kenneth P. Monteiro, Ph.D.
Dean

“Dr. King once said that the arc of the moral universe is long but it bends towards justice... because each of us in our own ways put our hand on that arc and we bend it....”

President Barack Obama
College of Ethnic Studies

Established in 1969, the College of Ethnic Studies offers a unique experience that continues to redefine the study of African Americans, American Indians, Arab and Muslim Americans, Asian Americans, Ethnic Studies, and Latinos. A wide variety of courses provide a multidimensional examination of these groups’ historical, philosophical and political foundations.

Brief History

In 1968-69, students of the Black Student Union and Third World Liberation Front, staff and faculty, as well as members from the larger Bay Area community, organized and lead a series of actions to protest systematic discrimination, lack of access, neglect, and misrepresentation of histories cultures and knowledge of indigenous peoples and communities of color within the university’s curriculum and programs. Their specific demands included the establishment of our departments - Asian American Studies, Africana Studies, La Raza Studies, Native American Studies - in Ethnic Studies. These demands reflected a respect for the diverse intellectual traditions and cultural expressions of the scholars, activists, and artists of communities of color and indigenous people throughout the U.S., and a fierce commitment to the concept of self-determination through education.

Ethnic Studies’ Mission

The mission of the College of Ethnic Studies is to provide safe academic spaces and resources for all to learn the histories and contexts in which to practice the theories of resistance and liberation in order to eliminate racism and other forms of oppression; and to study in the first person voice the cultural and intellectual traditions of these peoples that are often ignored or misrepresented in the current U.S. academic canons.

Academic Units

- Africana Studies  Dorothy Tsuruta, Ph.D. *
- American Indian Studies  Andrew Jolivette, Ph.D. *
- Asian American Studies  Lorraine Dong, Ph.D. *
- Race and Resistance Studies  Amy Sueyoshi, Ph.D. *
- Raza Studies (Latina/Latino Studies in Fall 2011)  Teresa Carrillo, Ph.D. *
- César Chávez Institute  Belinda Reyes, Ph.D.*

* Chairs or Directors
American Indian Studies Department Exemplar:
Bernard A. Hoehner (Peji), D.V.M. (Posthumous)
Veterinarian and American Indian Studies faculty member

Dr. Bernard Anthony Hoehner was a respected Lakota elder and an American Indian Studies instructor at San Francisco State University for more than 20 years, until his passing in October 1995.

Born and raised on the Standing Rock Reservation in South Dakota, Dr. Hoehner was given the name Jerked With Arrow in his youth and later took the family name Peji or Grass. His Hunkpapa and Sihásapa (Blackfoot) lineage includes his grandfather, Chief John Grass, a leader in his people’s struggle for land rights, and his great grandfather Grass, also known as Used-as-a-Shield, whose photographs are in the Smithsonian Institution’s collection.

Dr. Hoehner served in the United States Marine Corps during World War II and was the first American Indian to earn a doctoral degree in veterinary medicine. While a practicing veterinarian with his own veterinary hospital, he received the Indian Businessman of the Year award for Northern California.

In 1970 Dr. Hoehner joined the SFSU faculty where he taught courses in music, language, earth science, and religion. During his tenure, he founded the Blue Horse Singers drum group, which continues today, and produced the audiotape titled Hymns in Lakota, a compilation of western church hymns sung in the Lakota language.

In addition, Dr. Hoehner served as a master of ceremonies and performed traditional dances at powwows and participated in a sacred sun dance. He lectured at universities and served as a consultant for museums, television, the California State legislature, manuscripts and the published novel, The Snowblind Moon.

Raza Studies Department Exemplar:
Evelyn Carolina Monico, M.D.
Physician, co-founder of Clínica Martín-Baró

The Department of Raza Studies would like to honor Dr. Evelyn Carolina Monico (2001) as an exemplary alumnus of Raza Studies. Dr. Monico earned a BS in Biochemistry from UC Berkeley but felt that there was something missing from her education. The missing element drew her to the Raza Studies Department where she completed a second BA in Raza Studies in 2001 before moving on to medical school at UCSF. During medical school Ms. Monico felt a great urgency to get to work providing needed health services to the under-served. She found a way to pursue that dream even before completing medical school as a founding organizer of the Clínica Martín Baró. Ms. Monico learned in Raza Studies the principle of what she calls the “preferential option” for working in the service of the poor and under-served before all others. Ms. Monico worked with great passion and conviction to enact that principle by establishing a clinic that welcomes and primarily serves Latino immigrants who lack access to health service. Ms. Monico went on to graduate from UCSF Medical School in 2007 and is now completing her residency at UC Davis in anesthesiology. Dr. Evelyn Carolina Monico presents us with a beautiful example of what we strive for in Raza Studies - to put our education to work in the service of our community.
Asian American Studies Department Exemplar:
Laureen Chew, Ed.D.
Associate Dean, College of Ethnic Studies, equal access for education activist

Laureen Chew was born of a Chinese American father and a Chinese immigrant mother. When growing up in Chinatown, she was known as the drum major and leader of St. Mary’s fabled Girls Drum Corps. During her college years, Laureen volunteered and worked short-term jobs to help immigrant students, pre-delinquent teenage girls, and at-risk youth. At SF State, she was arrested during the student strike and spent twenty-one days in jail for her support of Ethnic Studies in 1968. Laureen became a bilingual second grade teacher to create social change within the community. As President of The Association of Chinese Teachers (TACT), she forged alliances to form the powerful Ethnic Minority Educators (EME) which fought layoffs of minority teachers. She was also featured in two films, *Chan Is Missing* and *Dim Sum*, that explore a community point of view to counter the stereotypes fostered by the dominant society.

In 1978, Laureen left her teaching job to pursue an EdD at the University of the Pacific. In 1980, she joined the faculty of Asian American Studies, the department that she helped to found. She later held a joint appointment with the Department of Elementary Education. With Rosemary Hurtado, she worked diligently to institutionalize bilingual–cross cultural teacher training, and received grants to prepare countless Chinese and Spanish bilingual teachers and paraprofessionals. In 2001, Laureen was elected department chair of Elementary Education. At the same time she served on advisory boards for the San Francisco Unified School District.

In 2006, Laureen returned full-time to the College of Ethnic Studies as Associate Dean. Although her professional life seems to have come full circle back to the College of Ethnic Studies, she sees it as but one more step in her search to be of service and to contribute to the larger good of society.

Race and Resistance Studies Exemplar:
Dignidad Rebelde, Graphic Arts Collective
Jesus Barraza and Melanie Cervantes, artist and founder

Dignidad Rebelde is a collaboration between artist-activists Jesus Barraza and Melanie Cervantes. “We believe that art can be an empowering reflection of community struggles, dreams and visions. Following principles of Xicanisma and Zapatismo, we create work that translates people’s stories into art that can be put back into the hands of the communities who inspire it.”

The prints and posters of Dignidad Rebelde have been used as art and protest voice at events such as the US Social Forum (2010), the protests of the verdict against Oscar Grant’s killer—former BART policeman Johannes Mehserle, the Day of Non Compliance against Arizona S.B. 1070,

Through their artwork, Dignidad Rebelde connects the worldwide histories of colonialism, genocide, and exploitation. Their work emphasizes collaboration between people of color, across lines of race, nation, faith, and sexualities, from Chiapas to Palestine, and embraces causes from queer family reunification to America’s Four Freedoms. We see the way in which their art circulates to highlight grassroots movements to be emblematic of our program.

Melanie Cervantes is an alumna of Ethnic Studies at UC Berkeley and Jesus Barraza is an alumnus of Raza Studies at SFSU.

http://www.dignidadrebelde.com
Africana Studies Department Exemplar:
Ramona Tascoe, M.D.
Physician, ordained minister and international activist

Rev. Dr. Ramona Tascoe is a 1970 graduate of San Francisco State College and member of the first Black Students’ Union (BSU) ever. She is a womanist—descendent of foremothers such as Ida Be Wells, Mary Church Terrell, Anna Julia Cooper, Ella Baker, and many more far back as Harriet Tubman. We in Africana Studies are blessed by Rev. Dr. Tascoe’s undaunted commitment, as evident in her actions that directly benefit our students. Rev. Dr. Tascoe brings Spirit, brain, heart, and time to issues and events that contribute to our being the Real McCoy when it comes to educating students for life.

Rev. Dr. Ramona Tascoe is Exemplar model of non-whining, brilliant, charming, courageous and yes comely, Black womanhood: nobody’s mule and nobody’s fool. She is an MD (University of California San Francisco Medical School); MA in Health Services Administration (University of San Francisco); MA in Divinity (University of California Berkeley, Graduate Theological Union’s American Baptist Seminary of the West). She won the Jefferson Award for Public Service, presented before the U.S. Supreme Court in 1999. And oh yes, she is also a gifted poet.

Rev. Dr. Ramona Tascoe is first to respond on site to victims of disasters: the 1998 East Africa bombings; the 2004 Tsunami in Sri Lanka; the 2005 Hurricane Katrina in New Orleans; the 2010 Hurricane in Haiti. She has worked tirelessly in the US and countries in Africa in the war against HIV/AIDS. In June 2010, she met in Kinshasa Democratic Republic of the Congo, with women in government and church to support their focus on the rape and violence crisis.

Rev. Dr. Ramona Tascoe’s passion for justice, rooted on this campus as a young woman—teamed with her sister and brother BSU members—is strong as ever. What those students broke ground for in 1968 activism, she keeps on keeping up with in her stalwart activism to maintain gains made on this campus that continue to inform education worldwide.
2010 Professor Emeriti
Professor Emeritus Danilo Tecson Begonia – a first generation immigrant – was motivated by the struggles of his parents against racial discrimination. His father was a heroic WW II intelligence operative in the US Army who completed his education and training in oral surgery in the Philippines but was frustrated by US and California restrictions against foreign degrees in obvious contradiction to the fact that Philippine public colleges and universities were patterned after the University of California system. Driven by a desire to vindicate his father, Dan came to SF State as a freshman in ‘64, and completed both BA and MA in Psychology (1970). He began his thirty-nine year career in Ethnic Studies as a teaching assistant in Asian American Studies in Fall 1969 and was hired on as a lecturer in 1970. He contributed heavily to the building of the curriculum of Asian American Studies and served as department chair and acting director of the School (now College) before taking on doctoral studies at Stanford on a Danforth Fellowship.

Best known for his development and teaching of Psyche and Behavior of Filipinos (AAS 355), Dan Begonia brought a level of passion and intensity to his work that attracted hundreds of students to his classes and his office door as an admired teacher and mentor. His melding of Philippine and Filipino American intellectual, musical and physical culture into the reconstruction of Ating Tao (Our People) as a drum/percussion-based performance group was a unique expression of community-building and exhilarating celebration for which he will be long remembered.

Dr. Oba T’Shaka, beloved Professor Emeritus of Africana Studies, is an activist scholar, renowned public speaker, and organizer who addresses audiences in the United States, Britain, France, and in countries throughout Africa. As chair of Black Studies at San Francisco State University for twelve of his 37 years here, he brought leadership that held firm against attacks or attempts on the life of the department and College of Ethnic Studies. Dr. Nathan Hare has referred to him as “one of the key social philosophers in the Afro-American race.” The late Dr. Asa Hilliard, educator and scholar, spoke of Dr. T’Shaka as a “powerful deep thinker.” From 1963 to 1965, Dr. T’Shaka chaired San Francisco CORE (Congress of Racial Equality. As Associate Director of CORE, Dr. George Wiley said “Oba T’Shaka (then Bill Bradley) was the best organizer and leader in CORE,” making him one of the three best organizers in the sixties. Dr. T’Shaka led an international work project to Tanzania made up of members of the Pan African People’s Organization (P.A.P.O.) in 1963, and in 1974 played a major leadership role in the Sixth Pan African Congress in Tanzania, chairing the North American Political Committee. He served as National Vice Chair for the National Black United Front from 1984-2009, and is principal architect of the African Centered Educational Movement, which led to the development of an African-centered discipline that incorporates physics, chemistry, biology, and mathematics into the core discipline of Black studies. He led the move to define ancient African philosophy as the foundation of the Black studies discipline. He is National Vice Chairperson of the National Black United Front and author of five books including; The Art of Leadership, Return to the African Mother Principle of Male and Female Equality, The Political Legacy of Malcolm X, and The Integration Trap: The Generational Gap. Today, Dr. T’Shaka continues his scholarly activism, community activism, and activism on behalf of Africana Studies at San Francisco State University.
Professor Emeritus José Bernardo Cuellar (a.k.a. Dr. Loco) was born and raised in San Antonio, Texas, became a professional musician, and then discovered when he got a taste of higher education, that he was also an intellectual and scholar. He began at Golden West College where he earned an AA in Music, then moved on to a BA in Anthropology from CSU Long Beach, and finally an MA and Ph.D. in Anthropology from UCLA.

Dr. Cuellar served as Professor of Raza Studies at San Francisco State University from 1990 to 2010, where he was department chair (1990-1998) and Director of the César E. Chavez Institute for Public Policy (1994-2001). Through the course of a distinguished 30 year career in academia he has held positions at the Claremont Colleges, USC, University of Colorado at Boulder, UC Santa Barbara, San Diego State University, Stanford University, and the Prevention Research Center at UC Berkeley. Dr. Cuellar has combined a brilliant teaching career with publication of numerous articles and texts on topics varying from low-riders to transculturation, Latino gerontology, alcohol-abuse prevention, and the Tex-Mex Sax. He has released four critically acclaimed music albums with his Dr. Loco’s Rockin’ Jalapeño Band – Con/Safos (1991), Movimiento Music (1992), Puro Party! (1995) and Barrio Ritmos & Blues (1998).

While José’s numerous articles, texts, music releases, and performances make up a first-rate body of work as a scholar and musician, one of José’s most meaningful contributions to us here in the College of Ethnic Studies is the example he gave us of how to be a true activist/scholar and how to draw upon our education in the service of our community. José always showed us that Raza Studies and the College of Ethnic Studies is ours, and that we are not only free to make it ours, but that this is our responsibility and obligation. José showed us courage to do the kind of research and teaching that would empower our communities; he showed us insight into the need for innovation and coalition-building in Ethnic Studies and across disciplines with our allies; he showed us leadership and passion in his role as professor and chair of Raza Studies; and he showed us the joy of following both our consciousness and our heart. These are the longest lasting of Professor Cuellar’s rich and meaningful legacy as an activist scholar and a colleague. José Cuellar will always be present in the conciencia y corazón of Raza Studies.

Professor Emeritus Raphael Díaz is by training a social worker (M.S.W., NYU 1977) and a developmental psychologist (Ph.D. Yale 1982).

After 13 years as a Professor of Psychology and Education at the University of New Mexico and Stanford University, he joined the faculty at the Center of AIDS Prevention Studies (CAPS), University of California - San Francisco, where he completed a two-year post-doctoral traineeship in epidemiology, biostatistics, and prevention science and was Principal Investigator of federally funded research projects on Latino gay men and HIV.

Díaz served as Professor of Ethnic Studies at San Francisco State University and Director of SFSU’s César Chávez Institute. Guided by principles of community participatory research, the CCI conducts research programs pertaining to the impact of social oppression the the health, education and well-being of disenfranchised communities in the US.

Throughout his career, Dr. Díaz has played a major role in the training of ethnic minority investigators, including serving as the co-director of the CAPS/UCSF minority research training program and the M-RISP program at SFSU. He is the author of multiple journal articles, book chapters and monographs, including the book Latino Gay Men and HIV: Culture, Sexuality, & Risk Behavior (1997), the leading framework for the development of HIV prevention interventions with gay men of color, and a policy monograph, Social Discrimination and Health Outcomes: The case of Latino gay men and HIV, released by the National Gay and Lesbian Task Force (2001).
Robert A. Fung, Esq. was born and raised in Chinatown, where he experienced the realities of life from the bottom looking up. His parents wanted him to get a good college education majoring in a health science or engineering degree. But to a young Robert, the only advantages to college were social—meeting new people, and political—a draft deferment. He was eventually drawn to the newly emerging Asian American Studies Program that reinforced his commitment to social change and social justice. Robert concluded his college education by earning a BS from UC Davis, an MA from Goddard-Cambridge Graduate Program in Social Change, and a Juris Doctorate from New College of California School of Law.

Robert became a housing lawyer. He believed that if people were more educated about their rights, they might be in a better position to deal, if not, resolve, their housing and possibly, other legal issues. In the course of becoming a lawyer, Robert started a family and teaching became an opportunity to fulfill two obligations. Teaching included the flexible hours that allowed him to be a parent to his children. It also allowed him to further his social justice interest in the classroom. What Robert intended as a temporary teaching situation translated into a longer term commitment. His teaching has extended over thirty-one years to six campuses: San Jose State, UC Berkeley, UC Davis, UC Santa Cruz, Santa Clara University, and beginning in 1990, SF State. While at SF State, he also served on the Academic Senate, the CoES Dean Search Committee, and on Affirmative Action, Student Affairs, and Faculty Affairs committees. For the community, he served on the boards of and was president for both the Chinese Historical Society of America and the Richmond Area Multi-Services, Inc.

Borrowing from Musashi’s Zen circle, Robert muses and contemplates what and where he has been for the past twenty years: “Life has run a full circle and I still don’t have any skills.”

Dr. Nobles is beloved Professor Emeritus of Africana Studies and revered champion of the National Council for Black Studies, “the premier professional organization for the discipline.” He is founder and Executive Director of the Institute for the Advanced Study of Black Family, Life and Culture, Inc. in Oakland. His research interests include African-centered education, African psychology, Black self-concept, racial identity formation and human authenticity, cross-cultural and ethno-human functioning, socio-political systems and psycho-cultural development, African American family dynamics, psychological aspects of mythology, Black child development and parenting, systems of human transformation, African spirituality and traditional African healing systems. A founding member of the Association of Black Psychologists and former national President (1994-95), he has over 65 publications, including the seminal article “Voodoo or IQ: An Introduction to African Psychology,” and Seeking the Sakhu: Foundational Writings in African Psychology. He served on the California State Commission on the Status of the African American Males: the White House Conference on Families, 1980 (Jimmy Carter); the President’s Commission on Mental Health, Special Populations Sub-Panel on Mental Health of Black Americans, 1979 (Jimmy Carter); the White House Conference on Drug Free America, 1984 (Ronald Reagan). He was Diasporan Scholar at the Conference of Intellectuals from Africa and the Diaspora on “Africa in the 21st Century—Integration and Renaissance” in Dakar Senegal (October 2004). In 1989 Chief Priest Ifayemi Elebuibon, the Awise of Osugbo, Osun State Nigeria, initiated Dr. Nobles as a devotee of Ifa. In 1996, Dr. Nobles received the honor of being enstooled as a traditional Chief, the Nkwasohene, of Akwasiko-Kwahu Region of Ghana West Africa, and reintegrated into the ancient clan system of the royal chieftancy of the Akan civilization. He co-led “The Enyimnyam Project,” which connects Africans from the Diaspora with Africans from the continent. As Professor Emeritus he remains constant in scholarship, community activism, and support for Africana Studies at San Francisco State University.
Dr. Théophile Obenga, beloved Professor Emeritus of Africana Studies, born in Congo, Equatorial Africa, is a foremost Egyptologist. He was a student and close associate of the late great Cheikh Anta Diop, whose preface to Obenga’s renowned book *Africa in Antiquity*, states: “Obenga is a polyvalent scholar with a threefold training as a philosopher, historian and linguist…speaks Greek, Latin, French, English, Italian, and practicing Arabic and Syriac…is the first Black African of his generation able to read the pharaonic language in the texts.” Diop and Obenga’s work on the *African Essence of Black Pharaonic Egypt’s Culture and Civilization* is a landmark study that succeeds in challenging attempts to whiten ancient Egypt. As Director of the Ecole Normale Superieure, Dr. Obenga created a method for teaching African historiography. He is a prolific author of scholarly works and poetry. Among his many acclaimed publications are: *Precolonial Central Africa, Zaire: Traditional Civilizations and Modern Culture; Stele for the Future* (poetry), *For A New History, Traditional Literature of the Mbochi*, and *The Bantu: Languages, Peoples and Civilizations and The African Philosophy in Pharaonic Times; Ancient Egypt and Black Africa: A Student’s Handbook for the Study of Ancient Egypt in Philosophy, Linguistics and Gender Relations*. He has published extensively also in French, his works through the 2000s including: *Origine commune de l’égyptien ancien, du copte et des langues négro-africaines modernes – Introduction à la linguistique historique africaine; La Géométrie égyptienne – Contribution de l’Afrique antique à la mathématique mondiale; and Cheikh Anta Diop, Volney et le Sphinx – Contribution de Cheikh Anta Diop à l’historiographie mondialeL’histoire sanglante du Congo-Brazzaville (1959-1997)– Diagnostic d’une mentalité politique africainePour le Congo-Brazzaville – Réflexions et propositions*. During his decade at San Francisco State University, as Chair and Professor of Africana Studies, Dr. Obenga could be seen on campus surrounded by students enthusiastically engaged in intellectual discourse. Today, Dr. Obenga is at work in the creation of a new university in his beloved Congo.
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LONG LIVE ETHNIC STUDIES!

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The BSU of the 60’s Salutes you!

On Behalf of the Arab and Muslim American Community of the San Francisco Bay Area

We Salute and Stand in Solidarity with the College of Ethnic Studies and Celebrate With You

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CONGRATULATIONS
TO THE COLLEGE OF ETHNIC STUDIES
ON ITS 41ST ANNIVERSARY

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TO OUR DEAR SISTER
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WHO WORKS TIRELESSLY FOR

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Eleanor Mason Ramsey, PhD

Dr. Carlton B. Goodlett Institute

Congratulations
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Dr. Carlton B. Goodlett (July 23, 1915 – Feb. 1, 1997)

Dr. Carlton B. Goodlett (right) was a physician, psychologist, newspaper publisher, entrepreneur, and community leader. He was also a fearless advocate for education, peace, social justice, civil rights and liberties, and for children and their families.

CONGRATULATIONS
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WELLS FARGO

Congratulations!

To all of the Honorees
Especially Dr. Ramona Tascoe,
Our classmate-colleague
In the struggle,
On this Historic 41st anniversary
Of the BSU-TWLF Student Strike
And the establishment of the nation’s first school of Ethnic Studies

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FACULTY FOR PROVIDING ME AN
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Celia Esposito-Noy
BA, Black Studies ’92
Vice President, Student Services
Cosumnes River College

SPECIAL THANKS

To every single person who has contributed
to the creation and growth of
The College of Ethnic Studies,
its students, the communities it serves,
and its work to create a more just world

Christine Harris
The College of Ethnic Studies provides a safe environment and resources for students and faculty to study people of color and indigenous peoples’ histories, experiences and cultural productions. We teach critical thinking and critical social justice-focused community engagement. Our primary aim is to actively implement a vision of social justice that exists on the basis of race and ethnicity.

We as a college, reject Arizona HB 2281 bill, and all that it stands for. This bill grossly misrepresents Ethnic Studies, our history, goals, and pedagogical methods. The passage of HB 2281 is a symptom of larger national anxieties about a demographic shifts and a rejection of what “America looks like.” Since its founding in 1968-69, Ethnic Studies classes have been open to everyone: we teach all people to respect and value our histories and our diverse struggles, and thus to become informed citizens well-equipped to function in a diverse and globalized society.

HB 2281, crafted and passed by people who have never taken an ethnic studies course, erroneously defines Ethnic Studies as a discipline which

1. Promotes the overthrow of the United States Government;
2. Promotes the resentment toward a race of class of people;
3. Is designed primarily for pupils of a particular ethnic group; and
4. Advocates ethnic solidarity instead of the treatment of pupils as individuals.

We believe that the ignorance demonstrated by this bill shows how relevant Ethnic Studies is today, in primary, secondary, and post-secondary education. In an era when history books are being re-written to further erase those aspects of national history in which our country failed to live up to its ideals, Ethnic Studies matters more than ever.

Ethnic Studies Week, October 1-7