

**ASSOCIATED STUDENTS OF WESTERN WASHINGTON UNIVERSITY RESOLUTION OPPOSING THE ARIZONA  
STATE BAN ON ETHNIC STUDIES CLASSES IN THE TUCSON UNIFIED SCHOOL DISTRICT**

WHEREAS, a description of the Tucson Unified School District's (TUSD) Mexican American Studies (MAS) Program was an educational program established in the TUSD with the goals of:

- creating a truly equitable educational ecology
- offering students the opportunity to develop a critical consciousness
- offering help so that students can enter the world independently, prepared to control their lives and provide leadership to their world

WHEREAS, the program has been highly successful in helping students reach graduation and go on to further educational opportunities, as supported by statistics including:

- the graduation rate of MAS students is 95 percent and
- students in the TUSD MAS program enter college at a rate of 80 percent; and

WHEREAS, The TUSD, in compliance with The State of Arizona Revised Statutes Sections 15-111 and 15-112, had to eliminate its MAS Program, resulting in the removal of MAS textbooks from the classroom; and

WHEREAS, culturally relevant curriculum that embody this country's rich diverse history can no longer be taught or prepared by teachers in the suspended MAS Program; and

WHEREAS, the Associated Students believes that all students should have an educational experience that acknowledges the diverse and complex history of our country and that incorporates many experiences and voices; and

WHEREAS, Western Washington University (WWU) "serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities," as is outlined in the University's mission statement; and

WHEREAS, the vision of WWU is to "build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving;" and

WHEREAS, the Associated Students share the mission of the University as stated in this resolution;

THEREFORE, BE IT RESOLVED that the Associated Students of Western Washington University (ASWWU) stand in support of the students of the Tucson Unified School District who oppose this violation of their right to education

FURTHERMORE, BE IT RESOLVED that the ASWWU urge Governor Christine Gregoire and the Office of the Superintendent of Public Instruction (OSPI) to take a strong stance on Ethnic Studies by writing a letter to Arizona Attorney General, Tom Horne, and to Arizona State Superintendent, John Huppenthal, expressing Washington State's opposition to the removal of Ethnic Studies programs and encouraging the immediate reinstatement of the Mexican American Studies curriculum and challenged literature.

## Appendix to AS Ethnic Studies Resolution

TUSD MAS Model: <http://www.tusd1.org/contents/depart/mexicanam/model.asp>

See Christine E. Sleeter's Study: [http://saveethnicstudies.org/assets/docs/proven\\_results/Academinc-and-social-value-of-ethnic-studies.pdf](http://saveethnicstudies.org/assets/docs/proven_results/Academinc-and-social-value-of-ethnic-studies.pdf)

HB 2281: <http://www.azleg.gov/legtext/49leg/2r/bills/hb2281s.pdf>

WWU Mission Statement: <http://www.wwu.edu/president/strategicplan.shtml>

WWU Vision <http://www.wwu.edu/president/strategicplan.shtml>

ASBOD Strategic Plan: <http://www.vu.wvu.edu/policies/AS-StrategicPlan.pdf>

Textbooks banned due to HB 2281:

### **American Government/Social Justice Education Project Texts and Reading Lists**

- *Rethinking Columbus: The Next 500 Years* (1998), by B. Bigelow and B. Peterson
- *The Latino Condition: A Critical Reader* (1998), by R. Delgado and J. Stefancic
- *Critical Race Theory: An Introduction* (2001), by R. Delgado and J. Stefancic
- *Pedagogy of the Oppressed* (2000), by P. Freire
- *United States Government: Democracy in Action* (2007), by R. C. Remy
- *Dictionary of Latino Civil Rights History* (2006), by F. A. Rosales
- *Declarations of Independence: Cross-Examining American Ideology* (1990), by H. Zinn

### **American History/Mexican American Perspectives Texts and Reading Lists**

- *Occupied America: A History of Chicanos* (2004), by R. Acuna
- *The Anaya Reader* (1995), by R. Anaya
- *The American Vision* (2008), by J. Appleby et al.
- *Rethinking Columbus: The Next 500 Years* (1998), by B. Bigelow and B. Peterson
- *Drink Cultura: Chicanismo* (1992), by J. A. Burciaga
- *Message to Aztlan: Selected Writings* (1997), by C. Jiminez
- *De Colores Means All of Us: Latina Views Multi-Colored Century* (1998), by E. S. Martinez
- *500 Anos Del Pueblo Chicano/500 Years of Chicano History in Pictures* (1990), by E. S. Martinez
- *Codex Tamuanchan: On Becoming Human* (1998), by R. Rodriguez
- *The X in La Raza II* (1996), by R. Rodriguez
- *Dictionary of Latino Civil Rights History* (2006), by F. A. Rosales
- *A People's History of the United States: 1492 to Present* (2003), by H. Zinn

### **English/Latino Literature Text and Reading List**

- *Ten Little Indians* (2004), by S. Alexie
- *The Fire Next Time* (1990), by J. Baldwin
- *Loverboys* (2008), by A. Castillo
- *Women Hollering Creek* (1992), by S. Cisneros

- *Mexican WhiteBoy* (2008), by M. de la Pena
- *Drown* (1997), by J. Diaz
- *Woodcuts of Women* (2000), by D. Gilb
- *At the Afro-Asian Conference in Algeria* (1965), by E. Guevara
- *Color Lines: "Does Anti-War Have to Be Anti-Racist Too?"* (2003), by E. Martinez
- *Culture Clash: Life, Death and Revolutionary Comedy* (1998), by R. Montoya et al.
- *Let Their Spirits Dance* (2003) by S. Pope Duarte
- *Two Badges: The Lives of Mona Ruiz* (1997), by M. Ruiz
- *The Tempest* (1994), by W. Shakespeare
- *A Different Mirror: A History of Multicultural America* (1993), by R. Takaki
- *The Devil's Highway* (2004), by L. A. Urra
- *Puro Teatro: A Latino Anthology* (1999), by A. Sandoval-Sanchez & N. Saporta Sternbach
- *Twelve Impossible Things before Breakfast: Stories* (1997), by J. Yolen
- *Voices of a People's History of the United States* (2004), by H. Zinn

### English/Latino Literature Text and Reading List

- *Live from Death Row* (1996), by J. Abu-Jamal
- *The Lone Ranger and Tonto Fist Fight in Heaven* (1994), by S. Alexie
- *Zorro* (2005), by I. Allende
- *Borderlands La Frontera: The New Mestiza* (1999), by G. Anzaldua
- *A Place to Stand* (2002), by J. S. Baca
- *C-Train and Thirteen Mexicans* (2002), by J. S. Baca
- *Healing Earthquakes: Poems* (2001), by J. S. Baca
- *Immigrants in Our Own Land and Selected Early Poems* (1990), by J. S. Baca
- *Black Mesa Poems* (1989), by J. S. Baca
- *Martin & Mediations on the South Valley* (1987), by J. S. Baca
- *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools* (1995), by D. C. Berliner and B. J. Biddle
- *Drink Cultura: Chicanismo* (1992), by J. A. Burciaga
- *Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States* (2005), by L. Carlson & O. Hijuelos
- *Cool Salsa: Bilingual Poems on Growing up Latino in the United States* (1995), by L. Carlson & O. Hijuelos
- *So Far From God* (1993), by A. Castillo
- *Address to the Commonwealth Club of California* (1985), by C. E. Chavez
- *Women Hollering Creek* (1992), by S. Cisneros
- *House on Mango Street* (1991), by S. Cisneros
- *Drown* (1997), by J. Diaz
- *Suffer Smoke* (2001), by E. Diaz Bjorkquist
- *Zapata's Discipline: Essays* (1998), by M. Espada
- *Like Water for Chocolate* (1995), by L. Esquivel
- *When Living was a Labor Camp* (2000), by D. Garcia
- *La Llorona: Our Lady of Deformities* (2000), by R. Garcia
- *Cantos Al Sexto Sol: An Anthology of Aztlánahuac Writing* (2003), by C. Garcia-Camarilo, et al.
- *The Magic of Blood* (1994), by D. Gilb
- *Message to Aztlán: Selected Writings* (2001), by Rudolfo "Corky" Gonzales
- *Saving Our Schools: The Case for Public Education, Saying No to "No Child Left Behind"* (2004) by Goodman, et al.

- *Feminism is for Everybody* (2000), by b hooks
  - *The Circuit: Stories from the Life of a Migrant Child* (1999), by F. Jimenez
  - *Savage Inequalities: Children in America's Schools* (1991), by J. Kozol
  - *Zigzagger* (2003), by M. Munoz
  - *Infinite Divisions: An Anthology of Chicana Literature* (1993), by T. D. Rebolledo & E. S. Rivero
  - *...y no se lo trago la tierra/And the Earth Did Not Devour Him* (1995), by T. Rivera
  - *Always Running - La Vida Loca: Gang Days in L.A.* (2005), by L. Rodriguez
  - *Justice: A Question of Race* (1997), by R. Rodriguez
  - *The X in La Raza II* (1996), by R. Rodriguez
  - *Crisis in American Institutions* (2006), by S. H. Skolnick & E. Currie
  - *Los Tucsonenses: The Mexican Community in Tucson, 1854-1941* (1986), by T. Sheridan
  - *Curandera* (1993), by Carmen Tafolla
  - *Mexican American Literature* (1990), by C. M. Tatum
  - *New Chicana/Chicano Writing* (1993), by C. M. Tatum
  - *Civil Disobedience* (1993), by H. D. Thoreau
  - *By the Lake of Sleeping Children* (1996), by L. A. Urrea
  - *Nobody's Son: Notes from an American Life* (2002), by L. A. Urrea
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- *Zoot Suit and Other Plays* (1992), by L. Valdez
  - *Ocean Power: Poems from the Desert* (1995), by O. Zepeda
  - *Bless Me Ultima*, by Rudolfo Anaya
  - *Yo Soy Joaquin/I Am Joaquin*, by Rodolfo Gonzales
  - *Into the Beautiful North*, by Luis Alberto Urrea
  - *The Devil's Highway*, by Luis Alberto Urrea