Webinar Housekeeping

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Click this tab to enter questions for the presenters, and read their responses.
LATINX STUDENT SUCCESS WEBINAR SERIES
Thurs. August 13, 2020
We, COLEGAS, begin this webinar by acknowledging our presence on the traditional, ancestral, and unceded territories of indigenous peoples throughout the state of California.

We pay our respects to the ancestors, elders, and our relations past, present, and emerging of the lands from where we all gather today.

We thank the UCLA American Indian Studies Center for providing this land acknowledgment model, and we encourage everyone joining us to continue to learn about the traditional land caretakers where your college is located and work to be in good relation with them.
Jake Prendez work is an amalgamation of my life experiences. It represents his Chicano background, his life lived back and forth from Los Angeles and Seattle, it represents love and heart break, oppression and resilience, laughter and tears. It’s as if I took all his life experiences, put in a blender and poured out onto canvas.
PANELISTS

Dr. Ed Bush
President, Cosumnes College

Dr. Keith Curry
President, Compton College
CEO, Compton Community College District
Dr. Regina Stanback Stroud
CEO RSS Consulting, LLC
President Emerita of Skyline College
This is **not** about one man. This is about **structural** racism in a country built on **Black slavery**.

**Institution - Structural-Systemic Racism**
"It's been said that racism is so American that when we protest racism, some assume we're protesting America."

@beyonce giving @kaepernick7 the Muhammad Ali Legacy Award.
While white male supremacy is a universal concept that is not unique to the United States, it is a pillar upon which the nation was founded, the government was established, and the constitution was created.

White male supremacy influences formal and informal relationships between and among people in public and private spheres of life. Social and political constructions of oppression and discrimination against women and people of color – in particular, people of African descent – remain embedded in American political, economic, religious and educational institutions (hooks, 1995).
Clear Leadership Framework that is grounded in Anti-Blackness, Anti-Racism, and Equity

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Leading to Transgress

A theory of leadership—a multi-racial, multicultural identified, gender-influenced framework that is informed by leaders who are a part of or situated closely to the masses of marginalized people of color and whose primary purpose is to influence allocation of resources in a way that breaks down or transgresses existing systems of power and privilege in the pursuit of social justice.

Leading to liberate, strengthen, and educate. Leading to free the oppressed and to change the racist and sexist structures of power and privilege. Leading to develop the depth of humanity and to maximize human potential. Leading to make a difference in this world.
Dr. Jose Moreno
Associate Professor of Latino Education & Policy Studies, Chicano & Latino Studies Department
Cal State University, Long Beach
Latinx Solidarity w/BLM: Purposeful Destinies; Change from Within

Jose F. Moreno, Ed.D.
Chicano & Latino Studies
California State University, Long Beach
COLEGAS Webinar, August 13, 2020
Racialized Complexities of Latinx Civil Rights

• Pre-1970 Latinx landmark civil rights cases in education, housing, jurisprudence, etc. were on basis of being legally “white”
  • 1897 *In Re Rodriguez* in federal immigration case wherein only “whites” could become citizens. Rodriguez was determined to be “white” per treaties e.g. Treaty of Guadalupe Hidalgo
  • Ex: *Alvarez v. Lemon Grove (1930); Del Rio Indep SD v Salvatierra (1930); Mendez et. al v. Westminster (1947)*

• 1970: *Cisneros v. Corpus Christi Indep School District*
  • Established Mexican Americans as an ethnic minority and set the legal precedent that the 1954 *Brown v. Board of Education Topeka* ruling could be extended to other minorities beyond African Americans. This case served as the catalyst for school desegregation for Mexican American and African American students in the Corpus Christi Independent School District.

*Keyes v. School District No. 1 (1973)*

• In one of the first cases involving segregation in the northern United States, Latino and African-American students claimed that their Denver school district was practicing de jure segregation. The Supreme Court found that the district could not consider a school desegregated simply because it had both Latino and African-American students, as both groups of students were similarly discriminated against.
IF THE PRESENT LOOKS LIKE THE PAST, WHAT DOES THE FUTURE LOOK LIKE?
--Alice Walker

• “...the question of Colorism—in my definition, prejudicial or preferential treatment of same-race people based solely on their color—is addressed in our communities and definitely in our black “sisterhoods” we cannot, as a people, progress. For colorism, like colonialism, sexism, and racism, impedes us.”

If we are to be in solidarity with BLM we must confront the virus within us…

• Sociologist Margaret Hunter writes in her book, *Race, Gender and the Politics of Skin Tone* that Mexican Americans with light skin “earn more money, complete more years of education, live in more integrated neighborhoods and have better mental health than do darker skinned …Mexican Americans.” – Tharps, L.

• In 2013, researchers Lance Hannon, Robert DeFina and Sarah Bruch *found* that black female students with dark skin were three times more likely to be suspended at school than their light-skinned African-American counterparts. – Tharps, L.

Solidarity begins with self…

Colorism in Latinx Contexts --

“…while White and light-skinned Latino/as have the ability to move in and out of racial and ethnic categories depending on the context of the situation, negotiation of identity is limited for dark-skin Latino/as whose ethnicity is more likely to be silenced and conflated because race trumps ethnicity (Rodriguez, 2001; Quiros, 2009). Even more, Latino/as with the darkest skin tone and most ethnic features are more likely to experience anti-Black racism, while Whites and “honorary” Whites can more easily pass and assimilate and are more likely to benefit from White privilege. In other words, as previously discussed, skin color serves as endemic capital (Bonilla-Silva, 2004; Herring, Keith, & Horton, 2004).” – Quiros, L. & Araujo Dawson, B.

How U.S. Afro-Latinos report their race

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>39%</td>
</tr>
<tr>
<td>Hispanic (vol.)</td>
<td>24%</td>
</tr>
<tr>
<td>Black</td>
<td>18%</td>
</tr>
<tr>
<td>Mixed (2+ races, vol.)</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian (vol.)</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Races are based on any mentions of Hispanic, white, black, Asian, and American Indian as single race or multiple-race responses and are not mutually exclusive. "Mixed race" includes those who volunteered that they were "mixed race" or gave any two responses (including "Some other race") without specifying which race or volunteering "Hispanic" or "Latino" or a Hispanic origin as their race. Other races and "Don't know/Refused" are not shown.

Source: National Survey of Latinos, conducted Sept. 11-Oct. 9, 2014 (N=1,520 Hispanic adults)

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A quarter of U.S. Hispanics identify as Afro-Latino

Do you consider yourself to be Afro-Latino, Afro-Caribbean, or Afro-(country of origin), or not?

- 24% Afro-Latino
- 73% Not Afro-Latino
- 4% Don't know/Refused

Source: National Survey of Latinos, conducted Sept. 11-Oct. 9, 2014 (N=1,520 Hispanic adults)

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Afro-descendants in Latin America

In thousands

- Brazil: 97,083
- Colombia: 14,534
- Dominican Republic: 8,046
- Ecuador: 1,043
- Peru: 411
- Bolívia: 24
- Chile: 97
- Argentina: 150
- Uruguay: 255
- Mexico: 1,382
- Cuba: 3,885
- Guatemala: 59
- El Salvador: 7
- Costa Rica: 334
- Panama: 313

Note: Estimates for the Dominican Republic include the term “indio” and estimates for Venezuela include the term “moreno” as afro-descendant.

PEW RESEARCH CENTER
The Essential Importance of Ethnic Studies Departments & Reqt’s

• CSULB Course 319: Ethnic Experience in the U.S.
  • Taught by four faculty from each respective Ethnic Studies Department of Africana Studies, American Indian Studies, Asian American Studies, Chicano & Latino Studies
  • Each faculty member teaches from respective intellectual and community tradition
  • Guiding themes include:
    • History
    • Cultural Studies
    • Contemporary Issues

• Requires investment by the Institution to support four faculty so that the integrity of each respective tradition of knowledge and community is upheld and respected
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COMPANER@S* | Latina Leadership Network Puente Project
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Rios-Aguilar Dr. Olga Rodriguez Dr. Martha Garcia Dr. Patricia Ramos
*(masculine & feminine for friends accompanying our organization)
THANK YOU AND CONTACT US FOR MORE INFORMATION

cccolegas.org
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2020 VIRTUAL SERIES – NCCHC LESSONS IN LEADERSHIP
First Webinar in the Series
August 20, 2020 - 10 -11:15am PST
Where do I access this recording?

California Community Colleges faculty, staff, and administrators will find resources and information within the Vision Resource Center, including the recording of this webinar. Log in at visionresourcecenter.cccco.edu/login.

After logging in, under the “Communities” menu, visit “All Communities” and look for “CCC | Webinars, Conferences, and Events.” Select the community and then click “Join Community” to access the content within the “COLEGAS Latinx Student Success Webinar Series” topic.
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