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Travon Robinson
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CHICO STATE DIVERSITY RESOURCE GUIDE

A Project

by

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TABLE OF CONTENTS

PAGE

Acknowledgements .................................................................................................... iii
List of Tables ............................................................................................................. vi
Abstract .................................................................................................................... vii

CHAPTER

I. Introduction .............................................................................................................. 1
   Purpose of the Project ....................................................................................... 3
   Scope of the Project ......................................................................................... 4
   Significance of the Project ............................................................................... 6
   Limitations ....................................................................................................... 7
   Definitions ....................................................................................................... 7

II. Review of Literature ............................................................................................. 12
   Conclusion ....................................................................................................... 28

III. Methodology ....................................................................................................... 30

IV. Results ................................................................................................................ 33

V. Summary, Conclusions, and Recommendations ............................................ 38
   Conclusions ..................................................................................................... 41
   Recommendations .......................................................................................... 42

References .................................................................................................................. 45

Appendices

A. Project Tools ..................................................................................................... 50
B. Chico State Diversity Resource Guide ............................................................. 58
C. Letters of Permission ....................................................................................... 163
D. Additional Reading .......................................................................................... 168
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demographic Characteristics of Study Participants</td>
<td>34</td>
</tr>
</tbody>
</table>
ABSTRACT

CHICO STATE DIVERSITY RESOURCE GUIDE

by

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Master of Arts in Interdisciplinary Studies

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Students from underrepresented populations who attend predominately white institutions (PWI’s) are faced with an abundance of challenges as they navigate their way through college. Many of these students struggle to adapt to an environment in which they are not familiar and that requires them to develop coping mechanisms to succeed. They are subjected to discrimination, racism, minimal exposure of faculty, staff and other students who look like them, as well as the lack of access to cultural resources which may be vital to their success.

The Chico State Diversity Resource Guide provides an avenue to assist campuses in addressing areas of outreach and retention as they relate to diversity. Students will have the ability to access diversity-related resources that may be of importance to their own culture and/or interest to another, in one guide. Resources as
such can be a deciding factor as to whether a student, faculty or staff member chooses Chico State as their institution of choice.

A small group of students were interviewed to research the significance of the resource guide, and the results were overwhelmingly positive. Each participant thought the guide would be beneficial both to their own academic experience as well as others, and hoped it would have been available when they first arrived on campus.
CHAPTER I

INTRODUCTION

Growing up in Compton, California provided me with a sense of comfort because cultural resources were prevalent and easily accessible. Barbershops, delicious soul food, R&B music, and clothing stores were abundant in my community. In other words, cultural resources were everywhere.

At the same time, the infestation of drugs, prostitution, gang activity, and killings became common occurrences. Five of my closest friends were shot and killed before I turned 18. My community was predominately Black and Latino. I was not exposed to other ethnic groups until I entered college. Throughout my K-12 education, I only had one White friend/classmate and he was the coach’s son on my high school football team. I can also recall only having two White teachers. I became curious about my two White educators and fed into the assumptions and stereotypes about who they were. I often imagined if they were financially sound, raised in a two-parent household, lived in the best neighbors, recipients of the best forms of health care and never had the pleasure of being racially profiled. My limited exposure to other ethnicities can be credited to my involvement with sports, as we traveled to other schools for competition. Assumptions and stereotypes continued to form as I interacted with my opponents who were mainly White.
Applying to CSU, Chico and being accepted into the Educational Opportunity Program (EOP) could have been the best thing that happened to me. In addition to the many academic resources that were provided to me, I was exposed to ethnicities I never knew existed and became extremely interested in their customs, traditions, religions, languages and other characteristics that defined their overall being. My first two roommates in college were Cambodian and Greek, people from places I knew very little about; I loved it. I met members of their families, tasted their foods, learned a few words in their language, and it all became so comfortable to me.

Even though I was having these profound cultural experiences, I never forgot I was living in a predominately White community and attending a predominantly white institution of higher education. I was often the only Black person in class and often called upon to represent the entire Black community during discussions. I was constantly reminded of my Black identity—because I was among the 2% population of Blacks who attended Chico State—when I was at the grocery store, church, class or attending some type of recreational activity. There is an assumption that because someone grows up in communities such as Oakland and Los Angeles that she or he is being educated on the history of his or her people. Besides the general information in our history books which included information on slavery, Jim Crow, Brown vs. Board of Education, and Martin Luther King, Jr., I was deprived of my rich history until I took African American Studies classes. I became frustrated, angry, overjoyed, and active as my brain hungered for knowledge about people of every culture.

Dealing with issues of race was only part of my journey, I also had to deal with my sexuality as a Black gay male of Christian faith. Being closeted since my
elementary school years smothered me; I was dying inside as I could not be me. I thought moving eight hours to Chico, CA would provide me with an opportunity to explore my sexuality and finally become comfortable in my own skin. This was not an easy task because I still had to deal with the same issues centered on being gay although I was in a new environment. I still had to deal with the negative feelings, perceptions, and stereotypes associated with being Black and gay, as I was horrified of anyone finding out. I wish I had known about the many resources available to assist me through the process of empowerment and connecting with others like myself, but instead I remained closeted until after I graduated from college. Furthermore, I dealt with bouts of depression and anxiety attacks. I finally came to the realization that I had to live my life for me and if my family and friends chose not to support me, they no longer would have a place in my life.

A tool such as the Chico State Diversity Resource Guide would have made my personal, educational, and spiritual journey much smoother. All of the resources I could have asked for would have been easily accessible and would have included the names of various student organizations, support groups for gay/lesbian/bi/trans students, location of local barber shops, Black churches, names of Black and gay faculty and staff, soul food restaurants, names of African American studies courses etc. Because I am aware of how powerful such a guide would have been for me, I have decided to create one for others.

Purpose of the Project

The purpose of the Chico State Diversity resource Guide is to serve as a recruitment tool by providing its readers with the necessary resources to aid in their
decision process about whether California State University, Chico is the right institution for their pursuit of academic achievement. The guide will also serve as means of retention as it will provide prospective and current students, faculty, staff, administrators, alumni and community members with an introduction to a comprehensive list of local resources which may be of interest and/or assistance to them during their time on campus and after graduating from Chico State. The readers will also be provided with essential resources to make their experience more enjoyable, rewarding, and fulfilled.

Additionally, the resource guide will provide interested parties with the names of offices, programs, locations, and individuals both on and off campus that assist people of color, people with disabilities, Veterans, members of the GLBT (Gay, Lesbian, Bisexual and Transgender) community, and others not well recognized in mainstream culture.

Scope of the Project

The Chico State Diversity Resource Guide will provide prospective and current students, faculty, staff, administrators, alumni and community members with a comprehensive list of local resources which may be of interest and/or assistance to them during their tenure at (and after graduating from) Chico State. The guide highlights resources that address the needs of seven populations: African American/Black, Latino/a, Asian/Pacific American, Native American, People with Disabilities, GLBT, and Veterans, as these groups comprise the main scope of diversity on our campus. Providing resources for these populations is essential to the members of these communities and to their allies, as they are often in the minority and at times not accounted for.
The following statement is a reflection of the diversity at CSU, Chico, which is a testament to the need for such resources guide:

- African American/Black 2% (CSU, Chico Office of Institutional Research, 2009)
- Native American, 1% (CSU, Chico Office of Institutional Research, 2009)
- Latino/a, 14%, (CSU, Chico Office of Institutional Research, 2009)
- Asian/Pacific American, 5% (CSU, Chico Office of Institutional Research, 2009)
- GLBT 10% (a national estimation because the collection of GLBT data is not common practice) (Burroway, 2008)
- People with Disabilities, 9% (CSU, Chico Disability Support Services, 2009)

Too often students from diverse populations attend predominantly white institutions (PWI) such as CSU, Chico and are in great need of diversity-related resources (both on campus and off campus). Such resources may be essential to their continuance at PWI’s and can aid in their decision to stay and graduate from that particular institution. Students from underrepresented populations continue to be lumped into the same category as their White peers, when in reality many of them have different wants and needs. Many of these examples are identified in the guide in various illustrations such as academic interests, support programs, social coping mechanisms, places of worship, wellness and entertainment. The Guide will be a valuable asset for them, and can serve as a model for other PWI’s to address the needs of their underrepresented students as well.
Significance of the Project

The significance of the Chico State Diversity Resource Guide is in its ability to provide users with a plethora of culturally related resources, while in the process assisting our campus address issues of outreach and retention as our enrollment numbers for students of color are beginning to decline. When focusing on issues of diversity, there is a tendency to direct all of our energies to a single population whereas the resource guide utilizes a multicultural approach. We live in a diverse society and the diversity resource guide reflects those communities.

Addressing the issue of culturally related resources being readily available to students from underrepresented populations in one common place is also a significance of this project, as the lack of cultural resources can have a significant impact on a student’s academic success. All institutions of higher education have at minimum, a basic level of cultural resources, which include multicultural clubs and organizations, academic course offerings, support programs. The issue becomes the student’s ability to locate them; students will be able to locate and access culturally-related resources through the usage of the diversity resource guide.

Finally, the Chico State Diversity Resource Guide will serve as an educational tool, as it will enlighten its users about the various populations included. If our diversity efforts are not strategic and intentional, students can go through their entire college experience without learning about other types of cultures.
Limitations

Opportunities for multicultural understanding are enhanced when everyone’s culture is properly acknowledged, valued and celebrated, which was one of the main objectives in creating this guide. However, the racial makeup of my campus (African American/Black 2%, Native American, 1%, Latino/a 14%, Asian/Pacific American 5%,) (CSU, Chico Office of Institutional Research, 2009) was a limitation for me, as I had problems locating, accessing, and analyzing the diversity that exist within each cultural group.

The lack of examples in developing the Chico State Resource Guide was also a limitation. Of the existing guides I was able to find during my research, many were in fact one dimensional as they focused on a specific racial and/or cultural group rather than enlisting a multicultural approach. Furthermore, there was a group of resource guides which resembled a diversity strategic plan, focusing on ways to infuse diversity within the core of campuses, encompassing mission and vision statements, goals, data and assessments, which did not aid in what I was trying to accomplish with my project.

Definitions

The following is a list of terms and definitions which are intended for the use of the reader to explain words that me unfamiliar. These definitions are drawn from various websites:

1. **African American** (n) – 1. Refers to Black individuals living in the United States with African ancestry. 2. Refers to individuals of African heritage living in the United States having similar experiences, culture heritage and ancestry of former slaves. 3. (adj) - Relating to the culture of African Americans (Diversity Dictionary, 2009).
2. **Ally** (n) – “An individual that supports the struggles of a group; not part of the group him/herself” (Diversity Dictionary, 2009).


4. **Asian-Pacific Islander** - A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Republic and Samoa; and, on the Indian Subcontinent, includes India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim and Bhutan. (University of Pennsylvania, 2005)

5. **Bisexual** (n) – “Individuals attracted to members of all genders” (Diversity Dictionary, 2009).

6. **Black** “An individual, not of Hispanic origin, with origins in any of the Black racial groups of Africa” (University of Pennsylvania, 2005).

7. **Class** (n) – “Category of division based on economic status; members of a class are theoretically assumed to possess similar cultural, political and economic characteristics and principles” (Diversity Dictionary, 2009).

8. **Disability** (n) – “lack of adequate power, strength, or physical or mental ability; incapacity” (Dictionary.com, 2009).

9. **Disadvantaged** (adj) – 1. A historically oppressed group having less than sufficient resources to fund all of basic needs; without expendable income. 2. A group characterized by disproportionate economic, social, and political disadvantages. (Diversity Dictionary, 2009).

10. **Discrimination** “(n) - A biased decision based on a prejudice against an individual group characterized by race, class, sexual orientation, age, disabilities, etc . . .” (Diversity Dictionary, 2009).
11. **Diversity** (n) - A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term. (Diversity Dictionary, 2009)

12. **First College Generation Student** “a student who is the first in his/her family (mother, father, or siblings) to complete a college education” (Payne, 2007).

13. **Gay** – 1. (n) People whose sexual and romantic feelings are mostly for the same gender: men who are attracted to men, and women who are attracted to women. Gay is a term that generally refers to males. 2. (adj) Pertaining to homosexuality. (Diversity Dictionary, 2009)


15. **HBCU** – “(acronym) Historically Black Colleges and Universities” (Acronyms and Abbreviations, 2009).

16. **Latino/a** “(n) - Individual living in the United States originating from, or having a heritage relating to Latin America” (Diversity Dictionary, 2009).

17. **Minority** “(n) - Term used to describe a group that represents a relatively smaller percentage of the overall population of a nation/state/continent etc.” (Diversity Dictionary, 2009)

18. **Multiculturalism** “(n) - The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment.” (Diversity Dictionary, 2009)
19. **Native-American** “(adj) - Refers to the descendants of the various indigenous populations that occupied the land now designated America.” (Diversity Dictionary, 2009)

20. **People of color** “(n) - A term used to describe all non-white racial or ethnic groups” (Diversity Dictionary, 2009).


22. **Race** “(n) – 1. Classification of humans based on genetic characteristics. 2. Classification of people based on common nationality, history, or experiences” (Diversity Dictionary, 2009).

23. **Racism** “(n) - An act of discrimination based on an ideology of racial superiority” (Diversity Dictionary, 2009).

24. **Religion** “(n) – 1. An organized belief system based on certain tenets of faith. 2. A belief in a supreme supernatural force or god(s)” (Diversity Dictionary, 2009).

25. **Stereotype** “(v) - To categorize people based on an artificial construction of a certain group designed to impart the "essence" of that group, which homogenizes the group, effacing individuality and difference” (Diversity Dictionary, 2009).

26. **Transgender** – An umbrella term for people who transgress society’s view of gender as necessarily fixed, unmoving, and following from one’s biological sex. Transgendered people can include transsexuals, cross-dressers, drag kings/queens, masculine women, feminine men, and those who defy what society tells them is appropriate for their gender. (Diversity Dictionary, 2009)

27. **Underrepresented** – “(v) (used with object) to give inadequate representation to: represent in numbers that are disproportionately low” (Dictionary.com, 2010).
28. **Veteran** – “a person who has served in a military force, esp. one who has fought in a war: a Vietnam veteran” (Dictionary. com, 2010).
CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide a review of literature as it relates to the Chico State Diversity Resources Guide, specifically focusing on its relevance at predominantly white institutions (PWI’s), while in the process focusing on issues of race, socio economics, class, sexuality, privilege, access, ability and equality. Illustrating the significance of such a needed resource for students from underrepresented populations as they navigate their way through an environment in which they are not familiar with. Many of these students have often been subjected to issues of racism, lack of cultural resources, exposure to minimal faculty from diverse populations, and the pressures of sometimes being the only student of color in the classroom. One of the issues that continue to plague campuses is the notion that everyone is the same and requires similar types of resources to be successful; this is a false assumption. Most of these students enter college with a different set of wants and needs from their average White peers, which requires educators to help equip them with the additional tools and resources to be successful. Though many issues concerning sexuality, gender, and disability are not exclusive to predominately white institutions, most campuses are not taking the necessary measures to institute sustainable resources to makes these students feel valued, safe, and a part of the campus community. Rather than exhaust every possible resource to aid in
these students’ academic success, the expectation is that they will assimilate into the white mainstream culture.

The Chico State Diversity Resource Guide will aid campuses in cultivating a welcoming and nurturing environment. Readers will have information as to what programs are offered to foster a receptive environment; facilitate recruitment, retention and graduation of students; and promote multicultural learning for all students, faculty and staff.

The 2000 Census Bureau (U.S. Census Bureau, 2009) reports the disparity in percentage among Blacks, Latinos and Native Americans as being significantly lower than whites. Blacks make up 12.3%, of the population, Latinos 12.5%, Native Americans 1.5% and Whites 77.1%. The California Department of Education (California Department of Education, 2009) reports the percentage of students who have obtained a high school degree and are eligible to attend a California State University or University of California institution of higher education also indicates a gap among these same populations: Black 23.3%, Latino’s, 22.5%, Native Americans, 25.7% and White 39.8% (CSU, Chico Office of Institutional Research, 2009). The data suggest these populations are not only the minority within their county of residence, but also as they prepare to enter and pursue a college degree. Conditions as such contribute to negative experiences faced by many of these students; this is discussed throughout this chapter.

“The U.S. Census Bureau is projecting that, by the year 2042, minorities will become the majority of the U.S. population. Hispanics, now 15 percent of the population, are expected to double their share of the population, to 30 percent” (Nealy, 2009). With the Latino population expected to double in size, educators must rethink the way in which
they serve diverse communities as this demographic shift should not only be reflected in neighborhoods, but also at colleges and universities.

Race continues to dictate the way in which people treat one another which has been a theme throughout history. Many of the racial perceptions and stereotypes which existed during slavery (in reference to the Trans-Atlantic Slave Trade) unfortunately still exist today, which is a reflection of the disparity that exist among many of our underrepresented populations, “Historically racial records shows that neither the idea nor ideologies associated with race existed before the seventeenth century. In the United States, race became the main form of human identity, and it has had a tragic effect on low-status “racial” minorities and on those people who perceive themselves as of “mixed race. “We need to research and understand the consequences of race as the premier source of human identity” (Smedley, p. 691). If racial features are the primary determination in defining one’s being, society will continue to be plagued with issues of racism, discrimination, and various forms of inequalities. These same issues have overpowered the environment of academia which is cause for the justification for policies, programs and initiatives that are in favor of assisting underrepresented populations pursue higher education. “From an African American perspective, even the best recruitment and retention efforts on behalf of African American students need to be supplemented with efforts to change the ingrained character of White thinking and acting in regard to race matters” (Feagin, Hernan, & Nikitah, p. 155). Many scholars would argue the difficulty that exist in changing the minds of those who are in power (White males) that Black people are as equally intelligent as White people, and as a result we
will continue to see issues of racism, discrimination, inequality, poverty and social injustice.

The Chico State Diversity Resource Guides is paramount to a student’s academic experience as it provides users with the ability to access valuable cultural resources in the manner of a multicultural approach, whereas other types of guides only enlist a single population. As our country moves toward the development of a more racially diverse society, it is essential for campuses to provide resources which reflect those populations, emphasizing inclusivity.

Informed by research addressing the needs of underrepresented populations (primarily focusing on undergraduate students) at PWI’s, the following articles will illustrate the significance of the Chico State Resource Guide, which has the ability to influence a student’s academic experience in a positive manner. The experiences of these students justify the need for efforts like the Chico State Diversity Resource as many of them will be the first in their family to obtain a college degree. Issues of discrimination, alienation and lack of access to cultural resources will be presented, as well as the role of the university in this process (faculty, staff, administrators, instruction, policies and procedures).

Nandi’s critique of *Pedagogy of the Oppressed* discusses Friere’s (2000) impressive work (as cited in Nandi, 2005), which empowers his reader’s with the idea that they are active participants in our society, deserving of each and every right and privilege as their fellow human being. Nandi provides us with descriptive examples through both personal accounts and research, of various progressive approaches to the development of the student – teacher relationship as it relates to issues of power, white
privilege, socioeconomics and sexuality, of which many of these same issues are addressed in the diversity resource guide. “I contend, as do many philosophers of critical pedagogy, that traditional modes of education are richly steeped in inequities” (Nandi, p. 128). Traditional approaches to teaching are not meeting the needs of today’s students, particularly those from underrepresented populations. Having received both traditional and progressive forms of instruction from k-12 through college, those instructors who taught outside of the box have had long lasting effects on my evolutionary process.

“When a teacher can be open and honest about his/her own life, even the difficult parts, students feel safer and more respected” (Wright, 1998, p. 195). As argued in this article, one of our roles as educators should consist of eliminating any unnecessary stresses faced by our students so that they are able to have a vested interest in our campuses and a feeling of being valued, connected, and engaged.

In addition to the identification and explanation of the various forms of pedagogy, providing our students with the ability to recognize and learn from their own and others differences is also discussed. Too often the focus on the melting pot theory overshadows students’ unique skills, perspectives, values and beliefs which negate the characteristics that make them special. The notion of color blindness is also reflected in the article where as on occasion, Nandi students did not acknowledge her overall existence, including her ethnicity, gender and credentials. As Nandi argues, this continues to ignore collective and individual differences that make us unique.

Likewise, Davis, et al. (2004) “A Fly in the Buttermilk.” Descriptions of University Life by Successful Black Undergraduate Students at a Predominately White Southeastern University depicts the pressures faced by many Black students who are
attending PWI’s. Davis argues that many universities are more concerned with the recruitment of Black students into colleges and universities, rather than focusing on issues of retention. More of an emphasis has to be placed on providing students with the necessary tools and resources which will aid them in the process of obtaining a degree, and being active and productive citizens in society. “In predominately white institutions, 70% of Black students do not complete baccalaureate education compared to 20% of those from Historically Black Institution” (Steele, 1992, p. 421, as cited in Davis, et al. 2004). This very telling statistic suggests that Black students are prospering at institutions where they are among peers and faculty who are from their same race rather than PWI’s. It is evident that some factors present more of a barrier at PWI’s than HBCU’s.

As a part of Davis’s study, eleven Black students were interviewed as an opportunity to provide firsthand accounts of their academic experience. The data collected led to the following five themes which are consistent among the experience of most Black students who attend PWI’s:

2. “You have to initiate the Conversation”: Isolation and Connection.
3. “They seem the same: I’m Worthy To Be Here.”
4. “I Have to Prove I’m Worthy to Be Here.”
5. “Sometimes I’m Not Even Here/Sometimes I Have to Represent All Black Students”: Invisibility and Super visibility. (Davis, et al., p. 427)

The data suggest these students experienced a great deal racism both inside and outside of the classroom, and were subjected to false perceptions and stereotypes not only from their peers, but also from their professors. Any student would have a difficult time pursuing their education under such conditions and many of those who succeed are praised among their community for this achievement. At Black graduation celebrations, one will often
hear emotional stories from students describing the trials and tribulations they experienced in obtaining their diploma, which is a reflection of their college experience.

A lack of visible representation of other Black students continues to play a vital role in these students’ academic success, but also not having the exposure of being taught by faculty of color. There is a disservice to all students when they are denied (this brings up issues concerning the recruitment and retention of faculty from diverse populations) instruction from a diverse group of professors who bring their own unique style, experiences and ability to the classroom. By the time of graduation, students should be prepared to function in a diverse and global society.

Furthermore, Coleman (2008) solidifies the argument that Black students are faced with an abundance of obstacles and challenges regardless of the type of PWI they are attending. He looks at the experience of Black students who attend a two year nursing program and provides us research regarding their difficult journey. Issues of race play a major role in their ability to survive and excel within this competitive environment.

This is not to say that race alone contributes to problematic experience of African American students, but when it is combined with differences, lack of support, alienation, and the challenges of getting the right classes, they all become strong influences on students experiences in predominantly white institutions. (Coleman, 2008, p. 9)

In addition to dealing with issues of race, most Blacks students who attend PWI’s are faced with challenges of socioeconomics, class, lack of academic and cultural resources, pressures of being the only black face in the classroom and limited exposure to professors who look like them, all of which contributes to the characteristics associated with an unfriendly campus environment.
One of the most revealing comments provided by a participant in this study reads,

I had to give my all, not just in attendance, not just paying my tuition, not just showing up in to class on time, not just being a participant in the class…. I had to excel 10 times more and be presentable [dress] more, even on my worst days, than Whites. Whites had the privilege of relaxing; I couldn’t. I was looked at differently. (Coleman, 2008, p. 10)

I would argue this reality also extends to faculty, staff and administrators as you will often hear employees share some of these same sentiments as being one of few Black professionals on their campus, taking on more job responsibilities than they truly can handle, and often the only Black voice in meetings. Black people continue to be faced with an abundance of challenges and obstacles; as history has shown time and time again, we shall prevail.

Furthermore, Beilke and Yssel (1999) argue that while many colleges and universities have made great strides in providing necessary physical accommodations for the students with disabilities, there is still a great deal of work to be done in educating members of campus about the programmatic needs of this unique population. “It appears that students often found faculty willing to make instructional accommodations, but encountered a less than positive classroom environment” (Beilke & Yssel, p. 1). Many educators will often have difficulty believing a student who claims to have a disability, as they assume most students will use this acknowledgement as a means to gain preferential treatment in their courses. This way of thinking creates a level of distrust in the student-teacher relationship because by law, campuses are required to provide special services to students with disabilities, and students are aware of this. Beilke and Yssel (1999) also suggest that educators have a tendency to discount the credibility of those students who
have hidden disabilities (physical and emotional) as these types of disabilities are not physically apparent. “If students with obvious physical impairments perceived the classroom to be an unwelcome place, students with nonvisible disabilities faced a double challenge” (Beilke & Yessel, p. 3). It is imperative that campuses not only provide its students with the necessary resources to be successful, but also equip professors with the knowledge, skills and attitude to properly administer their mastery to all populations reflected in their classes. Under no circumstance should a student feel ashamed or have to hide who he or she is because of their disability. They should be empowered and encouraged to pursue their academic dreams as all students should.

As a result of legislation and advocacy groups, institutions of higher education will continue to see an influx in the number of students with disabilities enroll in college. Campuses cannot only focus its energies on issues of compliance, but also invest the necessary time and resources to educate its community about this resilient group of people. Facilitating such an intentional effort advocates for a welcoming and friendly environment which attributes to a student’s academic success.

Focusing on issues facing our Veteran population, Brown (2009) argues that universities throughout the nation will see a 30 percent increase in the number of veterans enrolling in college. This influx is due to the G.I. Bill which provides substantial educational benefits for members of the military who have served on active duty for a minimum of 90 days. However, as access continues to be the main focus in getting our veterans who are returning from war into college, there are greater challenges to be addressed when they become students on campus.
Many veterans enter college with an abundance of life skills and experiences, but are faced with difficulty as they navigate their way through college, including cases of Post Traumatic Stress Disorder, anxiety, depression, alcohol abuse, and other adjustment problems. While student vets can get therapy at a Veterans Affair medical center, few make use of that resource. And that leaves university staff to fill in the gaps. (Brown, 2009, Transcript section)

Furthermore, campuses lack the necessary resources for our women veterans as their experience is often coupled with that of men. Women are less prone to join campus veteran organizations as many of them have dealt with issues of discrimination and sexual harassment while serving in the military. “Women deal with different issues than men when deploying and returning and therefore need unique services on campus,” said Army veteran Genevieve Chase (as cited in Business and Professional Women’s Foundation, 2009). Educators are encouraged to differentiate their needs from that of their fellow man and treat each experience as its own. Finally, transitional issues appear to be a common theme with most veterans as they move from military service to civilian life and providing resources specific to the individual will help facilitate their academic success.

In relation to our GLBT community, Castro (2006) suggests the low percentage of gays at Case Western Reserve University is attributed to students not feeling comfortable in coming out of the closet while attending their college. However, those students who do come out are mostly treated with respect as acts of discrimination are rarely reported. Castro (2006) argues that straight allies are an important factor in developing a welcoming environment for gay students on campus. They have the ability to change the negative feelings harbored by their friends who struggle with the
acceptance of homosexuality. Their straight friends are more prone to listen to them rather than members of the gay community regarding issues of acceptance and equality.

“Despite this level of tolerance the number of resources available to the LGBTQI cause is limited at this university” (Castro, 2006, “Gay and lesbian students,” para. 13). Case is not unique to other colleges who say they value diversity, but do not provide their students from underrepresented populations with sufficient resources to be successful. Campuses continue to be more concerned with their outreach efforts rather than focus on ways to ensure these students persist and graduate.

You will often hear the phrase “gay is the new Black,” as gay people are at war for their equal rights. It is important for campuses to illustrate their commitment to their GLBT students, faculty and staff by cultivating an environment where everyone feels valued, respected and safe. Everyone should be able to enjoy the full experience of life in academia without being judged or in fear of someone finding out that they are gay. Supplying students with available resources on campus as well as in the community will provide them with the necessary tools to combat issues of depression, coming out of the closet and transitioning to an environment in which they may not be familiar with.

Enough emphasis can never be placed on the accountability of the university in the process of creating a welcoming and inclusive environment for all students. Using Cornell University as a model in fostering diversity, Fogg (2008) provides us with an aggressive approach to the development of an inclusive environment at predominately white institutions. Educators are challenged to look at new and creative ways to infuse diversity into the core fabric of their campuses, where diversity is not only reflected in numbers, but also in thought and expression.
Students from underrepresented populations can be easily discouraged when they have to travel outside of their local surroundings to find necessary cultural resources which are vital to their existence. Many of their White peers (and professors) take such opportunities for granted as they generally have full access to such resources as barbershops, foods, music and clothing that cater to the White community. It is necessary that campuses research ways in which they can provide resources to all of their students so that everyone who graduates from that institution can say they’ve had a positive experience. Testimonials from these types of students can translate into opportunities for recruitment of diverse populations because when a person has received a positive experience from their college, they tend to tell their friends who in turn will tell their friends.

Fogg (2008) discusses the benefits of a strong town and gown relationship which can assist in the process of establishing sustainable diversity practices on campus and in the community.

That’s why Cornell has made a concentrated effort in recent years to be sure the surrounding community shares its emphasis on diversity. By patronizing businesses owned by women and minority groups, and by requiring campus contractors to employ a diverse mix of workers, Cornell has made a difference. (Fogg, p. 1)

Students from underrepresented populations will often report feeling safe, valued and a part of the campus in which they are attending, but once they attempt to engage in the community, they are subjected to issues of discrimination and racism. Such an approach by Cornell could assist with this process in establishing positive relationships with campus and the community, which in turn could lead to the development of a
multicultural society where all residents of that community are respected, valued and celebrated. The Public Education Foundation also shares the same sentiment,

The Public Education Foundation recognizes that community and business involvement is vital to school improvement. We are dedicated to generating community resources and facilitating collaborations and partnerships to ensure high-quality public educational opportunities for all children. (2009)

Finally, in focusing on issues of outreach as it pertains to students, faculty and staff, Cornell goes a step further in the hiring of salespersons they contract with. “Cornell believes that students benefit seeing and interacting with diverse groups, including vendors. It prepares them for the reality of the workplace, says Ms. Chappell-Williams” (Fogg, 2008, p. 2). Campuses should be intentional in providing students with opportunities for cultural exchange through campus and community interaction which would prepare future generations to become more civically minded and engaged around diversity issues.

Furthermore, Strategies for Improving the Racial Climate for Students of Color in Predominately White Institutions (Gregory, 2000) provide extensive research on this very topic which several colleges and universities continue to struggle with. Institutions can no longer combine the experience of our students of color with that of their White peers, as they both enter college with their own values and beliefs, which may be influenced by issues of race, social class, sexuality, gender, and physical ability. These issues were also introduced at the beginning of this chapter.

Regardless of the type of PWI, minority students face similar challenges as they navigate their way through college i.e. lack of cultural resources, being the only one from their racial or cultural group in many of their classes, exposure to a limited number
of students, faculty and staff of color, and racism. These issues can have profound effects on a student’s ability to be academically, psychologically and socially successful on their campus. As a testament to the many types of diversity related processes which should be incorporated into all institutions, Gregory (1995) provides a considerable number of resources that are being utilized by various campuses. Educators are encouraged to hold both themselves and their campuses accountable for the experience in which they are providing their students.

By accepting responsibility and creating conducive environments for everyone on campus, institutions can develop a comprehensive set of innovative programs to enhance the academic climates for person for color. (Richardson & Skinner, 1991, p. 39)

Everyone is a part of the process and encouraged to do more and should do more. Tinto (1987) discusses the importance of developing safe and inclusive communities in the academy, as these particular environments have endless potential when fostered appropriately, “. . . one approach to overcoming the problem of racial tension on campus is building learning communities in the classroom” (Gregory, p. 41). Professors, who in the classroom are in a position of power, as they have the ability to infuse issues of diversity into their curriculum which in turn could encourage students to recognize, celebrate and appreciate each other’s differences.

Gregory (1995) argues those institutions that are truly committed to this effort, are successful in creating welcoming environments on their campuses.

Institutions must engage the entire campus community in stimulating and meaningful dialogue to change negative perceptions and attitudes. This has been illustrated in numerous ways through student, faculty, and staff-centered activities. Combined with commitment and leadership at all levels, institutions applying these strategies will be more likely to successfully improve the climate for all members of the campus community. (Gregory, p. 43)
Strategies for improving the Racial Climate for Students of Color in predominantly White institutions can be looked upon as a hub of resources and solutions, which highlights the hardships and successes from several institutions that are engaged in the pursuit of inclusivity on their campuses, both pre and post Proposition 209. The Chico State Diversity Resource guide also strives to aid in this process of being viewed as a comprehensive list of cultural resources readily available for its users.

Even though campuses similar to Cornell can be viewed as a model in promoting for and fostering diversity, resources are being attacked and depleted as a result of the Michigan ruling that prohibits campuses from providing support in the use of state dollars to efforts which are considered to be race based. Schmidt (2004) provides us with a comprehensive overview of the ramifications of this ruling. If university programs have to now include such populations as White and Asian (though some Asian populations such as the Hmong would be included as underrepresented) in their targeted outreach and retention efforts, this will change the dynamics of the way in which campuses serve historically disadvantaged populations. Efforts such as Black retreats, Native American Summer Programs and Latino Graduations are on the chopping block, as the expectation is to ignore the unique qualities and attributes which define these populations’ very existence. This type of mentality also discounts the historical trauma that has taken place in relation to the experience of underrepresented populations in this country. The educational system can no longer overlook the array of experiences that students bring to college campus, as this way of thinking diminishes the purposes of education. As noted by Dr. Martin Luther King Jr.,
The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals. (1947, The Purpose of Education, para. 3)

It is imperative that the unique experiences our students bring to campus are appreciated, valued and respected rather than feared and overlooked. The end result will strengthen our communities, as it is the responsibility of the university to provide students with a quality education which embodies the richness of diversity.

Access to educational opportunities has never been fair, which is a reflection to issues of race, socioeconomics, power and class as it contributes to low high school graduation rates, low percentages of students of color attending college, and remediation. Destructive laws such as Proposition 209¹ are being initiated by policy makers who have not experienced the inequalities of education that exist in many of the inner city communities throughout the country. Until such issues are addressed, the U.S. will not be the powerhouse in providing quality education as it claims to be, CBS News World, Poor Marks for U.S. Education System reports, “South Korea has the most effective education system in the world's richest countries, with Japan in second place and the United States and Germany near the bottom” (Cosgrove-Mather, 2002).

Many universities remain unsure as to how the ruling of Proposition 209 will truly affects the way in which they facilitate their diversity efforts, whereas some campuses continue to do business as usual until reprimanded. “It’s our responsibility, given our Christian mission, to be not a white island but to reflect the diversity around

¹ Amendment to the California Constitution voted into law on November 5, 1996 which prohibits campuses from using state dollar to outreach and retention efforts based on race, sex or ethnicity.
us,” says W. David Barid, Dean of Pepperdine’s undergraduate college (Schmidt, 2004, A Few Holdouts section, para. 5).

While other colleges are changing its policies and procedures in fear of being sued, “Carnegie Mellon University may care deeply about its minority students, but as of last month, it no longer cares to assume the legal risks associated with offering scholarships and programs specifically for them” (“Fearing Charges,” para. 1). Many educators believe it is too early to determine if the Michigan ruling has had a significant effect on their diversity efforts, time will tell.

Conclusion

Fegain, Herman, and Nikitah (1996) foresee a new look for the future of higher education, as the demographic shift which is estimated to occur by 2055 will change the way in which colleges and universities offer resources to diverse populations; students of color will soon be the majority in this nation. This will be unfamiliar territory to our countries educational system which has been traditionally geared toward the White majority when focusing on such issues as outreach and retention. Feagin, Vera, and Imani also argues that colleges and universities may choose not to prepare for this change, but reality will set in once the racial make of their campuses suddenly change, “Multicultural changes are coming to predominately white colleges and universities whether their leading faculty and top administrators take action or not” (p. 174). This transformation will put fear and panic in the hearts and minds of those who do not believe in nor value a multicultural society. Change can be a difficult concept for people, especially when they are used to being in control and in power based on issues of race, class, gender,
socioeconomics and privilege. “We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color” (Angelou, 2009). The term “predominately white institutions” may become extinct as students of color will no longer be the outnumbered group on campus. They will no longer be subjected to dealing with such issues as being the only person of color in their class, receiving instruction from all White professors, and the lack of access to cultural resources.
CHAPTER III

METHODOLOGY

The research I conducted to support the need for the Chico State Diversity Resource Guide reinforced the argument that cultural resources play a critical role in a student’s academic experience. Furthermore, these resources have the ability to assist these students in their progression to graduation. My position as Director of University Diversity Programs has provided me with the opportunity to engage in this effort by introducing students to people who, places that, and things which may be of interest and/or assistance to them. I created an African American Resource Handbook and a GLBT Resource Guide with the intent to provide culturally-related resources for these two populations as well as for the campus community at large. I also wanted to assist the campus with its retention efforts because we randomly lose students from underrepresented populations due to a lack of cultural resources, as well as the lack of knowledge of the location of cultural resources which exist on campus and in the community.

During the development of these two projects, the ultimate goal was to eventually create a comprehensive guide that would be truly multicultural, focusing on several populations. I engaged in many conversations with students, faculty and staff who were representatives of the following populations: Latino/a, Asian/Pacific American, People with Disabilities, Native American, African American/Black, GLBT, and
Veterans in an effort to discuss resources that should be included in specific sections. I focused on these populations, as they comprise a great deal of diversity on our campus and many of which are considered underrepresented. I informally asked the following question: As a new and/or current student to Chico State, what types of resources (curricular and co-curricular) should we have provided you which could have made your transition smoother, on and off campus (e.g., local stores, radio stations, academic resources, mentors, beauty supplies, etc). I was provided with a wealth of information and resources that would eventually comprise the Diversity Resource Guide, the focus of this project.

When I made a commitment to pursue a master’s degree, it was important for me to engage in a project that would be useful to my position as Director of University Diversity Programs, but would also serve as an outreach and retention tool for students from underrepresented populations. After many conversations with members of the campus community, coupled with the research I conducted on diversity resource guides (primarily looking at University of Southern California, University of Santa Cruz & Clark College as their guides are very detailed with a wealth of information), I decided to include the following categories: campus clubs and organizations, student support services, academic course offerings, markets, churches, media/radio stations, advocacy groups and other community resources. To add a visual component I included photos and artwork that would complement the resources illustrated throughout the guide. I also wanted to include a list of faculty and staff who could serve as a point of reference and/or a resource to users, so I e-mailed faculty and staff on my campus who identified as members of the populations included in the guide and asked the following:
I am in the process of creating a Diversity Resource Guide, which will provide our campus community with various resources (both on campus and off campus) specific to populations i.e. Black/African American, Asian/Pacific American, Native American, Latino/a, GLBT, People with Disabilities etc. I would like to include you in this guide under the section titled “faculty and staff.” My hope is that students and others will utilize this section of the guide as a means to contact you (or others listed) if they have questions/concerns/issues that are specific to the Asian/Pacific American Population (the population was different per group I e-mail depending on the group of which they were a member). If you are uncomfortable being listed, please let me know. (Project author)

I received a positive response from the majority of faculty and staff and included those individuals who provided me with permissions to do so.

Illustrating the significance of the university’s commitment to diversity, I thought it would be important to include the campus non discrimination policy. It is aggressive in its approach to represent the diversity of our campus community. I thought it was also necessary to insert a statement both from the university president as well as myself expressing our dedication and commitment to diversity. Inserting demographic data from campus as well as the community were necessary, as questions (e.g., How many Black people reside in Chico?) are frequently asked by prospective Chico State students and their parents. To provide a historical perspective illustrating significant diversity-related events and efforts which took place on our campus, I included a Hallmark Timeline (Appendix A) that covers periods from the 1960s to the late 2000s.

Once the resource guide was completed, I surveyed students from the populations included as a means to measure whether the guide would be beneficial to their academic experience; the response was overwhelmingly positive. The results from this survey are covered in Chapter 4.
CHAPTER IV

RESULTS

This chapter illustrates the results of the face-to-face survey that I facilitated, which measured the relevance of the Chico State Diversity Resource Guide. The individual interviews were conducted over a two day period at CSU, Chico’s Cross-Cultural Leadership Center (CCLC) in a private room. I chose the CCLC because it is a popular place where students from underrepresented populations often spend time conversing about various issues surrounding diversity. I selected a random group of eleven students to interview; these students represented various segments of the resource guide (see Table 1). I began the process by introducing myself and stating the purpose of both the survey and interview. I also read aloud the Oral Informed Consent Form (See Appendix A). The subjects were asked two questions:

1. Is the resource guide beneficial to your academic experience?

2. What other additional information should be added?

The results of the interviews were overwhelmingly positive, as all of the subjects affirmed the significance of the guide and wished such a resource was in place during their entry into Chico State.
Table 1

*Demographic Characteristics of Study Participants*

<table>
<thead>
<tr>
<th>Alias</th>
<th>Race/Ethnicity</th>
<th>Classification</th>
<th>Gender</th>
<th>Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiracial</td>
<td>Sophomore</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>2</td>
<td>African American</td>
<td>Sophomore</td>
<td>Male</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>3</td>
<td>Black</td>
<td>Senior</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>4</td>
<td>Black</td>
<td>Sophomore</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>5</td>
<td>Black and White</td>
<td>Junior</td>
<td>Female</td>
<td>Bisexual</td>
</tr>
<tr>
<td>6</td>
<td>White</td>
<td>Senior</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>7</td>
<td>African American</td>
<td>Senior</td>
<td>Male</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>8</td>
<td>Mexican</td>
<td>Senior</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>9</td>
<td>Pacific Islander</td>
<td>Senior</td>
<td>Female</td>
<td>Lesbian</td>
</tr>
<tr>
<td>10</td>
<td>Multiracial</td>
<td>Junior</td>
<td>Female</td>
<td>Gay</td>
</tr>
<tr>
<td>11</td>
<td>Latina</td>
<td>Junior</td>
<td>Female</td>
<td>Heterosexual</td>
</tr>
</tbody>
</table>

The following themes are a result of the interviews:

*Theme 1. The Chico State Diversity Resource Guide is beneficial to all students.*

All participants strongly agreed that the resource guide is not only beneficial to the populations included, but to anyone who utilizes it.

“The resource guide is really good, ability to accommodate everyone, you can go to your specific section.” (Alias 8)
“Yes, it is beneficial because it is geared towards every group.” “You can meet more people who are like you.” (Alias 1)

“The course section helps you identity classes specific to the area.” (Alias 2)

“It’s a good resource to new students.” (Alias 3)

“The list of the Black Faculty and Staff is most beneficial to me.” (Alias 5)

“Definitely something all students should have.” (Alias 7)

“Students will benefit from this, just not Latinos, but everyone.” (Alias 11)

“For me as a senior, it is nice for me to see this type of resource.” (Alias 9)

**Theme 2. You become aware of many different cultural resources.**

The participants were exposed to curricular and co curricular resources specific to their own population as well as others, both on campus and in the community.

“You become aware of how many diverse organizations are out there.”

“This resource is difference from the student activities list because this list is specific and not lumped all together.” (Alias 5)

“You can take courses that identify with your race.” (Alias 8)

**Theme 3. Access to culturally related community resources is beneficial.**

A common theme among the participants was the need to know where one can find local resources specific to their culture so they would not always have to travel outside of the local area, as this can be a financial burden and also take time away from participating in other activities.

“I love the businesses, especially where you can get your hair done” (Alias 5)

“Yes it is beneficial because when I first came to Chico, I didn’t know where to go and I didn’t see a lot of the community.” (Alias 11)
“It tells me where I can go dancing.” (Alias 5)

“I grew up in Chico and didn’t know about some of this stuff” (Alias 6).

The results proved to be extremely beneficial, and I was provided with valuable information on ways to improve the guide. The need to include more populations was a reoccurring theme and such populations would include single parents, foster kids, international students and low socioeconomic status students. I suspected participants would suggest this recommendation as all populations would benefit from having access to resources specific to their community in one common place. I was also asked to include annual events which would take place both on campus as well as in the community as an opportunity to provide users with glimpse of diversity related activities they could attend. This recommendation could also combat the assumption that PWI’s do not facilitate diversity-related events. Students often complain about there being nothing to do on their campus as it relates to diversity. The real issue becomes the ability of the campus to properly communicate what they are doing in this arena and to also charge students a reasonable fee so they are able to attend fee based activities and events.

Finally, the one White (heterosexual female) student I interviewed was not as excited as the students from underrepresented populations about the resources provided in the guide. The White student reiterated its significance, but it was expressed in a non personal way as the guide did not personally reflect the subject. The subject was surprised about some of the resources that exist and are necessary for different populations e.g., gender neutral Bathrooms for trans populations and barbershops and hair salons for the Black population. This isn’t to say that all White students would have
this same reaction, as many of our White students have grown up in and are actively involved in various diverse communities as participants and bystanders.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In summary, the intent of my project was to explore the relevance and need for a tool such as the Chico State Diversity Resource Guide at colleges and universities, primarily focusing on PWI’s (predominately white institutions). I was motivated to develop and produce a tool that would offer students a resource that would assist them with their progression to graduation. I also wanted to provide campuses with a resource that would assist them with their diversity outreach and retention efforts. Research suggests that campuses will often lose students from underrepresented populations due to a lack of culturally related resources on campus as well as within the surrounding community. I would have benefited greatly from such a tool had it existed during my undergraduate experience. Further, others expressed a similar frustration with Chico and subsequently returned to their communities. I examined a number of obstacles and challenges faced by members of these populations, which served as roadblocks throughout their college journey.

Furthermore, I revealed my own personal experiences growing up in an inner city environment where I was accustomed to having culturally-related resources at will. Describing the only time in my life when I was considered a part of the majority population, as my community primarily consisted of African Americans and Mexican
Americans. Emphasizing the challenges and stress involved with my transition to a college and community that was predominately White, which initially transformed me into a state of culture shock, as I had never lived in an area where I was considered the minority. Finally, arguing the importance of access to cultural resources is crucial to a student’s (primarily those from underrepresented populations) academic experience, as it establishes a sense of comfort in knowing that resources distinctive to their culture are locally accessible and a part of the community in which they reside.

The literature review portion of my project presented research that would support the need for a diversity guide that enlists a multicultural approach on colleges and campuses, specifically focusing on PWI’s. It was important for me to illustrate the gap that exists among underrepresented populations compared to that of Whites, as it relates to access to higher education. Furthermore, the role of race, class, socioeconomics, gender, and sexuality is discussed to emphasize the profound effects they have on a student’s academic experience.

It was important for me to present successful programs and initiative as an opportunity to provide academia with examples of ways to infuse diversity into their own campus. Most institutions of higher education continue to adhere to programs and procedures that are not producing positive outcomes, rather than taking the time to develop and implement new and inspiring efforts. The outcome of such laws as Proposition 209 are mentioned to depict the devastating effects that have taken place, which prohibit campuses from using state dollars for targeted outreach and retention based on race, ethnicity, sex or national origin. “Colleges throughout the nation are quietly opening a wide range of minority programs to students of any race, mainly to
avoid being accused of discrimination” (Schmidt, 2004, “Fearing Charges of Discrimination,” para. 3). Finally, campuses are challenged to differentiate the experience of White students from underrepresented populations, as they each require different types of cultural resources to be successful. All of these issues play a major role in the development of the guide, as the guide serves as a remedy to combat the negativity experienced by many of our underrepresented students, as well as others.

I chose to include the seven population reflected in the guide as they comprise a great deal of diversity on campus. It was important to solicit their feedback and include information that would benefit them directly. The areas chosen includes: campus clubs and organizations, student support services, academic course offerings, faculty and staff, a supporting statement from the University President as well as myself, markets, churches, media/radio stations, advocacy groups and other community resources.

One of the highlights of this project was the survey which measured the significance of the Chico State Diversity Resource Guide to members of our student body. The response from the eleven participants was overwhelmingly positive, supporting my argument that the resource guide would be valuable to their college experience. The findings of the survey presented three major themes: First, the Chico State Diversity Resource Guide is beneficial to all students. Second, one becomes aware of many different cultural resources. Third, access to culturally-related community resources is beneficial. Testimonies were most beneficial as consistent messages were given by all eleven participants regarding the excitement for such a resource. The one White participant had a different reaction to the guide—although still positive—than that of the other participants who were all people of color. The participants of color appeared
to be more excited about the ability to have culturally-related resources that were specific to their own community housed in one place.

Conclusions

“Predominantly White institutions of higher education, in fact, often devote intensive efforts to minority student recruitment but find that subsequent retention is a significant problem” (Davis, et al., 2004, p. 421). PWI’s will continue to recruit and enroll students from underrepresented populations, but the issue becomes their commitment to invest the necessary time, energy and resources to make sure these same students persist and graduate. According to the “Black Student College Graduation” (2007) “Many of the colleges and universities with high Black graduation rates have set in place recruitment and retention programs to help Black students adjust to the culture of predominately white campuses” (“Explaining the Differences,” para. 5). We often hear the benefits of diversifying college campuses will enhance the overall academic experiences of everyone involved, but until issues of retention are addressed (which would include unfriendly campus environments, racism and discrimination, financial strains, lack of access to cultural resources, etc.), this reality will never come to fruition. “Roughly 43 percent of Hispanic students and 40 percent of Black students nationwide graduated from a college or university in six years in 2007 compared with 58 percent of White students” (Nealey, 2009, p. 1). These percentages are predicted to change, as the expected demographic shift in 2042 will transform the White population into the minority. If campuses are not prepared for this transformation, their enrollment numbers will not reflect the new look of our nation.
Educators must invest in the development of new and creative ways to address issues of outreach and retention or we will continue to experience the decline of diverse student populations on college campuses. The Chico State Diversity Resource Guide is relevant, as it strives to be yet another resource that will aid in diversity recruitment, and most importantly, retention efforts. The resource guide will eliminate the inability for students to locate and access culturally-related resources which are important to their existence. The guide seeks to be an asset to all institutions of higher education as it provides an unmet need with its multicultural approach, versus that of other resources guides that highlight one population.

In addition to having the ability to provide colorful hardcopies of the guide for members of the campus community, it will be available via the intent, thus providing unlimited access throughout the world; it also cuts down on cost. Finally, the layout of the guide makes it extremely easy for users to access information needed in a timely manner, as the specific areas are illustrated in the table of contents and tabbed per section.

Recommendations

Diversity within itself is a global concept, and my attempt to be all inclusive presented many challenges. The Chico State Diversity Resource Guide is a reminder of the volume of commonalities and differences that exist among each community. It encourages us to look upon and treat each community as its own rather than fusing them all together, which strips them from their individual identities. (An example would be the
If someone was to replicate the development of the resource guide, I would recommend instituting the following changes: Research resources specific to the Latino/a and Asian/Pacific American populations, as these two communities are exceedingly diverse within themselves. In the Asian/Pacific American section of the resource guide, there is a heavy focus on the Hmong community, as this group represents the majority of CSU, Chico’s Asian population.

Similarly, the majority of resources in this section reflect the Mexican population, as this group represents the majority of CSU, Chico Latino/a population. There is an assumption in California that all Latino’s/as are Mexican, which denies the existence of other Latinos/a communities. I could have used this section of the resource guide as an opportunity to educate users about the other populations such as El Salvadorians, Puerto Ricans, Guatemalans, Costa Ricans, Panamanians, etc.

The majority of my research focusing on the experiences of students of color at predominantly white institutions addressed the Black experience rather than other underrepresented populations. My personal experiences growing up in a community that was primarily consisting of African Americans naturally led me to focus on this group.

I would suggest the next development of the resource guide to include more subjects, because doing so can provide a broader representation of perspectives and ideas. I would also survey faculty and staff as this guide is intended to benefit them as well. My attempt in facilitating this survey was not to measure the effectiveness of the guide, solely, but to gain a preliminary response about its usefulness.
Finally, I would recommend being more inclusive to all populations reflected in the guide as opposed to focusing on those communities which are most reflected in our society. I would provide more research on other underrepresented populations other than African Americans because they, too, are faced with challenges while attending college. I recommend including more research on faculty and staff of diverse populations, as they are often forgotten when discussing issues of outreach and retention. Similar to our students, they encounter issues of discrimination, power, race, sexuality, gender, and socioeconomics; these have to be addressed. A final recommendation would be to look at the cross section of communities which exist among groups that represent several populations such as biracial identity, race and sexuality, and gender and ability.
REFERENCES


Oral Informed Consent Form

I, Tray Robinson would like to interview you as an opportunity to provide information for my Master’s Project which is the Chico State Diversity Resource Guide. The purpose of the Diversity Resource guide is to equip students with the necessary resources to be successful at Chico State. The resources that are highlighted in the guide shall address the needs of six populations: African American/Black, Latino/a, Asian/Pacific American, Native American, GLBT (Gay, Lesbian, Bisexual and Transgender), and Veterans, as these groups comprise the main scope of diversity on our campus.

The interview will take no longer than 30 minutes and will be recorded in written form.

It is my hope that the information gathered from this interview will ultimately assist with the recruitment and retention efforts of students from diverse populations.

**************************************************************************************************************

It is a confidential process and your name will not be used in the outcome of this project, but you may be assigned an alias.

Tray Robinson will only see your answers and the information will be stored in Tray’s office in a locked cabinet which is located in Kendall Hall #110

Your participation is voluntary; there is no penalty if you choose not to participate. There is no anticipated risk or benefit to you if you choose to participate.
Survey Questions

Race/Ethnicity

Classification (freshman, sophomore, junior, senior grad)

Gender

Sexuality

Is the resource guide beneficial to your academic experience?

What other additional information should be added?

Cultural Categories
# CSU Chico Diversity Hallmarks Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>The first of three Upward Bound projects, which generates skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students, is funded by the U.S. Department of Education.</td>
</tr>
<tr>
<td>1969</td>
<td>Educational Opportunity Program (EOP), designed to improve the access and retention of low-income and first-generation college students, begins to admit students.</td>
</tr>
<tr>
<td></td>
<td>Movimiento Estudiantil Chicano de Aztlan (MEChA) is formed.</td>
</tr>
<tr>
<td></td>
<td>Black Studies program is established.</td>
</tr>
<tr>
<td>Early 1970's</td>
<td>Office of Veteran's Affairs opens (although veterans have been receiving benefits and other services since the 1940's).</td>
</tr>
<tr>
<td></td>
<td>AS Children’s Center, providing low-cost quality child care and development services to the children of students, opens.</td>
</tr>
<tr>
<td>1971</td>
<td>Associated Students’ Women’s Center opens.</td>
</tr>
<tr>
<td>1972</td>
<td>Black, MEChA, and Indian Houses (eventually became the Multicultural Center) are created.</td>
</tr>
<tr>
<td></td>
<td>Jane Dolan elected first female student body president.</td>
</tr>
<tr>
<td>1975</td>
<td>Ethnic &amp; Women’s Studies program (now Multicultural &amp; Gender Studies) is established.</td>
</tr>
<tr>
<td></td>
<td>Gay People’s Union (now Pride/Safe Zone) receives campus recognition.</td>
</tr>
<tr>
<td>1978</td>
<td>The first annual Latino Graduation Celebration is held</td>
</tr>
<tr>
<td>1979</td>
<td>Pan African Union (PAU) is formed.</td>
</tr>
<tr>
<td></td>
<td>Associated Students sponsors first International Festival.</td>
</tr>
<tr>
<td>Year</td>
<td>Events</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>
Disabled Student Services (now Disability Support Services) opens. |
| 1982 | Associated Students sponsors first Multicultural Night. |
| 1983 | Beginning of the Program for Advancement of Computer Scientists and Engineers (PACE) which then became Minority Engineering Program, currently MESA. |
| 1984 | Latinos in Technical Careers (LTC) is established. |
| 1986 | Lambda Theta Nu Sorority, Inc., first predominantly Latina sorority on campus, is founded.  
Delta Sigma Theta, first predominantly African American sorority on campus, is founded.  
National Society of Black Engineers (NSBE) is established. |
| 1987 | Gamma Zeta Alpha Fraternity, Inc., first predominantly Latino fraternity on campus, is founded. |
| 1990 | Educational Talent Search, designed to assist area low-income and first-generation students in grades 6-12 to prepare for their future, is funded by the U.S. Department of Education.  
Epsilon Sigma Rho Multicultural Fraternity, Inc. – Gamma Chapter, first multicultural fraternity on campus, is founded. |
The first annual Black Commencement Celebration is held. |
<p>| 1994 | Oscar DeLaTorre elected first Latino student body president. |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>The Business Resource Center (BRC), a learning community with the mission of recruiting and retaining a diverse student population with personal leadership skills and a strong sense of social responsibility, is established by the College of Business.</td>
</tr>
<tr>
<td>1999</td>
<td>Building Bridges, campus-wide committee of faculty and staff, forms to reject intolerance, promote mutual respect, and celebrate diversity.</td>
</tr>
<tr>
<td>2001</td>
<td>Student Support Services, which provides academic and social support to low-income, first-generation college students, and students with disabilities, is funded by the U.S. Department of Education.</td>
</tr>
</tbody>
</table>
| 2004 | Provost creates Strategic Enrollment Committee.  
Senate Task Force on Faculty/Staff Minority Recruitment and Retention. |
| 2005 | Equity Scorecard Committee (now Diversity Scorecard Committee) established.  
Tray Robinson named Coordinator of Diversity Efforts.  
University signs Memo of Understanding with the Mechoopda tribe regarding construction protocol for unanticipated discoveries. |
| 2006 | First African-American Excellence and Success Retreat  
Multicultural Welcome Receptions are held  
Sandra Flake is hired as Provost and Vice President for Academic Affairs. |
| 2007 | Cross Cultural Leadership Center (CCLC), formerly the Multicultural Center opens.  
The first annual Native American Graduation Celebration is held. |
| 2008 | First Diversity Summit, sponsored by CCLC |
## CSU Chico Diversity Hallmarks Timeline

- The first annual Asian Graduation Celebration is held.
- President Zingg’s annual report includes a section on Diversity.
APPENDIX B
CHICO STATE DIVERSITY RESOURCE GUIDE

Welcome to the Chico State Diversity Resource Guide!

The information within these pages provides you with an introduction to the people who, places that, and things which may be of interest and/or assistance to you. Not in any way intended to be exhaustive or definitive, the directory offers but a small sample of the plethora of campus and community resources available to you.
# Table of Contents

**Welcome** ................................................................. 1  
University President and Director of Diversity .................................. 1

**Policy on Nondiscrimination and Affirmative Action**  
**in Employment and Education** ............................................. 2

**Asian / Pacific-American Resources** ...................................... 3  
- Clubs and Organizations ......................................................... 4  
- Student Services ........................................................................ 7  
- Community Organizations ....................................................... 9  
- Local Markets and Stores ....................................................... 11  
- Faith Organizations .................................................................. 11  
- Medical Services ...................................................................... 11  
- Broadcast Media Stations ...................................................... 12  
- Courses .................................................................................... 12  
- Faculty and Staff ...................................................................... 14

**Black / African-American Resources** .................................... 18  
- Clubs and Organizations ......................................................... 19  
- Student Services ........................................................................ 21  
- Community Resources ............................................................ 23  
- Radio Stations .......................................................................... 24  
- Business ................................................................................... 24  
- Faith Organizations ................................................................. 25  
- Courses .................................................................................... 25  
- Faculty and Staff ...................................................................... 29
PEOPLE WITH DISABILITIES RESOURCES .................. 32
   Clubs and Organization ................................ 33
   Student Services ....................................... 33
   Community Resources .................................. 35
   Transportation ......................................... 37
   Home Supportive Services ............................. 38
   Mobility ................................................. 38
   Animals .................................................. 39
   ADHD / LD .............................................. 39
   Courses .................................................. 40

GAY LESBIAN BISEXUAL AND TRANSGENDERED RESOURCES .................42
   Clubs and Organizations ................................ 43
   Student Services ....................................... 44
   Faith Organizations .................................... 46
   Gay Friendly Businesses ............................... 47
   Community Organizations ............................. 47
   GLBT Courses .......................................... 49
   Faculty and Staff ...................................... 53

LATINO AND LATINA-AMERICAN RESOURCES .................. 55
   Clubs and Organizations ................................ 56
   Student Services ....................................... 58
   Community Resources .................................. 60
   Faith Organizations .................................... 62
   Day Care Assistance ................................... 62
   Restaurants ............................................. 62
   Media .................................................... 62
   Dancing .................................................. 63
   Markets .................................................. 63
   Courses .................................................. 64
   Faculty and Staff ...................................... 73
NATIVE AMERICAN RESOURCES .................................................. 78

- Clubs and Organization .......................................................... 79
- Student Services ................................................................. 80
- Community Resources .......................................................... 82
- Local Area Tribes and Rancherias ............................................ 83
- Service Area Casinos ............................................................. 84
- Courses .................................................................................. 85
- Faculty and Staff ...................................................................... 88

VETERAN RESOURCES ............................................................. 89

- Clubs and Organization .......................................................... 90
- Student Services ................................................................. 90
- Community Resources .......................................................... 92
- Courses .................................................................................. 94
- Faculty and Staff ...................................................................... 96

CSU CHICO DIVERSITY HALLMARKS TIMELINE ......................... 97

CHICO STATE / COMMUNITY DATA ........................................... 100

- Chico, California Data ............................................................. 100
- Fall 2008 Enrollment Data ....................................................... 100

If there are resources that should be updated or included, please contact the Office of Diversity at 530.898.4764 or diversityoffice@csuchico.edu
Welcome to our university and our community! We are pleased you are here with us and very proud of all that you have accomplished to be here. We look forward to all that you will now achieve with us. We have high expectations for you, as you should have of your university. My best wishes for a successful start to your Chico State Career and an ongoing contribution to the Chico State Story.

—President Paul Zingg

Welcome to the Chico State Diversity Resource Guide. The information within this directory provides you with an introduction to the many resources that are available to you within our Chico State campus and community. Not in any way intended to be exhaustive or definitive, the directory offers but a small sample of the plethora of resources available to you.

—Tray Robinson
California State University, Chico establishes this policy in recognition of its educational mission, its social concerns, its responsibility for the personal development of individuals, and its concern for the rights of individuals.

CSU, Chico will comply with federal and state regulations relating to affirmative action and nondiscrimination obligations. The University will provide equal opportunity in education and employment for all qualified persons; prohibit illegal discrimination based on age, race, religion, color, national origin, gender, sexual orientation, gender identity and/or gender expression, marital or veteran status, and physical or mental impairment; and promote the full realization of equal education and employment opportunities through a positive and continuing program of affirmative action for the University as a whole and for each constituent unit.

This policy governs all university educational and employment practices and procedures including, but not limited to, recruitment, employment, enrollment, rate of pay or other compensation, advancement, reclassification, promotion, financial aid, demotion, renewal, non-renewal, termination, dismissal, transfer, layoff, leave, training, employee benefits, grading and program access.

It will be a violation of this policy to dismiss, discharge, expel, penalize, discipline, harass, adversely alter academic grades or otherwise discriminate against any student, faculty, or staff member because he/she has opposed any discriminatory practice, filed an internal or external complaint of discrimination, or testified or assisted in any proceeding in accordance with this policy.

Responsibility and authority for the dissemination and implementation of this policy lies ultimately with the President of the University with the support of university administrators, faculty, and staff and with assistance from the Director of Employment Practices (or designee). Practically, the responsibility and authority to act affirmatively to provide equality of opportunity in education and employment lies with all who are in decision-making positions within the University. Support for the University’s affirmative action policy will be considered in the annual evaluation of administrators and supervisors. The University will commit appropriate resources and create a supportive atmosphere for the implementation of this policy.
CLUBS AND ORGANIZATIONS

ASIAN CHRISTIAN FELLOWSHIPS
Serve one another by demonstrating God’s love and concern for people. We build friendships and plan activities throughout the semester. We are driven to the purpose of telling the good news of Jesus to those who don’t know him.

Advisor - jpostma@csuchico.edu

DELTA XI PHI SORORITY
A multicultural sorority that strives for women in higher education and is based on community service, sisterhood, and friendship.

Advisor - Nandi Crosby
ncrosby@csuchico.edu
530.898.4646
www.csuchico.edu/dxp

EPSILON SIGMA RHO FRATERNITY
Epsilon Sigma Rho is a Fraternity that helps every ethnicity and culture, so that someday we all respect one another as a person regardless of one’s race, color, and religious beliefs.

Advisor - Christopher Pavone
E-Mail: cpavone@csuchico.edu
Phone: 530.898.5469
Website: www.epsilonsigmargho.org

FILIPINO STUDENT ORGANIZATION
To promote and educate the CSU, Chico students, faculty, and the surrounding community of Chico about the Filipino culture and customs.

Advisor - Diane Abundabar
dabundabar@csuchico.edu
530.961.3123
www.csuchico.edu/faso

Fall down seven times, get up eight. —Japanese Proverb
Hmong Student Association
HSA was established to promote awareness of the Hmong culture and traditions. We, as students, shall provide services and information to all institutions and communities.
Advisors: Mai Houa Lo
mmlo@csuchico.edu
530.898.6444
www.csuchico.edu/hsa

Indian Student Association (ISA)
Association of students of Indian origin.
Advisors: Ramesh Varahamurthi
rvarahamurthi@csuchico.edu
Phone: 530.898.5346
www.csuchico.edu/india

Iu Mien Student Association
The purpose of this organization shall be to reconnect the mien community at California State University, Chico. The organization will serve as a venue for mien students to affiliate with one another and educate others about the culture. We will be involved in working with the community to promote academic
Advisors: Dr. Jean L. Schulberg
jschulberg@csuchico.edu
Phone: 530.898-4187

Japanese Animation Club
The Japanese Animation Club was created with the intent of exposing Chico students to one aspect of Japanese culture.
Advisors: Kimihiko Nomura
knomura@csuchico.edu
530.898-6352
www.csuchico.edu/jac

Lambda Sigma Gamma Sorority
Multicultural sorority who stresses sisterhood and the importance of academics. We are involved with community service throughout Chico, and have fundraisers and socials as well.
Advisors: Tracy Butts
trbutts@csuchico.edu

Muslim Student Association
MSA is a non-profit organization that serves the needs of Muslim students on campus. MSA welcomes students of all nations to come and join us.
Advisors: Mahan Mirza
mmirza@csuchico.edu
530.898.3088

Pacific Islander Connection
Advisors: Megan Kurtz
mkurtz@csuchico.edu
530.898.6831

Pakistan Student Organization
Pakistan Students Association is the one and only organization representing Pakistanis in Chico. Our objective is to gather them on one platform and organize events.
Advisors: Nasim Jawed
njawed@csuchico.edu
530.898.5386
www.csuchico.edu/pakistan

Palestine Solidarity
Advisors: Mahan Mirza
530.898.3088

Persian Cultural Association
Advisors: Farshad Azad
fazad@csuchico.edu
530.521. 2923
SIGMA OMEGA PHI SOCIAL SORORITY
We are a multicultural sorority who believes in opening minds through culture, education, and unity.
    Advisor - Cecilia Santillan Robles
    crobles@csuchico.edu
    530.898.6831

Sikh Student Organization
    Advisor - CC Carter
    Phone 530.898.4101

SOUTHEAST ASIAN STUDENT ORGANIZATION
Ethnic organization promoting diversity and cultural awareness among students.
    Advisor Rob Burton
    rburton@csuchico.edu
    Phone: 530.898.6568
    E-mail: rburton@csuchico.edu

SRI Lankan Student Association
The purpose of this organization shall be to promote harmonious co-operation and interaction between the Sri Lankan students at Chico State.
    Advisor - Rapti de Silva Phone
    E-mail: rdesilva@csuchico.edu
    Phone: 530.898-5767
    www.csuchico.edu/csuslsa

Taiwanese Student Association (TSA)
A gathering of Asian student to celebrate special occasions such as chinese new year. We also assist new Taiwanese students in Chico and have cultural exchange with students from other countries.
    Advisor Katherine Punteney
    E-Mail: kpuntene@csuchico.edu
    Phone: 530.898.5408
    Website: www.csuchico.edu/taiwan

Words have no wings but they can fly a thousand miles. – Korean Proverb
STUDENT SERVICES

CHICO STUDENT SUCCESS CENTER
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.

Contact - Oscar Haro
Phone: 530.898-6359
Website: http://brc.csuchico.edu/

THE CAREER CENTER
The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search, and career search.

Contact - Jamie Starnes
Phone: 530.898-5253
Website: http://www.csuchico.edu/plc/welcome2.html

THE CROSS-CULTURAL LEADERSHIP CENTER
The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

Contact - CC Carter
Phone: 530.898.4101
Website: http://www.csuchico.edu/sac/celc/index.shtml

DISABILITY SUPPORT SERVICES
DSS provides a variety of services to university students with temporary and permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.

Contact - Sandy Parsons
Phone: 530.898-5959
Website: http://www.csuchico.edu/dss/

EDUCATION SUPPORT PROGRAMS
The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first-generation students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the University in the matriculation, retention, and graduation of EOP students.

Contact - Chris Malone
Phone: 530.898.6831
Website: eop@csuchico.edu

ENGLISH AS A SECOND LANGUAGE SUPPORT CENTER
The ESL Resource Center located in Siskiyou 104 provides tutoring for non-native English speakers, grammar assistance, reading tutoring, assistance with research papers and homework, and help preparing for language exams including the TOEFL.

Contact: Frank Li
Phone: 530.898.5452
Website: http://www.csuchico.edu/engl/LinguisticsBA/EFL.html
**Judicial Affairs**
Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other.

Contact - Linda Schurr  
Phone: 530.898.6897  
Website: http://www.csuchico.edu/sjd/

**Safe Space**
The mission of Safe Space is to offer a visible support system for victims of sexual assault, intimate partner violence, and stalking through outreach, crisis intervention, advocacy, and educational programming at California State University, Chico and Butte College Campuses.

Contact - Dawn Frank  
Phone: 530.898.3030  
E-Mail: safeplace@csuchico.edu

**Student Activities**
The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Contact - Rick Rees  
Phone: 530.898.5396.  
Website: http://www.csuchico.edu/sac/

**Student Health Center**
Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact Cathy Feliz  
Phone: 530.898.5241  
Website: http://www.csuchico.edu/shs/

**Student Learning Center**
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.

Contact - Christine Connerly  
530.898.6839

**Study Abroad**
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.

Contact - Tasha Dev  
Phone: 530.898-5412  
Website: http://www.csuchico.edu/gius/sa/abroad.html

**Talent Search**
designed to assist low-income and first-generation students in grades 6-12 to prepare for their future.

Diana Parra-Villasenor  
Phone 530.898-4429  
Website: http://www.csuchico.edu/ted/index.html

**University Housing and Food Service**
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.

Phone: 530.530.898.6325  
http://www.csuchico.edu/housing/
COMMUNITY ORGANIZATIONS

AMERICAN CIVIL LIBERTIES UNION
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color, women, lesbians, gay men, bisexuals and transgender people, prisoners, and people with disabilities.

E-Mail: greg@acluchico.org
Phone: 530.554.1777
Website: http://www.acluchico.org/default.htm

BUTTE COUNTY REGIONAL TRANSIT
B-Line (Butte Regional Transit) is Butte County’s regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.

Phone: 530.879.246
Website: http://www.bcag.org/Transit/index.html

BUTTE COUNTY HMONG ASSOCIATION
P.O. Box 8646
Chico, CA 95926
Public Relations: Michael Lo
Email: bcha03@comcast.net

CHICO HULA CLUB
Maricel Kates, Director
530.342.1692
http://www.geocities.com/chichohula/
CHICO PEACE & JUSTICE CENTER
The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information, http://chico-peace.org

HMONG CULTURE CENTER
OF BUTTE COUNTY
1640 Lincoln Street
Oroville, CA 95965
Seng S. Yang: Program Director
Phone: 530.534.7474
Email: hccbc@sbcglobal.net

HMONG UNITED
COMMUNITY OF OROVILLE
P.O. Box 1409
Oroville, CA 95965

HUMAN RELATIONS NETWORK OF
BUTTE COUNTY’S
The Human Relations Network of Butte County’s mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging by the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.
Phone: 530.898.6366

LAO VETERANS OF AMERICAN, INC.
P.O. Box 2779 or 1566 Hunton Street
Oroville, CA 95965
Phone: 530.533.2677 Fax: 530.533.2677
Email: laoveteransncc@yahoo.com

PARADISE CENTER FOR TOLERANCE
AND NONVIOLENCE
The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to: honoring and protecting differences resolving conflicts peacefully advocating for a safe, hospitable, and harmonious community for all.
6023 Skyway, at Pearson
Paradise, CA 95969-4959
Phone: 530.877.1856
http://www.pctn.org/

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**Local Markets and Stores**

**Asian American Food Market**
3157 Lincoln St
Oroville, CA 95966
530.533.1202

**Asian Market**
347 Nord Ave
Chico, CA 95926
Phone: 530.342.9740

**Her’s Asian Food Market**
1414 Park Ave # 110
Chico, CA 95928
Phone: 530.894.1702

**House of Rice Oriental Imports & Gifts**
338 Broadway St
Chico, CA 95928
Phone: 530.893.1794

**Lee’s Oriental Market**
720 Montgomery St
Oroville, CA 95966
Phone: 530.533.3481

**M C Oriental Market**
3596 Myers St
Oroville, CA 95966
Phone: 530.534.3448

**Mong Market**
352 Grand Ave
Oroville, CA 95965
(530) 532-1452

**Asian Restaurant in the Chico, CA area**
http://chico-ca.addresses.com/r2/Asian-Restaurant-16030200.html

**Faith Organizations**

**Asian Bible Church, Chico**
2775 Nord Ave
Chico, CA 95973
Phone: 530.230.7105

**Asian Christian Fellowships**
Serve one another by demonstrating God’s love and concern for people. We build friendships and plan activities throughout the semester. We are driven to the purpose of telling the good news of Jesus to those who don’t know him.

Advisor - jpostma@csuchico.edu

**Chico Hmong Alliance Church**
P.O. Box 5140
Chico, CA 95927

**Korean Grace Presbyterian Church**
1188 E 8th St
Chico, CA 95928
Phone: 530.894.1292

**Islamic Center Inc**
1316 Nord Ave
Chico, CA 95926

**Medical Services**

**Dr. Nhia Yang M.D.**
Oroville Family Health Center
2800 Lincoln St
Oroville, CA 95966
Phone: 530.534.750

**Dr. Yang D.C.**
Chiropractor
2275 Myers St.
Oroville, CA 95966
Phone: 530.533.6400
BROADCAST MEDIA STATIONS

KZFR RADIO
http://www.kzfr.org/Days.html
6 a.m. – 8 a.m. Suab Hmoob Toj Tshiab

Kmoob Koom Tes
http://www.kzfr.org/shows/hmongUnited.html
Saturdays - 8 to 9 AM

HMONG TV STATION
7 KBTV Channel 8 and Comcast 234
Contact: Atary Xiong, 916-534-6425

ASIAN COURSES

SOCI 152
INTRODUCTION TO THE ASIAN AMERICAN EXPERIENCE
This course examines the Asian experience in the U.S. over the last 150 year by focusing on the experiences of different Asian ethnic groups. The focus is on early arrival and settlement, and contemporary issues in Asian American communities, including immigration, racism, and Asian American identity.

SOCI 351
ASIAN AMERICAN COMMUNITIES
This course explores how Asian American communities maintain Asian cultures, establish North American cultures, and adapt to American society. Immigration and other demographic trends are discussed, as well as ethnic identity, assimilation patterns, and intergenerational relations.

ASST 200
CULTURES OF ASIA
An introduction to the people and cultures of Asia, emphasizing India, China, Japan, Southeast Asia, and the Pacific. The course employs a multimediated approach to learning.

MCGS 324
RELIGION AND AMERICA’S ETHNIC MINORITIES
An exploration of the religions which inform America's ethnic minorities. The historical, cultural, and social experiences and values of Native American, Hispanic American, African American, Pacific Islander, and Asian American ethnic minority groups will be examined.
MCGS 328
MULTICULTURAL HEALTH
Ethnic groups in the U.S. face many health problems. This course focuses on those problems which affect the four largest ethnic groups in the U.S.: African Americans, Hispanic Americans, American Indians, and Asian Americans. The effects of history, health beliefs and practices, and socioeconomic status on the health of these ethnic populations are addressed. Current and potential strategies to improve health care delivery to these groups are explored.

ASST 300
ASIAN STUDIES: CONTEMPORARY SOCIAL PROBLEMS AND PROSPECTS
Study of problems and prospects related to Asia. This course includes a series of in-depth analysis of major issues, current problems, and prospects of Asia. Extensive research, writing, and oral presentations are required.

ASST 399
SPECIAL PROBLEMS
This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

ASST 490
CAPSTONE COURSE
ENGL 130 (or its equivalent) with a grade of C- or higher. This variable-content capstone seminar is devoted to the critical reading, evaluation, and discussion of major recent scholarship on Asia. Works are selected from a variety of disciplinary perspectives with an effort to cover several Asian areas (Japan, China, Southeast Asia, South Asia) and to deal with critical issues of the day. Students will lead discussions, evaluate arguments, and write critical essays at a level appropriate to graduating seniors with a major in Asian Studies. Required seminar for majors.

ASST 499H
HONORS IN ASIAN STUDIES
Admission to the Honors in the Major program. Honors candidates will write a senior thesis over two semesters on an approved topic related to Asia.

MCGS 328
MULTICULTURAL HEALTH
Ethnic groups in the U.S. face many health problems. This course focuses on those problems which affect the four largest ethnic groups in the U.S.: African Americans, Hispanic Americans, American Indians, and Asian Americans. The effects of history, health beliefs and practices, and socioeconomic status on the health of these ethnic populations are addressed. Current and potential strategies to improve health care delivery to these groups are explored.

...
# Faculty and Staff

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**CLUBS AND ORGANIZATIONS**

**BLACK STUDENT ALLIANCE**
The Black Student Alliance is a student organization that offers support to people of African descent at CSU, Chico. Through cultural, political, and academic awareness, they strive to promote unity among PAU members and black faculty and staff as well as with other student organizations on campus and in the Chico community. The PAU is open to all students regardless of race, creed, color, religious affiliation, or sexual orientation.

Contact - Vicki Bass  
Phone: 530.898-6321

**DELTASIGMA THETA SORORITY**
Delta Sigma Theta is a sorority that represents and dedicated itself to community service, scholarships and sisterhood.

Contact - Tracy Berman  
E-Mail: tberman@csuchico.edu  
Phone: 530.898.4030

**DELTA XI PHI MULTICULTURAL SORORITY**
Website: http://www.csuchico.edu/dxp/history_frame.html

**EPSILON SIGMA RHO FRATERNITY**
Epsilon Sigma Rho is a Fraternity that helps every ethnicity and culture, so that someday we all respect one another as a person regardless of ones race, color, and religious beliefs.

Advisor - Christopher Pavone  
E-Mail: cpavone@csuchico.edu  
Phone: 530.898.5469  
Website: www.epsilonsigmarho.org

**KAPPA ALPHA PSI**
Kappa Alpha Psi is a traditional African-American Fraternity. We are community service and social frat.

Advisor - Victor Bass  
E-Mail: vlbass@csuchico.edu  
Phone: 530.898-4931

*Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.*  
—President Barak Obama
LAMBDA SIGMA GAMMA SORORITY
Multicultural sorority who stresses sisterhood and the importance of academics. We are involved with community service throughout Chico, and have fundraisers and socials as well.

Advisor - Dr. Tracy Butts
E-Mail: tbutts@csuchico.edu
Phone: 530.898.5151
Website: www.lsgchicostate.com

MEN OF HONOR
Founded in 2001, the Men of Honor is an African American community group based in Chico, CA, founded to bring African American students, faculty, staff, and community members together to assimilate into the Chico community.

Contact - C.C. Carter
E-Mail: cecarter@csuchico.edu
Phone: 530.898.5396

SIGMA OMEGA PHI SOCIAL SORORITY
We are a multicultural sorority who believes in opening minds through culture, education, and unity.

Advisor - Cecilia Santillan Robles
E-Mail: CRSrobes@csuchico.edu
Phone: 530.898.6831

NATIONAL SOCIETY OF BLACK ENGINEERS
NSBE’s mission is to increase the number of culturally responsible Black engineers who excel academically, succeed professionally, and positively impact the community.

Contact - Lupe Jimenez
E-Mail: ljimenez@csuchico.edu
Phone: (530) 898-5487

UPSILOKAPPA DELTA
MULTICULTURAL SORORITY
Advisor - Sara Cooper
Phone: 530.898.5161
Website: www.csuchico.edu/ulkd

WOMEN OF EXCELLENCE
The Women of Excellence strive to motivate, empower, encourage and uplift their fellow sisters. They seek to strengthen self-worth, self image, and self esteem through mentorship, academic integrity, leadership and community service.

Advisor - Nandi Crosby
E-Mail: ncrosby@csuchico.edu
Phone: 530.898.4646

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I find, in being black, a thing of beauty: a joy; a strength; a secret cup of gladness. –Ossie Davis

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**STUDENT SERVICES**

**ACADEMIC ADVISING**
Academic Advising can assist with general education, major exploration, graduation requirements, and academic probation and disqualification.
- **Contact** - Lorraine Smith
- **Phone**: 530.898-5712
- **Website**: http://em.csuchico.edu/aap/advising.asp

**THE CAREER CENTER**
The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search, and career search.
- **Contact** - Jamie Starmer
- **Phone**: 530.898-5253
- **Website**: http://www.csuchico.edu/plc/

**CHICO STUDENT SUCCESS CENTER**
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.
- **Contact** - Oscar Haro
- **Phone**: 530.898-6359
- **Website**: http://brc.csuchico.edu/

**THE CROSS-CULTURAL LEADERSHIP CENTER**
The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.
- **Contact** - CC Carter
- **Phone**: 530.898.4101
- **Website**: http://www.csuchico.edu/sac/cclc/index.shtml

**DISABILITY SUPPORT SERVICES**
DSS provides a variety of services to university students with temporary and permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.
- **Contact** - Sandy Parsons
- **Phone**: 530.898-5959
- **Website**: http://www.csuchico.edu/dss/

**DREAMKEEPERS**
Dreamkeepers is an honor society which recognizes and celebrates the academic success of those African American students at CSU, Chico who have earned and maintained a 3.5 GPA. Eligible Dreamkeepers are recognized at our annual Dreamkeepers Scholastic Achievement Banquet which takes place during the spring of each academic year.
- **Contact** - Tray Robinson
- **Phone**: (530) 898-4764
**JUDICIAL AFFAIRS**
Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other.

Contact - Linda Schurr  
Phone: 530.898.6897  
Website: http://www.csuchico.edu/sjd/

**MINORITY ENGINEERING PROGRAM**
MEP is a comprehensive recruitment, retention, and graduation program that assists educationally disadvantaged students in pursuit of degrees in the College of Engineering, Computer Science, and Construction Management disciplines.

Contact - Paul Villegas  
Phone: 530.898.4017  
Website: http://www.csuchico.edu/mesa/

**SAFE SPACE**
The mission of Safe Space is to offer a visible support system for victims of sexual assault, intimate partner violence, and stalking through outreach, crisis intervention, advocacy, and educational programming at California State University, Chico and Butte College Campuses.

Contact - Dawn Frank  
Phone: 530.898.3030  
E-Mail: safeplace@csuchico.edu

**STUDENT ACTIVITIES**
The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Contact: Rick Rees  
Phone: 530.898.5396  
Website: http://www.csuchico.edu/sac/

**STUDENT HEALTH CENTER**
Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact Cathy Feliz  
Phone: 530.898.5241  
Website: http://www.csuchico.edu/shs/

**STUDENT LEARNING CENTER**
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.

Contact - Christine Connerly  
Phone: 530.898.6839  
Website: http://www.csuchico.edu/slcc/

**STUDY ABROAD**
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.

Contact - Tasha Dev  
Phone: 530.898.5412  
Website: http://www.csuchico.edu/gliss/sa/abroad.html

**UNIVERSITY HOUSING AND FOOD SERVICE**
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.

Contact - Hemlata Jhaveri  
Phone: 530.898.6325  
Website: http://www.csuchico.edu/housing
COMMUNITY RESOURCES

AMERICAN CIVIL LIBERTIES UNION

The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.

E-Mail: greg@acluchico.org
Phone: 530.554.1777
Website: http://www.acluchico.org/default.htm

BUTTE COUNTY HOME AND HEALTH SERVICES

A searchable directory of heal and human services in Butte County
Website: http://www.helpcentral.org/

BUTTE COUNTY REGIONAL TRANSIT

B-Line (Butte Regional Transit) is Butte County's regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.

Phone: 530.879.246
Website: http://www.bcacg.org/transit/index.html

CHICO PEACE & JUSTICE CENTER

The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information.

Website: http://chico-peace.org

HUMAN RELATIONS NETWORK OF BUTTE COUNTY

The Human Relations Network of Butte County's mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging by the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.

Phone: 530.898.6366

NO COST PEOPLE SERVICES

Website: http://www.helpcentral.org/pdf/lowcost_08.pdf

PARADISE CENTER FOR TOLERANCE AND NONVIOLENCE

The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to: honoring and protecting differences resolving conflicts peacefully advocating for a safe, hospitable, and harmonious community for all.

6023 Skyway, at Pearson
Paradise, CA 95969-4959
Phone: 530.877-1856 tel
Website: http://www.pctn.org/

Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly. —Langston Hughes
RADIO STATIONS

KCHO 91.7
Public Radio

KEWB 94.7
Hip Hop

KFMF 93.9
Classic Rock, Radio

KMXI 95.1
Adult Contemporary

ESPN Radio 101.7
Sports

BUSINESS

AFRICAN CONNECTIONS & CULTURAL CROSS ROADS
225 Main St
Chico, Ca
(530) 899-3753

ALMA’S HAIR SALON & BOUTIQUE
Mike Foster (Barber)
973 East Ave
Chico, Ca
(530) 591-7581

CAPELLI’S HAIR FASHION SALON
(Chalondra)
1368 Elst Ave
Chico, Ca
(530) 343-1141

BIG LEM’S BBQ
3017 Myers
Oroville, Ca
(530) 532-1000

SPORTS & FITNESS
1090 East 20th (inside off the Wall Soccer)
Chico, Ca
(530) 566-1166
Roland Jesters

GENESIS HAIR & NAILS
(Mia)
1725 Esplanade
Chico< ca
(530) 894-7972
**FAITH ORGANIZATIONS**

**Bethel AME Church**  
821 Linden St  
Chico, CA 95928  
(530) 345-3077

**Second Baptist Church**  
1053 Ohio Street  
Chico, CA 95928  
(530) 345-4764

**Faith Temple Church of God**  
1335 Davis Street  
Chico, CA 95928  
(530) 894-2081

**Oro Vista Baptist Church**  
2725 Florence Ave  
Oroville, CA 95966  
(530) 533-8900

**Wynn Memorial Church of God in Christ**  
2582 D Street  
Oroville, CA 95966  
(530) 533-8900

**No. 1 Church of God in Christ**  
3366 Burlington Ave.  
Oroville, CA 95966  
(530) 533-1518

**New Home Missionary Baptist Church**  
4380 Lower Wyandotte Rd  
Oroville, CA 95966  
(530) 534-6518

**Taylor Memorial C.M.E. Church**  
1957 B Street  
Oroville, CA 95966  
(530) 533-2143

**COURSES**

**AFAM 100**  
Introduction to African Studies  
An interdisciplinary approach to modern and traditional aspects of African life in the fields of history, geography, politics, ethnography, and socio-economic development. This is an approved General Education course. This course is also offered as AFRI 100.

**AFAM 170**  
Introduction to African American Studies  
Introduces the aims and objectives of African American Studies. A critical examination of the African American experience and its antecedents. This includes an assessment of how the dominant society impacts African Americans, including such factors as racism, poverty, and the current social/economic status of African Americans. Africa's contributions to the world are included. This is an approved General Education course. This course is an approved US Diversity course.

**AFAM 206**  
Comparative Slavery  
Comparative analysis of the institution of slavery which places slavery in the Western Hemisphere into a global and historical context beginning with labor oppression systems in Asia, the Roman Empire, and Mediterranean cultures. The significance and impact of Africans on the cultural, economic, and political life of North and South American nations will be examined in detail. This course is an approved General Education course. This course is an approved US Diversity course. This course is also offered as HIST 206.
AFAM 231
African American History
An examination of the origins of black people, their history, philosophies, ideas, religions, social values, and the way in which these aspects of culture are intertwined. Emphasis is on the critical analysis of eighteenth-, nineteenth-, twentieth-century events, personalities, and philosophies which resulted in the major economic, political, and social problems facing African Americans and other ethnic minorities today. This is an approved General Education course. This course is also offered as HIST 231.

AFAM 251
African American Literature
Introduction to African American literature, using a range of materials from past and present that may include slave and neo-slave narratives, oratory and sermons, poems, plays, and novels, songs and spirituals. This is an approved General Education course. This is an approved US Diversity course. This course is also offered as ENGL 251.

AFAM 296
African American Music
A historical survey from the African heritage and Colonial times to the present. The types, forms, and styles of African American music are studied in relation to the African American experience. This is an approved General Education course. This is an approved US Diversity course. This course is also offered as MUSC 296.

AFAM 355
The Sociology of African Americans
This course examines the historical and social experiences that have shaped contemporary African American life, such as slavery, exploitation, oppression, and resistance (for example, the Civil Rights movement, the Black Power movement, and Hip Hop). Strategies for researching African American experiences are learned through analysis of Black popular culture, male/female relationships, urbanization, religion, and institutional racism. This course is also offered as SOCI 355. Formerly AFAM 455.

MCGS 155
Introduction to Multicultural and Gender Studies
An introduction to the concepts, terminology, and issues in multicultural and gender studies, including exploration of America's multicultural history, gender as an element of culture, and contemporary issues in the field. This is an approved General Education course. This is an approved US Diversity course.

MCGS 324
Religion and America's Ethnic Minorities
An exploration of the religions which inform America's ethnic minorities. The historical, cultural, and social experiences and values of Native American, Hispanic American, African American, Pacific Islander, and Asian American ethnic minority groups will be examined. This is an approved General Education course. This is an approved US Diversity course. This course is also offered as RELS 324.
MCGS 327
THE POLITICS OF RACE AND ETHNICITY IN THE UNITED STATES
Analysis of the role of race and ethnicity in the American political process, including a critique of their role in local, state, and national elections. Factors accounting for participation and non-participation will be analyzed. This is an approved US Diversity course. This course is also offered as POLS 327.

MCGS 328
MULTICULTURAL HEALTH
Ethnic groups in the U.S. face many health problems. This course focuses on those problems which affect the four largest ethnic groups in the U.S.: African Americans, Hispanic Americans, American Indians, and Asian Americans. The effects of history, health beliefs and practices, and socioeconomic status on the health of these ethnic populations are addressed. Current and potential strategies to improve health care delivery to these groups are explored. This is an approved US Diversity course. This course is also offered as HCSV 328.

MCGS 330
SOCIOLOGY OF GENDER
This course examines gender as a social construct and its influences on men and women in families, school, work, politics, and culture. The focus is on how gender varies in relation to ethnicity, race, sexuality, and social class. This course is also offered as SOCI 330.

MCGS 341
CROSS-CULTURAL PSYCHOLOGY
This course focuses on the importance and various influences of culture on human behavior. Beginning with an examination of theoretical definitions of culture, the course covers a broad range of research that highlights the contributions of cross-cultural psychology to the understanding of human behavior within and between cultures. In addition, conceptual, methodological, and practical issues in cross-cultural research and applications are covered. This is an approved General Education course. This course is also offered as PSYC 341.

MCGS 350
ETHNIC AND RACE RELATIONS
This course examines the social construction of race, and studies ethnic and racial relations in the United States, looking at variations by class, gender, and immigration experiences. Students analyze interpersonal relationships between racial and ethnic groups, discrimination, resistance, social movements, and governmental policies. This is an approved General Education course. This is an approved US Diversity course. This course is also offered as SOCI 350.

ARTH 476
AFRICAN ART
An investigation of the arts and cultures of the African continent, with major emphasis upon the Negroid peoples south of the Sahara, the medieval kingdoms of the Sudan and the rain forest cultures and great civilizations of Ile, Benin, and the Congo. The sculpture, painting, body art, architecture, music, dance, belief systems, utural tradition of folklore, and reciprocal influences with other continents will be considered.
MUS 112
Gospel Choir

MUSC 293
History of Jazz
The historical and philosophical study of jazz from its African origins to the various forms in which it exists today.

HIST 370
African History Before 1800
Peoples, cultures, and economic systems of Africa before 1800, with emphasis on agricultural history, long-distance trade, state formation, and African religions.

HIST 371
African History After 1800

HIST 372
History of South Africa
Examines historical interactions between African societies and European settler communities, racism and economic oppression under apartheid, international involvement in the region, and African nationalist organizations.

POLS 446B
International Relations of Africa
Analysis of the foreign policies of Sub-Saharan nations, including Neocolonialism, Pan-Africanism, regionalism, development, apartheid, African Liberation Movements, and China in Africa.

***

Faith is taking the first step even when you don’t see the whole staircase.
—Martin Luther King, Jr.

Reprinted by Permission, Tray Robinson
# Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dept</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Graham</td>
<td>Staff</td>
<td>CC</td>
<td>Butte Hall 409 B</td>
<td>x4024</td>
</tr>
<tr>
<td>Dr. Albert Richardson</td>
<td>Faculty</td>
<td>EECE</td>
<td>Oconell Hall 309</td>
<td>x4958</td>
</tr>
<tr>
<td>Dr. Alfred Konuwa</td>
<td>Faculty</td>
<td>GS</td>
<td>Holt Hall 121</td>
<td>x6880</td>
</tr>
<tr>
<td>Antone Curis</td>
<td>Staff</td>
<td>ATHL</td>
<td>Acker Gym 146</td>
<td>x5370</td>
</tr>
<tr>
<td>Bertha Lonzi</td>
<td>Staff</td>
<td>UHFS</td>
<td>Esken Hall 12</td>
<td>x5827</td>
</tr>
<tr>
<td>Beverlee A. Perry</td>
<td>Staff</td>
<td>UPD</td>
<td>Yuba Hall 106</td>
<td>x5555</td>
</tr>
<tr>
<td>C.C. Carter</td>
<td>Staff</td>
<td>SAO/CCLC</td>
<td>Meriam Library 172</td>
<td>x4101</td>
</tr>
<tr>
<td>Charles Turner</td>
<td>Faculty</td>
<td>MCGS</td>
<td>Butte Hall 611</td>
<td>x5249</td>
</tr>
<tr>
<td>Cheryl Haynes</td>
<td>Staff</td>
<td>SRO</td>
<td>Student Services 220</td>
<td>x5142</td>
</tr>
<tr>
<td>Chris Malone</td>
<td>Staff</td>
<td>EOP</td>
<td>Student Services Center 310</td>
<td>x6831</td>
</tr>
<tr>
<td>Courri Brady</td>
<td>Staff</td>
<td>UHFS</td>
<td>University Housing 117</td>
<td>x6325</td>
</tr>
<tr>
<td>Darnell Lee</td>
<td>Staff</td>
<td>SFS</td>
<td>Student Services Center 230</td>
<td>x6083</td>
</tr>
<tr>
<td>Dr. Charles Cambridge</td>
<td>Faculty</td>
<td>MGMT</td>
<td>Glenn Hall 311</td>
<td>x4302</td>
</tr>
<tr>
<td>Helen Dixon</td>
<td>Staff A</td>
<td>SFS</td>
<td>Bell Memorial Union 115</td>
<td>x6818</td>
</tr>
<tr>
<td>Dr. Herman Ellis</td>
<td>Staff</td>
<td>SAC</td>
<td>Bell Memorial Union 213</td>
<td>x5396</td>
</tr>
<tr>
<td>Dr. James Luyikra-Seawagudde</td>
<td>Staff</td>
<td>ADV/GS</td>
<td>Student Services Center 120</td>
<td>x5721</td>
</tr>
<tr>
<td>Dr. James O'Bannon</td>
<td>Faculty</td>
<td>CMGT</td>
<td>Oconell Hall 327</td>
<td>x6355</td>
</tr>
<tr>
<td>Malcolm Jackson</td>
<td>Faculty</td>
<td>MUSC</td>
<td>Performing Arts Center 221</td>
<td>x4151</td>
</tr>
<tr>
<td>Victor Bass</td>
<td>Staff</td>
<td>ETS</td>
<td>Student Services Center 470</td>
<td>x4931</td>
</tr>
<tr>
<td>Vikki Bass</td>
<td>Staff A</td>
<td>DMS</td>
<td>Student Services Center 130</td>
<td>x4115</td>
</tr>
<tr>
<td>Dr. Warren Pinckney</td>
<td>Faculty</td>
<td>MUSC</td>
<td>Performing Arts Center 207</td>
<td>x4795</td>
</tr>
<tr>
<td>Wayne Murray</td>
<td>Staff</td>
<td>AS</td>
<td>Bell Memorial Union 004</td>
<td>x4676</td>
</tr>
<tr>
<td>Dr. Willie Hopkins</td>
<td>Faculty</td>
<td>COB</td>
<td>Tchama Hall 301</td>
<td>x6272</td>
</tr>
<tr>
<td>Dwight Frey</td>
<td>Staff</td>
<td>AS</td>
<td>Bell Memorial Union 208</td>
<td>x6005</td>
</tr>
<tr>
<td>Marilyn Campbell</td>
<td>Staff</td>
<td>SFS</td>
<td>Student Services Center 230</td>
<td>x5936</td>
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# Faculty and Staff

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<tbody>
<tr>
<td>Marsail Ford</td>
<td>Staff</td>
<td>RFDN</td>
<td>25 Main Street 203</td>
<td>x6811</td>
</tr>
<tr>
<td>Dr. Morris Brown Jr.</td>
<td>Faculty</td>
<td>JOUR</td>
<td>Tehama Hall 349</td>
<td>x4134</td>
</tr>
<tr>
<td>Dr. Nandi Crosby</td>
<td>Faculty</td>
<td>MCGS/SOCI</td>
<td>Butte Hall 616</td>
<td>x4646</td>
</tr>
<tr>
<td>Dr. Pat Patterson</td>
<td>Faculty</td>
<td>CWCT</td>
<td>Student Services Center 430</td>
<td>x6345</td>
</tr>
<tr>
<td>Dr. Pedro Douglas</td>
<td>Staff</td>
<td>VPSA</td>
<td>Kendall Hall 110</td>
<td>x6131</td>
</tr>
<tr>
<td>Robert Embry</td>
<td>Staff</td>
<td>AS</td>
<td></td>
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</tr>
<tr>
<td>Dr. Sherrow Pinder</td>
<td>Faculty</td>
<td>POLS/MCGS</td>
<td>Butte Hall 710</td>
<td>x6036</td>
</tr>
<tr>
<td>Steve Irving</td>
<td>Staff</td>
<td>SEMP</td>
<td>Student Services Center 270</td>
<td>x5256</td>
</tr>
<tr>
<td>Tara Sanders</td>
<td>Staff</td>
<td>EOP</td>
<td>Student Services Center 310</td>
<td>x6831</td>
</tr>
<tr>
<td>Dr. Tracy Butts</td>
<td>Faculty</td>
<td>MCGS</td>
<td>Butte Hall 611</td>
<td>x5249</td>
</tr>
<tr>
<td>Tray Robinson</td>
<td>Staff</td>
<td>Diversity</td>
<td>Kendall Hall 110</td>
<td>x4764</td>
</tr>
</tbody>
</table>
LIFT EVERY VOICE & SING

Lift every voice and sing
Till earth and heaven ring
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the
dark past has taught us,
Sing a song full of the hope that the
present has brought us,
Facing the rising sun of our new
day begun
Let us march on till victory is won.
—James Weldon Johnson
CLUBS AND ORGANIZATION

DISABILITY LEADERSHIP COUNCIL
The Disability Leadership Council (DLC) is a group of students who address issues of importance for students with disabilities on the California State University, Chico campus. Members of the DLC seek positive change that will benefit CSU, Chico students with disabilities and the campus by increasing awareness through education, speeches, meetings, and events.

Website: http://www.myspace.com/chicosvoice

STUDENT SERVICES

ASSISTIVE TECHNOLOGY CENTER
A joint project between Disability Support Services and Student Computing, providing resources to students who are registered with DSS.

Website: http://www.csuchico.edu/step/labs/arc.shtml

CHICO STUDENT SUCCESS CENTER
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.

Contact - Oscar Haro
Phone: (530) 898-6359
Website: http://bsc.csuchico.edu/

THE CAREER CENTER
The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search and career search.

Contact - Jamie Starmer
Phone: 530.898-5253
Website: http://www.csuchico.edu/plc/welcome2.html
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The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

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Contact - Sandy Parsons
Phone: 530. 898-5959
Website: http://www.csuchico.edu/dss/

EDUCATION SUPPORT PROGRAMS
The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first-generation students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the University in the matriculation, retention, and graduation of EOP students.

Contact - Chris Malone
Phone: 530.898.6831
Website: eop@csuchico.edu

ENGLISH AS A SECOND LANGUAGE SUPPORT CENTER
The ESL Resource Center located in Siskiyou 104 provides tutoring for non-native English speakers, grammar assistance, reading tutoring, assistance with research papers and homework, and help preparing for language exams including the TOEFL.

Contact: Frank Li
Phone: 530.898.5452
Website: http://www.csuchico.edu/engl/LinguisticsBA/EFL.html

SAFE SPACE
The mission of Safe Space is to offer a visible support system for victims of sexual assault, intimate partner violence, and stalking through outreach, crisis intervention, advocacy, and educational programming at California State University, Chico and Butte College Campuses.

Contact - Dawn Frank
Phone: 530.898.3030
E-Mail: safeplace@csuchico.edu

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Contact - Linda Schurr
Phone: 530.898.6897
Website: http://www.csuchico.edu/sjd/

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The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Contact - Rick Rees
Phone: 530.898.5396.
Website: http://www.csuchico.edu/sac/
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Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact: Cathy Feliz  
Phone: 530.898.5241  
Website: http://www.csuchico.edu/shs/

**Student Learning Center**
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.

Contact: Christine Connerly  
Phone: 530.898-6839  
Website: http://www.csuchico.edu/slcl/

**Study Abroad**
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.

Contact: Tasha Dev  
Phone: 530.898-5412  
Website: http://www.csuchico.edu/giis/sa/abroad.html

**Talent Search**
Talent Search designed to assist low-income and first-generation students in grades 6-12 to prepare for their future.

Contact: Diana Parra-Villaseñor  
Phone: 530.898-4429  
Website: http://www.csuchico.edu/tsed/index.html

**University Housing and Food Service**
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.

Contact: Hemlata Jhaveri  
Phone: 530.530.898.6325  
Website: http://www.csuchico.edu/housing/

**Upward Bound**
Upward Bound provides fundamental support to participants in their preparation for college entrance. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Contact: Maria Moreno  
Phone: 530.898.5184  
Website: http://csucub.csuchico.edu/

**Community Resources**

**American Civil Liberties Union**
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.

Phone: 530.554.1777  
Website: http://www.acluchico.org

**Alcoholics Anonymous**
Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism.

Website: http://www.aabutte-glenn.org/
**Butte County Department of Behavioral Health**

Inpatient Psychiatric Health Facility (PHF)
592 Rio Lindo Avenue
Chico, CA 95926
Phone: 530-891-2775 Service/Intake
Phone: 530-891-2915

Intake/Administration - Youth Services
Website: http://www.butte-dbh.org/

**California Council for the Blind**

The mission of the California Council of the Blind (CCB) is to gain full independence and equality of opportunity for all blind and visually impaired Californians.

Phone: 916.441.2100
Toll-Free in CA: 800.221.6359
Website: http://www.ccbnet.org/index.htm

**California Department of Rehabilitation**

The California Department of Rehabilitation works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities.

Website: http://www.dor.ca.gov/

**Caring Choices**

Caring Choices provides unique services in Northern California in answer to our residents’ often special needs.

1398 Ridgewood Drive
Chico, CA 95973
Phone: (530) 899-3873
Website: http://www.caring-choices.org/

**Enloe Rehabilitation Programs**

The Enloe Rehabilitation Center provides a caring environment with advances in technology to deliver quality inpatient and outpatient care.

1531 Esplanade
Chico, California 95926
Phone: 530.332.7300
Phone: 800.822.8102
Website: http://www.enloe.org/guide_to_services/rehabilitation_center/enloe_rehabilitation_programs.asp

**Easter Seals**

Easter Seals provides services to children and adults with disabilities and other special needs and support to their families.

Phone: 800.234.7325
Website: http://noea.easterseals.com/site/PageServer?pagename=CANO_homepage

**Guide to Community Services**

Website: http://www.csuchico.edu/catalog/cat07/03Community/06gtcs.pdf

**Independent Living Services of Northern California**

ILSNC is a private, non-profit organization which provides support services to help empower community members with disabilities.

1161 East Avenue
Chico, CA 95926
Info@ilsnc.org
Phone: 1.800.464.8527
Website: http://www.ilsnc.org/
TRANSPORTATION

B-LINE (BUTTE REGIONAL TRANSIT)

B-Line (Butte Regional Transit) is Butte County’s regional public transit system. You can use B-Line to travel locally in Chico, Oroville, paradise, or to travel between communities throughout Butte County. Visit the B-Line website for information on routes, schedules, fare information and other inquiries. The City of Chico provides FREE BUS ACCESS to all city and county buses (Butte Regional Transit or “B-Line”) for downtown.

Phone: 530.879.2468

VETERAN CENTER

Vet Centers provide readjustment counseling and outreach services to all veterans who served in any combat zone. Services are also available for their family members for military-related issues.

280 Cohasset Road, Suite 100
Chico, CA 95928
Phone: (530)-899-8549
Website: http://www.va.gov/directory/ guide/facility.asp?ID=510&dnum=All

...
HOME SUPPORTIVE SERVICES

**Butte Home Health & Hospice**

We are a State-Licensed, Medicare-Certified home health agency; Non-Profit and Community Owned. Our motto, “A Promise of Excellence” is reflected in our staff and services as we strive for excellence in patient care at all levels.

10 Constitution Drive,
Chico, CA 95973
Phone: 530.895.0462
Toll Free: 1.800.655.0462
Website: http://www.buttehomehealth.com/index.php

**Homecare & Hospice**

Enloe Medical Center’s HomeCare and Hospice Programs provide quality care and support in the comfort of one’s home for those patients who are well enough to leave a hospital or rehabilitation center but still need medical or personal attention.

1390 East Lassen Ave.
Chico, CA 95973
Phone: 530.332.6050 - HomeCare
Phone: 530.332.6060 - Hospice
Website: http://www.enloe.org/guide_to_services/homecare_and_hospice.asp

**IiSS**

The IISS program provides personal and domestic services to aged, blind or disabled individuals in their own homes.

Phone: (530)538-5262
TDD: (530)538-5045
Website: http://www.bciisspa.org/

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MOBILITY

**DMV**

Helpful Information for the Disabled using DMV services

500 Cohasset Rd #31
Chico, CA 95926
Phone: 800.777.0133
Hearing Impaired: TTY 1-800-368-4327
Website: http://www.dmv.ca.gov/dl/disabled_info.htm

**Nor-Cal Mobility**

Specializes in accessible van and mobility equipment

1300 Nord Avenue
Chico, CA 95926
Toll-Free: 1.800.225.7361
Phone: 530.893.111
http://www.norcalmobility.com/
ANIMALS

BUTTE COUNTY PUBLIC HEALTH
(ANIMAL CONTROL)
Phone: 530.891.2907
Website: http://www.buttecounty.net/public-health/animal/animal.html

MANGROVE VETERINARY HOSPITAL
Mangrove Veterinary Hospital is walk in full-service veterinary medical facility. We strive to offer excellence in veterinary care to Chico, CA and the surrounding areas.
1900 Mangrove Avenue
Chico, CA 95926
Phone: 530-891-4818
Website: http://www.mangrovevet.com/Templates/GridCritters.aspx

ADHD / LD

BRISLAIN LEARNING CENTER
Brislain Learning Center has been helping families in the North Valley. Through a variety of services which include Marriage and Family Counseling, Life Coaching, Neurofeedback Training, Diagnostic Testing and Educational Therapy our programs offer support and growth opportunities for the whole person.
2545 Ceanothus Ave.
Suite 130
Chico, CA 95923
1.530.342.2567 ext. 4
Toll Free: 1.800.791.6031
Website: http://www.brislainlearningcenter.com/index_files/Page973.htm

DR. MARK STREETS
ADHD Evaluations
1660 Humboldt Rd.
Chico, CA 95926
Phone: 530-898-6521

CINDY CARLSON, MA.Ed
ADHD Coach, Advocate, and Educator
1279 E. First Ave., Suite C (Corner of E. 1st Ave. & Village Ln.)
Chico, California 95926
Phone: 530-354-8010
E-mail: ccarlson@csuchico.edu
http://www.nancyspreventionclinic.com/
COURSES

KINE 196
Service Learning in Movement Studies in Disability
This course provides students with a service learning experience in the area of movement studies in disability. University students are placed with a child with a disability to assist the child with selected individualized activity programs. Programs are designed in conjunction with parents to meet the individual child's physical, social, emotional, and motivational needs.

KINE 295
Disability and Physical Activity in the Media
This course provides students with an opportunity to learn about disability in film and physical activity. Moreover, the experience provides students an in-depth look into the portrayal of individuals with disabilities in film and media and how this does or does not coincide with societal views and values, education, physical education, politics, individual and group behavior. Perceptions and personal views regarding individuals with disability and their inclusion/segregation in society are explored through visual arts.

KINE 520
Interdisciplinary Autism Clinic
This course covers the organization, administration, planning, and evaluation of interdisciplinary programming for children with autism spectrum disorder (ASD). The course is for students who are interested in working with children with autism and their families. Students examine research from a variety of disciplines and discuss within interdisciplinary teams the needs and effective support for a child and his or her family via direct service to children with ASD in a University laboratory setting.

SOCI 230
Women in Contemporary Societies
Taking an in-depth look, this course explores women's lives in today's world across categories of class, race, ethnicity, sexuality, disability, and age. Students also discuss such topics as gender, body politics, violence against women, poverty, religion, and power as they relate to women. Special attention is given to social activism and emerging policies here in the U.S. and elsewhere.

SWRK 200
Multicultural Awareness for Human Services
This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion/spirituality, generation, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people.

SWRK 612
Social Work Practice in Multicultural Contexts
This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course will also cover issues relating to international social work practice and the increasingly interconnected global economy.
WMST 230
Women in Contemporary Societies

Taking an in-depth look, this course explores women's lives in today's world across categories of class, race, ethnicity, sexuality, disability, and age. Students also discuss such topics as gender, body politics, violence against women, poverty, religion, and power as they relate to women. Special attention is given to social activism and emerging policies here in the U.S. and elsewhere.
All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential.” —Harvey Milk

CLUBS AND ORGANIZATIONS

GLBT FACULTY AND STAFF ASSOCIATION

The CSU, Chico GLBT faculty and staff have formed an informal association as a means of support, advocacy and mentorship for our GLBT campus community.

Contact - Nancy Park
530.898.6103

PREVENTING HATE CRIME

In California, you are considered a victim of a hate crime if you have been targeted because of your “real” or “perceived” race, ethnicity, national origin, religion, gender, sexual orientation, or physical or mental disability. People belonging to these groups are referred to as “protected classes.” All people are members of a protected class. Members of our Chico State campus community are encouraged to report hate crimes to our university police.

530-898-5555
http://www.csuchico.edu/up/safety/hate_crime.html

PRIDE/SAFE ZONE STUDENT ORGANIZATION

Pride is designed to provide socialization and interaction between lesbian, gay, bisexual, transgender and straight-allied college students. The organization also functions as a political, social service, and educational body on campus.

Contact: Irma Rivera
www.csuchico.edu/pride/New/index.htm

SAFE ZONE ALLEY PROGRAMS

Safe Zone’s purpose is to reduce homophobia and heterosexism on our campus and thereby make the campus a safer and freer environment for all members of our community.

Contact - Tray Robinson
Phone: 530.898.4764
Website: www.csuchico.edu/pride/New/index.htm
STRAIGHT BUT NOT NARROW
The Straight But Not Narrow program encourages heterosexual students to become allies for the GLBT Community. They are asked to confront heterosexism, homophobia, biphobia, transphobia, heterosexuality and gender straight privilege in themselves and others; they have a concern for the well-being of the LGBTQ people and a belief that heterosexism, homophobia, biphobia, and transphobia are social justice issues.
Website: http://www.csuchico.edu/diversity/resources/straightButNotNarrow.pdf

WOMEN’S CENTER
The Associated Students Women’s Center is a student-run activist organization that evolved from the feminist ideology that all genders should be equal. We provide a safe, accepting environment and strive to empower all students through awareness raising events, services and referrals.
Phone: 530.898.5724
Email: womenscenter@csuchico.edu
Website: http://aschico.com/iPage=33
http://aschico.com/iPage=33

Not just hip-hop, but America just discriminates. And I wanna just, to come on TV and just tell my rappers, just tell my friends, ‘Yo, stop it.’ – Kanye West

STUDENT SERVICES

ACADEMIC ADVISING
Academic Advising can assist with general education, major exploration, graduation requirements, and academic probation and disqualification.
Contact: Lorraine Smith
Phone: 530.898-5712
Website: http://em.csuchico.edu/aap/advising.asp

CHICO CAREER CENTER
The Chico State Career Center provides assistance in career development, choosing majors, preparing resumes, finding internships and other application materials, graduate school search, and career search.
Contact: Jamie Starmer
Student Services Center
Phone: 530.898.5353
Website: http://www.csuchico.edu/plc/welcome2.html

CHICO STUDENT SUCCESS CENTER
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.
Contact: Oscar Haro
Phone: 530.898-6359
Website: http://brc.csuchico.edu/
THE CROSS-CULTURAL LEADERSHIP CENTER
The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

Contact - CC Carter
Phone: 530.898.4101
Website: http://www.csuchico.edu/sac/cclc/index.shtml

DISABILITY SUPPORT SERVICES
DSS provides a variety of services to university students with temporary permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.

Contact - Sandy Parsons
Phone: 530.898.5959
Website: http://www.csuchico.edu/dss/

FINANCIAL AID
Financial aid enables students to gain access to higher education who would not otherwise be able to attend without the assurance that their basic financial needs will be addressed.

Contact - Michelle Vanderjack
Phone: 530.898.6451
Website: http://fa.csuchico.edu/fa/

JUDICIAL AFFAIRS
Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other...

Contact - Linda Schurr
Phone: 530.898.6897
Website: http://www.csuchico.edu/sjd/

OFFICE OF DIVERSITY:
The Office of Diversity is committed to cultivating a culturally inclusive environment where diversity of thought and expression are valued, respected, appreciated and celebrated. It serves as a resource to our campus community by providing information, referrals, advocacy, coordination and support for diversity-related events, activities, initiatives and discussions.

Contact - Tray Robinson
Phone: 530.984.4101
Website: http://www.csuchico.edu/diversity/

STUDENT ACTIVITIES
The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Phone: 530.898.5396.
Website: http://www.csuchico.edu/sac/

STUDENT HEALTH CENTER
Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact Cathy Feliz
Phone: 530.898.5241
Website: http://www.csuchico.edu/shs/
THE STUDENT LEARNING CENTER
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.
  
  Contact: Christine Connerly  
  Phone: 530.898.6839  
  Website: http://www.csuchico.edu/slc/

STUDY ABROAD
The Study Abroad Program exposes you to experience and perspective that you will not get in the US and can strengthen your resume.
  
  Contact: Tasha Dev  
  Phone: 530.898.5412  
  Website: http://www.csuchico.edu/glis/sa/abroad.htm

UNIVERSITY HOUSING AND FOOD SERVICE
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.

  Contact: Hemlata Jhaveri  
  Phone: 530.898.6325  
  Website: http://www.csuchico.edu/housing/

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The Lord is my Shepherd
and he knows I’m gay.
—Rev. Troy Perry

FAITH ORGANIZATIONS

CHICO HAVURAH
(JEWISH RECONSTRUCTIONIST)
(location for services and events)
1190 East First Ave.
Chico, Ca 95926
Phone: 530.523.946

CONGREGATIONAL CHURCH OF CHICO
1190 East First Ave.
Chico, Ca 95926
www.chicoucc.org
Phone: 530.342.4913

TRINITY UNITED METHODIST CHURCH
285 East Fifth St.
Chico, Ca 95928
Phone: 530.343.1497

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Pride Talk Show
LGBTQ issues

Thursdays
6-7 pm
KCSCradio.com
GAY FRIENDLY BUSINESSES

PANAMA’S BAR CAFE
(WEDNESDAY NIGHTS)
177 E 2nd St
Chico, CA 95928
Phone: 530 895.8817

DUFFY’S TAVERN
337 Main St
Chico, CA 95928
Phone: 530.343.7718

LEON BISTRO
817 Main St.
Chico, CA, 95928
Phone:530.899.1105

LYONS BOOKS
121 W. 5th Street
Chico, CA, 95928
Phone: 530.891.3338
Website: http://www.lyonbooks.com

Naked Lounge The
118 W 2nd Ave
Chico, CA, 95928
Phone: 530.895.0676
Website: http://www.thenakedlounge.com

Has Beans Coffee & Tea Co
1078 Humboldt Ave
Chico, CA, 95928
Phone: 530.332.9645
Website: http://maps.google.com

Upper Crust Bakery
130 Main Street
Chico, California 95928
Phone: 530.895.3866
Website: http://uppercrustchico.com

Six Degrees Coffee Service and Distributions
Phone:530.879.0601
Website: info@sixdegreescoffee.com

COMMUNITY ORGANIZATIONS

AMERICAN CIVIL LIBERTIES UNION
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.
E-Mail: greg@acluchico.org
Phone: 530 554.1777

BUTTE COUNTY REGIONAL TRANSIT
B-Line (Butte Regional Transit) is Butte County's regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.
Phone: 530.879.246
Website: http://www.bcag.org/Transit/index.html

CARING CHOICES
Caring Choices provides unique services in Northern California in answer to our residents' often special needs
1398 Ridgewood Drive
Chico, CA 95973
(530) 899-3873
http://www.caring-choices.org/

CATALYST
Catalyst is a nonprofit organization committed to serving the needs of all domestic violence victims and their children regardless of ethnicity, citizenship, language, religion, physical disabilities, sexual orientation, gender identity or HIV status.
330 Wall St
Chico, CA 95928
(530) 343-7711
http://www.catalystdvservices.org
Everybody’s journey is individual. If you fall in love with a boy, you fall in love with a boy. The fact that many Americans consider it a disease says more about them than it does about homosexuality.
—James Baldwin

**Imperial Sovereign Court of the Czaristic Dynasty**
The specific purpose of this corporation is to establish and maintain a philanthropic and charitable organization. Dedicated to fund raising activities for charitable organizations, encouraging and promoting human understanding and growth, by enhancing the welfare of the human community. In addition to some of the other positive aspects of the Court System, perhaps the best is that our organization is open to everyone. Our membership is made up of every aspect of society—lesbian, gay, bisexual, transgendered and heterosexual. A person’s gender, lifestyle or mode of dress has no bearing on being a member of the court “family.”

Kathy Hunter (Empress)
(530) 354-3784
kkkatarbard@sbcglobal.net
http://www.chicoimperialcourt.com/

**Chico Peace & Justice Center**
The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information.
http://chico-peace.org

**Human Relations Network of Butte County’s**
The Human Relations Network of Butte County’s mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging by the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.
Phone: 530.898.6366

**Paradise Center for Tolerance and Nonviolence**
The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to: honoring and protecting differences resolving conflicts peacefully advocating for a safe, hospitable, and harmonious community for all.

6023 Skyway, at Pearson
Paradise, CA 95969-4959
530-877-1856 tel
http://www.pctn.org/
PFLAG
“PFLAG” is Parents, Families & Friends of Lesbians & Gays. The new chapter of PFAG will meet at Trinity United Methodist Church, 285 East 5th St. Meetings will be on the first Tuesday of each month. For any questions, contact:
  Contact - Linda Ellis
  Phone: 530.873-2565
  E-Mail: chicopflag@att.net

Planned Parenthood
(LGBT Services)
Our health center supports and welcomes clients regardless of sexual orientation, gender identity, or biological sex, including but not limited to lesbian, gay, bisexual, transgender, queer, questioning, and intersex clients. All services are provided in a respectful and professional manner. Chico Health Center offers the following services specifically for clients who identify as LGBT: education, resources & services referral.
  556 Vallombrosa Ave
  Chico, CA 95926
  Phone: 530.342.8367

Stonewall Alliance Center
Primary purpose is to provide information and services that promote the physical, psychological, and social health of the gay, lesbian, bisexual, and transgender communities in Northern California.
  2889 Cohasset Rd Suite 5
  Chico, CA 95973
  Phone: 530.893.3336
  Website: http://www.stonewallchico.org

GLBT Courses

MCGS 310
Gay, Lesbian, Bisexual, Transgender, and Queer Issues and Identities
An exploration of current scholarship in gay, lesbian, bisexual, transgender, and queer theories, issues, and communities. Grounded in feminist scholarship, the course examines GLBTQ identity construction and formation through media, politics, sex/sexuality, science, and the law. Specific focus will vary from semester to semester.

MCGS 330
Sociology of Gender
This course examines gender as a social construct and its influences on men and women in families, school, work, politics, and culture. The focus is on how gender varies in relation to ethnicity, race, sexuality, and social class.

MCGS 380
Gender, Science, and Society
An exploration of how science and culture have affected people’s understandings of gender and sexuality, in both Western and non-Western cultures, from ancient times to the present.

MCGS 401
Sexual Minorities, Law, and Politics
Students examine how the law (made by judges, legislators, and voters) has influenced and continues to influence the lives of gay, lesbian, bisexual, and transgender individuals. Students critically analyze how the rights of sexual minorities have developed or failed to develop. The class includes discussion of gay movements’ politics, accomplishments, and opponents. Finally, contemporary issues surrounding legal and political issues that impact sexual minorities are addressed.
MCGS 479
GENDER AND LANGUAGE IN CROSS-CULTURAL PERSPECTIVES
This course explores recent theories and applications associated with the relationships among language, gender, and sexuality. The course includes a focus on the intersection of linguistic gender with class and ethnicity by drawing on research in linguistic anthropology and sociolinguistics. There will be an examination of gendered speech, writing, and sign from a variety of the world’s languages.

WMST 326
MODERN EUROPEAN WOMEN’S HISTORY
This course explores major themes and developments in the social and cultural history of European women from the 1700s to the present, including changing gender roles, attitudes toward sexuality, reproduction, and the family. In particular, the course examines women’s struggle to define themselves and their roles in society and their impact on the social identities of men.

WMST 170
INTRODUCTION TO WOMEN’S STUDIES
This course explores the impact of cultural beliefs and practices on diverse women’s lives. Readings, films, and lectures analyze women’s challenges, struggles, and accomplishments. Specific topics include race and class, media images of women, the women’s movement, work, motherhood, and sexuality.

WMST 230
WOMEN IN CONTEMPORARY SOCIETIES
Taking an in-depth look, this course explores women’s lives in today’s world across categories of class, race, ethnicity, sexuality, disability, and age. Students also discuss such topics as gender, body politics, violence against women, poverty, religion, and power as they relate to women. Special attention is given to social activism and emerging policies here in the U.S. and elsewhere.

ENGL 479
LANGUAGE AND GENDER IN CROSS-CULTURAL PERSPECTIVES
This course explores recent theories and applications associated with the relationships among language, gender, and sexuality. The course includes a focus on the intersection of linguistic gender with class and ethnicity by drawing on research in linguistic anthropology and sociolinguistics. There will be an examination of gendered speech, writing, and sign from a variety of the world’s languages.

PSYC 391
PSYCHOLOGY OF PREJUDICE, HATE, AND VIOLENCE
Examination of the nature of prejudice and hate and their contribution to societal violence. How prejudice and hatred affect personal, family, and group behavior are considered in a context of understanding factors that contribute to their development. Strategies for reducing the prevalence of prejudice, hatred, and violence in our contemporary culture are evaluated.
PSYC 674
COUNSELING ASPECTS OF SEXUALITY AND OF SUBSTANCE ABUSE

Introduction to counselling issues related to substance abuse and sexuality. Emphasis is on etiology, prevention, assessment, diagnosis, and treatment of substance abuse and sexual disorders.

RELS 369
RELIGION AND SEXUALITY

A cross-cultural study of the ways religious world views, institutions, and rituals shape views of human sexuality. Topics include sacred sexuality; religious asceticism; the regulation of reproductive sexuality; religious perspectives on homosexuality; the role of religion in constructing

SOCI 133
SOCILOGY OF SEXUALITY

This course uncovers the complexity and impact of sexuality on our experiences and on broader social life. Addressing biological, psychological, and cultural aspects, this course examines how society influences cultural and individual sexual meanings, identities, expressions, and controversies.

RELS 107
BIBLE CONTROVERSIES

This course considers the disputes over the interpretation of the Bible in Western culture. Did Moses and the prophets write the Hebrew Bible? Was the Bible intended as scripture, myth, or history? Why were books left out of the Bible? What are the differences between Jewish, Roman Catholic, and Protestant approaches to the Bible? In addition to examining books of the Bible in their original context, this course considers the Bible’s role in ancient and contemporary disputes over the Sabbath, heaven and hell, the resurrection, the law, circumcision, divorce, the Trinity, salvation, slavery, polygamy, abortion, homosexuality, and feminism. Gender identity and the special ritual role of “third” genders in some cultural communities; and critiques of religious perspectives on sexuality from feminist and queer communities.

SOCI 330
SOCIology of GENDER

This course examines gender as a social construct and its influences on men and women in families, school, work, politics, and culture. The focus is on how gender varies in relation to ethnicity, race, sexuality, and social class.
SOCI 346
SPORT AND SOCIETY
This course examines the connections between sport and society, including socialization, values, education, deviance, the economy, and the media. Attention is given to the ways that gender, race, social class, sexuality, and the body influence sports, as well as recent controversial issues such as player and fan violence, and drug abuse among athletes.

SOSC 430
FAMILY RELATIONS CAPSTONE SEMINAR
This capstone seminar integrates interdisciplinary approaches to family studies through the examination of topics such as cohabitation, marriage, alternative family forms, parenting, sexuality, child development, personality, gender, and aging. Family policy issues are also emphasized.

SOCI 433
CONSTRUCTING SEXUALITIES
How do societies and individuals shape sexuality? This course investigates the relationship between sexual behavior and identities, and looks at the ways that sexuality is affected by science, politics, race, and social movements. Historical, subcultural, and cross-cultural examples are used to understand how these dynamics play out in our lives.

SWRK 396
SOCIAL WORK PERSPECTIVES ON WOMEN
Examines current theory and research concerning conditions of women as a special population. Issues covered are employment stressors, single parenthood, feminization of poverty, institutional sexism and racism, power, sexuality, substance abuse, eating disorders, and relationships and the implications of these issues for the organization and delivery of services and social policy.
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<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Barbara Brautigam</td>
<td>HNRS</td>
<td>Staff</td>
<td>Student Services Center 460</td>
<td>x5683</td>
</tr>
<tr>
<td>Cindy Bumgarner</td>
<td>FLNG</td>
<td>Faculty</td>
<td>Trinity Hall 205A</td>
<td>x6031</td>
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<tr>
<td>Lana Buris</td>
<td>PSYC</td>
<td>Faculty</td>
<td>Student Services Center 430</td>
<td>x6345</td>
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<tr>
<td>Sara E. Cooper</td>
<td>FLNG</td>
<td>Faculty</td>
<td>Trinity Hall 150</td>
<td>x5161</td>
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<tr>
<td>Ted Cliver</td>
<td>MATH</td>
<td>Faculty</td>
<td>Holt Hall 138</td>
<td>x5345</td>
</tr>
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<td>Chad Disharoon</td>
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<td>Gayle Hutchinson</td>
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<tr>
<td>Leo Kirchoff</td>
<td>EDUC</td>
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<tr>
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<td>Chris Marolla</td>
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<tr>
<td>Mike Mazur</td>
<td>THEA</td>
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<tr>
<td>Molly Knappen</td>
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<td>Elizabeth Renfro</td>
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<td>Lorraine Smith</td>
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<td>Bradely Wolf</td>
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<td>Staff</td>
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California State University, Chico

Campus Map

Gender Neutral Restrooms

- Location of restrooms

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<th>Building/Hall</th>
<th>Floor</th>
<th>Num. of Restrooms</th>
<th>Location on Map</th>
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<td>Center for Continuing Ed</td>
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<td>Student Health Center</td>
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<td>Yolo Hall</td>
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</table>
CLUBS AND ORGANIZATIONS

ASOCIACION DE TEATRO Y POESIA CULTURAL
Advisor: Antonio Arreguin
E-Mail: aarreguin-bermudez@csuchico.edu
Phone: 530.898.4244

BALLET FOLKLORICO
We are a dance group that learns dances from different states of Mexico and Latin America, learn their culture and teach other students on campus through dance.
Advisor: Elizabeth Alaniz
E-Mail: ealaniz@csuchico.edu
Phone: 530.898.6451

DELTA XI PHI SORORITY
A multicultural sorority that strives for women in higher education and is based on community service, sisterhood, and friendship.
Advisor: Nandi Crosby
E-Mail: ncrosby@csuchico.edu
Phone: 530.898.4646
Website: www.csuchico.edu/dxp

EPSILON SIGMA RHO FRATERNITY
Epsilon Sigma Rho is a Fraternity that helps every ethnicity and culture, so that someday we all respect one another as a person regardless of ones race, color, and religious beliefs
Advisor: Christopher Pavone
E-Mail: cpavone@csuchico.edu
Phone: 530.898.5469
Website: www.epsilonsigma rho.org

GAMMA ZETA ALPHA FRATERNITY
Gamma Zeta Alpha Fraternity Inc. is dedicated to achieving academic excellence, community service, and the maintenance of the latino culture through brotherhood.
Advisor: Stephen Lewis
Phone: 530.0898-5366
Website: www.gammas.org/alpha
**Lambda Sigma Gamma Sorority**
Multicultural sorority that stresses sisterhood and the importance of academics. We are involved with community service throughout Chico, and have fundraisers and socials as well.

- Advisor: Tracy Butts
- E-Mail: tbutts@csuchico.edu
- Phone: 530.898.5151
- Website: www.lsgchicostate.com

**Lambda Theta Nu Social Sorority**
Lambda Theta Nu is a Latina based sorority-founded on the ideals of community service, academic excellence, and lifelong sisterhood.

- Advisor: Caren Fernandez
- E-Mail: cfernandez@csuchico.edu
- Phone: 530.898.4093
- Website: www.lambdathetanu.org

**Nu Alpha Kappa Fraternity**
Nu Alpha Kappa is a Latino based fraternity which encompasses all values and cultures National latino greek fraternity of the year.

- Advisor: Antonio Arreguin
- E-Mail: arreguin-bermudez@csuchico.edu
- Phone: 530.898.4614
- Website: www.naknet.org

**Sigma Omega Phi Social Sorority**
We are a multicultural sorority who believes in opening minds through culture, education, and unity.

- Advisor: Cecilia Santillan Robles
- E-Mail: CRobles@csuchico.edu
- Phone: 530.898.6831

**Sociedad Estudiantal de Literatura, Arte, y Cultura**
Committed to increasing awareness of Spanish and Latin cultures through exposure of literature, art, and cultural activities to create a common interest and sense of identity among all University and community members.

- Advisor: Maria Gonzalez
- Phone: 530.898.6276
- Website: www.csuchico.edu/selac

**Upsilon Kappa Delta Social Sorority**
Multicultural sorority

- Advisor: Sara Cooper
- E-Mail: scooper@csuchico.edu
- Phone: 530.898.5161
- Website: www.csuchico.edu/ukd

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STUDENT SERVICES

AB540
Allows eligible immigrant students to pay in-state tuition at public college & universities, such as the University of California (UC system), California State Universities (CSU), and community colleges. Please click on the following link for a list of resources.
Website: http://fa.csuchico.edu/fa/categories/ab540.shtml

CHICO STUDENT SUCCESS CENTER
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.
Contact - Oscar Haro
Phone: (530) 898-6359
Website: http://css.csonichico.edu/

THE CAREER CENTER
The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search, and career search.
Contact - Jamie Starmer
Phone: 530.898.5253
Website: http://www.csuchico.edu/plc/welcome2.html

CAMPUS LEGAL INFORMATION CENTER
CLIC is a collection of programs which serve the community by providing free legal information and referrals, presenting seminars, workshops, and information packets. CLIC is staffed by California State University, Chico student paralegal interns, who in addition to providing free legal information and referrals, provide free legal representation to clients in administrative law forums. CLIC provides legal information, not advice, as we are not attorneys.
Phone: 530.898.4354
E-mail: clic@csuchico.edu
Website: http://www.csuchico.edu/pols/clic/clicabout.shtml

THE CROSS-CULTURAL LEADERSHIP CENTER
The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.
Contact - CC Carter
Phone: 530.898.4101
Website: http://www.csuchico.edu/sac/cclc/index.shtml

DISABILITY SUPPORT SERVICES
DSS provides a variety of services to university students with temporary and permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.
Contact - Sandy Parsons
Phone: 530.898-5959
Website: http://www.csuchico.edu/dss/
EDUCATION SUPPORT PROGRAMS
The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first-generation students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the University in the matriculation, retention, and graduation of EOP students.
Contact: Chris Malone
Phone: 530.898.6831
Website: eop@csuchico.edu

ENGLISH AS A SECOND LANGUAGE SUPPORT CENTER
The ESL Resource Center located in Siskiyou 104 provides tutoring for non-native English speakers, grammar assistance, reading tutoring, assistance with research papers and homework, and help preparing for language exams including the TOEFL.
Contact: Frank Li
Phone: 530.898.5452
Website: http://www.csuchico.edu/engl/LinguisticsBA/EFL.html

JUDICIAL AFFAIRS
Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other.
Contact: Linda Schurr
Phone: 530.898.6897
Website: http://www.csuchico.edu/sjd

STUDENT ACTIVITIES
The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.
Contact: Rick Rees
Phone: 530.898.5396
Website: http://www.csuchico.edu/sac/

STUDENT HEALTH CENTER
Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.
Contact: Cathy Felix
Phone: 530.898.5241
Website: http://www.csuchico.edu/shs/

STUDENT LEARNING CENTER
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.
Contact: Christine Connerly
Phone: 530.898-6839
Website: http://www.csuchico.edu/slc/

STUDY ABROAD
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.
Contact: Tasha Dev
Phone: 530.898-5412
Website: http://www.csuchico.edu/giis/sa/abroad.html

TALENT SEARCH
This is designed to assist low-income and first-generation students in grades 6-12 to prepare for their future.
Contact: Diana Parra-Visaño
Phone: 530.898-4429
Website: http://www.csuchico.edu/tsed/index.html
COMMUNITY RESOURCES

ALMA'S HAIR SALON & BOUTIQUE
Mike Foster (Barber)
973 East Ave.
(530) 591-7581

AMERICAN CIVIL LIBERTIES UNION
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals, and transgender people; prisoners; and people with disabilities.
Contact: Greg Burton
E-Mail: greg@acuchico.org
Phone: 530.554.1777

AZTECA VIDEO
324 Walnut St
Chico, CA 95928
Phone: 530.343-6107

AZTLAN GRAPHICS
1262 Humboldt Ave
Chico, CA 95928
Phone: 530.343.8725

BUTTE COUNTY REGIONAL TRANSIT
B-Line (Butte Regional Transit) is Butte County’s regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.
Phone: 530.879.246
Website: http://www.bcag.org/Transit/index.html
CHICO PEACE & JUSTICE CENTER
The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information:
http://chico-peace.org

HISPANIC ASSOCIATION FOR THE COMMUNITY AND EDUCATION (HACE)
Contact: Odbulla Corona.
Phone: 530.898.4608

HISPANIC CHAMBER OF COMMERCE
The Hispanic Chamber of Commerce of Northern California exists to expand business opportunities for the Hispanic community through advocacy, education, and networking to strengthen Hispanic business and communities which it serves and represents. For more information, visit Hispanic Chamber of Commerce of Northern California online.
Phone: 530.894.5054
Website: http://www.hispanicccc.org/

HUMAN RELATIONS NETWORK OF BUTTE COUNTY'S
The Human Relations Network of Butte County's mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.
Phone: 530.898.6366

NO COST PEOPLE SERVICES
Website: http://www.helpcentral.org/pdf/lowcost_08.pdf

PARADISE CENTER FOR TOLERANCE AND NONVIOLENCE
The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to honoring and protecting differences resolving conflicts peaceably advocating for a safe, hospitable, and harmonious community for all.
6023 Skyway, at Pearson
Paradise, CA 95969-4959
Phone: 530-877-1856 tel
Website: http://www.pctn.org/

FIFTH SUN GRAPHICS
495 Ryan Ave.,
Chico, CA 95973,
Phone: 1.800.658.0070
Website: http://www.5sun.com/privacy.aspx

RECUERDOS Y NOVEDADES
1450 Mangrove Ave # 125
Chico, CA 95926
Phone: (530) 892-2037

RECUERDOS Y NOVEDADES
1365 Longfellow Ave
Chico, CA 95926
Phone: (530) 892-2037

SERVICIOS PÚBLICOS
GRATIS O A BAJO
Website: http://www.helpcentral.org/pdf/Low%20Cost%20Spanish%2006.pdf
FAITH ORGANIZATIONS

Jehovah’s Witnesses
1377 Eaton Rd
Chico, CA 95973
(530) 345-7077
http://www.watchtower.org/

Kingdom Hall South Chico Congregation
10 Honey Run Rd
Chico, CA 95928
(530) 893-5250

St John the Baptist Catholic Church
435 Chestnut St
Chico, CA 95928
(530) 343-8741

Our Divine Savior Catholic Church
566 E Lassen Ave
Chico, CA 95973
(530) 343-4248

St Therese Roman Catholic
367 E 8th Ave
Chico, CA 95926
(530) 894-4040

Newman Center
346 Cherry St
Chico, CA 95928
(530) 342-5180

Saint Catherine of Siena Parish
1421 Park Avenue
Chico, CA 95928
(530) 845-5503
(530) 345-5622

DAY CARE ASSISTANCE

Valley Oak Children’s Services
Primary function is to make childcare more accessible to parents while encouraging quality care situations for families in our area.
287 Rio Lindo Avenue,
Chico, Ca 95926
(530) 895-3572 (800) 345-8627
http://www.valleyoakchildren.org/

***

RESTAURANTS

***

MEDIA

Univision 20
The Univision television affiliate for Chico and Redding. Featuring Spanish language programming.
530 893-1234
300 Main St.
Chico CA 95928

Spanish, Radio
KRCX 99.5 FM
KHHZ 97.7 FM

***
**DANCING**

**Café Culture**
Salsa classes start February 16th
Monday & Wednesday’s 7:00 - 8:00 pm
Instructors: Lily & Niobel
Cost per lesson: $10
Location: Café Culture: 931 West 5th Street,
Downtown Chico. Near the train station in
the former location of Gold’s Gym.
Phone: 530-345-6045 or 530-277-5353
(ask for Greg)
Email: chicocafeculture@gmail.com
Website: www.chicocafeculture.com

**Salsa Dance Lessons @ Tenshin Dojo**
Tuesday Night!! Featuring the following
dances: Salsa, Cha Cha, Rhumba, etc.
Location: Ten Shin Dojo
3028 Esplanade Ste C
Chico 95928
Phone: 530.893.5821

**Kinetics Performing Arts Center**
Dance Lessons, Argentine Tango, etc.
Location: 2155 Park Ave
Chico, CA 95928
Contact Info: Ray & Janice Horn
Phone: 530.345.1747

**Studio One**
Studio One offers Swing, Latin & Ballroom
dance with no partner required and no expe-
rience necessary!
Location: 1144 w. 1st street
Chico, CA. 95928
Phone: 530.345.9465
Website: http://www.studiooneballroom.com/

**MARKETS**

**Panaderia Y Tortilleria La Mexicana**
112 W 17th St
Chico, CA 95928
(530) 345-5777

**Zepedas Meat Market**
671 Walnut St,
Chico, California 95928
(530) 892-8218

**Winco Foods**
2060 E 20th St
Chico, CA 95928
(530) 342-1599

**Foodmax**
2051 Dr Martin Luther King Jr Pkwy
Chico, Ca 95928
Phone: 530.894.1050

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_In this world it is possible to
achieve great material wealth,
to live an opulent life. But a
life built upon those things
alone leaves a shallow legacy.
In the end, we will be judged
by other standards._

—Cesar Chavez
COURSES

CHST 135
MEXICAN HERITAGE IN THE UNITED STATES
Study of the Mexican-American subculture in the United States after 1848: historical background, migration, cultural patterns, folklore, economic and political objectives.

CHST 157
INTRODUCTION TO CHICANO STUDIES
This course explores contemporary issues affecting Chicanos in the United States, including cultural values, social organization, urbanization, gender, and socio-economics. Attention is given to how family, religion, and immigration experiences play upon the lifestyles and values held by Chicanas and Chicanos.

CHST 234
MEXICAN HERITAGE IN THE UNITED STATES BEFORE 1848
This course examines the history and heritage of the Mexican people of the present-day Southwestern United States from the fourteenth through the mid-nineteenth centuries.

CHST 354
CHICANO LITERATURE
A study of the Chicano people as reflected in selected films and literature. Reading, discussions, and reports will be in English. This is a service course for non-majors and not elective for a BA degree or minor in Spanish.

CHST 358
CHICANOS IN CONTEMPORARY SOCIETY
This course examines the economic, social, and political status of Chicanos and Chicanas in the United States since the 1960’s Chicano Movement. Students also consider issues such as immigration, stratification, educational attainment, labor market inequality, and resistance movements.

CHST 406
MESO-AMERICAN/colonial art
A survey of Mexican art and culture from the Cortesian Conquest, the Colonial Period of monastery- and church-building, the Revolution of 1810, the Revolution of 1910, and the painters of the great revolutionary mural movement that followed, Rivera, Orozco, and Siqueiros, to contemporary artists who have tended toward international pluralism. Attention is given to the process of acculturation that produced the modern Mexican peoples, their national character, and their contemporary art.

CHST 454
CHICANO LITERATURE
A study of the Chicano people as reflected in selected films and literature. Discussions will be in Spanish, readings in English and Spanish, reports in Spanish.

CHST 459
CHICANOS AND LATINOS: A CROSS-CULTURAL APPROACH
This course examines the social conditions and lived experiences of Chicanos and Chicanas, using individual and structural perspectives. Students explore the impact of Chicanos, the largest Latino subgroup, on the United States. Social and cultural comparisons are made among Chicano, Mexican, other Latino subgroups, and various ethnic communities.

LAST 110
INTRODUCTION TO LATIN AMERICAN STUDIES
A survey of the history, geography, culture, and society of Latin America. This course is designed to provide students who are majoring in Latin American Studies, as well as
General Education students, with an initial orientation in the study of Latin America on an interdisciplinary basis.

LAST 150
Orientation to Mexico Program
Introduction to the Mexico Program of intercultural experiential learning in Mexico. The course will survey Mexican geography, anthropology, development, culture, adjustment to cultural differences, and intercultural communication. The course is intended to prepare the student for the six-week program in Mexico.

LAST 321
History of Government and Politics of Central America
An interdisciplinary survey of the history and politics of Central America. This course is designed to be a component of the Upper-Division Theme on Mexico and Central America.

LAST 350
History and Politics of Mexico
An interdisciplinary approach to the history and politics of Mexico. This course will introduce students to the panorama of Mexican history while delineating the roots and development of the current Mexican political system. This course is designed to be a component of the Upper-Division Theme on Mexico and Central America.

LAST 351
Natural History and Ecology of Mexico and Central America
LAST 351 explores the natural and human-modified environments of Mexico, Central America, and the Caribbean. It introduces students to the biological and physical processes that create the natural environments of the region and examines the complex interactions between people and these environments, both past and present. This course is designed to be the Area B course for the General Education Upper-Division Theme I: Mexico and Central America.

LAST 352
Mexico: Literature and Arts
An interdisciplinary examination of how Mexican literature and the arts reflect the social and cultural roots of the people of Mexico. This course is a component of the General Education Upper-Division Thematic Program on Mexico and Central America.

LAST 352M
Mexico: Literature and Arts (Merida Component)
An interdisciplinary examination of how Mexican literature and the arts reflect the social and cultural roots of the people of Mexico. This course is a component of the General Education Upper-Division Thematic Program on Mexico and Central America.

LAST 353
Regional: Art/Literature/Music
An interdisciplinary examination of how artistic manifestations (art, music, and literature) respond to the social and cultural roots of the people of a Latin American region. This course is designed to be a component of the General Education Upper-Division Thematic Program on Mexico and Central America.

LAST 354
Land and People of Mexico
An interdisciplinary approach to the study of social institutions and culture in terms of family, neighborhood, community, region, and nation, with specific emphasis on Mexi-
This course is designed to be a component of the Upper-Division Theme on Mexico and Central America.

LAST 355  
**Land and People of Central America and the Caribbean**
Study of the physical environment, human settlement, development, and modern problems of the nations of Central America and the Caribbean. This course is designed to be a component of the Upper-Division Theme on Mexico and Central America.

LAST 398  
**Special Topics**
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered.

LAST 399  
**Special Problems**
This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

LAST 489  
**Intercultural Experiential Learning**
This course will provide students with a genuine cross-cultural experience which will enable them to understand Latin American life from the point of view of the Latin American family with which they will live and the Latin American people with whom they will work. Students will live with a Latin American family and work in a Latin American organization for a six-week period. Students will keep a log of their experiences and prepare a written evaluation of their families and jobs.

LAST 495  
**Seminar in Selected Topics**
An in-depth, interdisciplinary seminar that examines selected topics in Latin American culture and society, past and present, through critical reading of, and commentary on, recent scholarship devoted to the region. Readings may include Spanish language sources. Topics vary by semester. Required for majors and minors.

LATN 101  
**First-Semester Latin**
Introduction to the Latin language and culture. Emphasis on the fundamental skills of reading, pronunciation and composition in Latin.

LATN 102  
**Second-Semester Latin**
Continuation of LATN 101. Emphasis is on the fundamental skills of reading, pronunciation, and composition in Latin.

SPAN 101  
**First-Semester Spanish**
Introduction to Spanish language and culture. Emphasis on the fundamental skills of understanding, speaking, reading, and writing Spanish.
SPAN 102
SECond-SEmESTER SPANISH
Continuation of SPAN 101. Emphasis on the fundamental skills of understanding, speaking, reading, and writing Spanish.

SPAN 200
CONVERSATIONAL SPANISH
Intensive practice in the spoken language with the objectives of developing fluency and increasing vocabulary through the study of cultural topics.

SPAN 201
THIRD-SEmESTER SPANISH
Reviewing and expanding of language skills and cultural concepts introduced in SPAN 101 and SPAN 102. This course includes composition and reading.

SPAN 201N
SPANISH FOR SPANISH SPEAKERS
Reviewing and expanding of language skills possessed by speakers of Spanish who have not studied the language formally. This course includes composition and reading. Particular focus on the Mexican-American/ Latino experience.

SPAN 202
FOUrTH-SEmESTER SPANISH
Reviewing and expanding of language skills and cultural concepts introduced in SPAN 101, SPAN 102, and SPAN 201. This course includes composition and reading.

SPAN 202N
SPANISH FOR SPANISH SPEAKERS
Further reviewing and expanding of language skills possessed by speakers of Spanish who have not studied the language formally. Builds on topics studied in SPAN 201N. This course includes composition and reading.

Particular focus on the Mexican-American/ Latino experience.

SPAN 203
READING AND CONVERSATION
Reading practice and discussions designed to further acquaint the student with Hispanic culture and to improve comprehension and vocabulary in preparation for upper-division courses.

SPAN 301
GRAMMAR AND COMPOSITION
Intensive review of grammar and its application in composition. This course or its equivalent is a prerequisite for all other upper-division courses. Required of all majors and minors.

SPAN 302
READING AND COMPOSITION
Emphasis on fluency, style, and syntax. Required of all majors and minors.

SPAN 303
ADVANCED ORAL EXPRESSION
Intensive practice in the spoken language at an advanced level of proficiency. Guided conversations and discussions, debates, and speeches. Enrollment will be limited. Native speakers should consult with instructor before enrolling.
SPAN 320
**Introduction to Spanish Linguistics**

SPAN 321
**Spanish Phonology**
SPAN 202 or equivalent. May be taken concurrently with SPAN 301 and/or SPAN 303. Phonology (phonetics and phonemics), linguistic geography, and related areas as they apply to the learning and teaching of Spanish.

SPAN 331
**Spanish Culture and Civilization**
Introduction to the historical and cultural heritage of Spain, to selected figures in the arts and public life, and to the ways and traditions of Spaniards today. Readings, reports, and discussion.

SPAN 332
**Latin American Culture and Civilization**
A survey of the cultural, social, economic, and political heritage of Latin America and its evolution into contemporary Latin American society.

SPAN 341
**Introduction to Latin American Literature**
Introduces students to the study of Hispanic literature and culture, and develops their skills in language comprehension and analysis of prose, poetry, and drama. The works studied will be short stories, full-length plays, and Hispanic-American narrative and lyric poetry. SPAN 341 and SPAN 342 are required of all majors and count as electives for the minor. Either fulfills the prerequisite for all other upper-division literature courses.

SPAN 342
**Introduction to Spanish Peninsular Literature**
Introduces students to the study of Hispanic literature and culture, and develops their skills in language comprehension and analysis of prose, poetry, and drama. Works studied will be the novel, one-act plays, and Peninsular Spanish narrative and lyric poetry. SPAN 342 is required of all majors and fulfills the prerequisite for all other upper-division literature courses.

SPAN 354
**Chicano Literature**
A study of the Chicano people as reflected in selected films and literature. Reading, discussions, and reports will be in English. This is a service course for non-majors and not elective for a BA degree or minor in Spanish.
SPAN 371
**Workshop in Hispanic Children's Literature**
The student will explore the relationship between literature and culture. Oral expression will be enhanced through reading and individual and class projects. Practical implementation of knowledge through the interpretation of stories, creation of short plays and original skits for presentation at local elementary schools that have a substantial Hispanic enrollment.

SPAN 398
**Special Topics**
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered.

SPAN 399
**Special Problems**
This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

SPAN 425
**Spanish Teaching Methodologies**
This is a senior-level Spanish course that introduces students to current theories of foreign language learning and implications of key research for classroom practice. Students learn strategies for teaching Spanish, including the utilization of appropriate technology. In addition to lecture and discussion, students complete the Early Field Experience hours required for entry to a credential program.

SPAN 441
**Hispanic Short Story**
Study of leading short story writers from Spain and Latin America, with background readings and reports on representative authors. Emphasis on contemporary works.

SPAN 442
**Hispanic Theater**
Readings, discussions, reports, and oral interpretation of major dramatic works of Latin America and Spain.

SPAN 443
**Hispanic Novel**
Analysis of representative novels from Latin America and Spain.

SPAN 444
**Hispanic Poetry**
Study of the leading poets of Spain and Latin America.

SPAN 451
**Literature of Mexico**
Readings and reports on literature of Mexico from pre-Columbian to contemporary literature.

SPAN 452
**Viewing the Hispanic Caribbean**
Critical analysis of literature and culture of the Spanish-speaking Caribbean, utilizing reading, discussion, oral reports, and written projects.

SPAN 454
**Chicano Literature**
A study of the Chicano people as reflected in selected films and literature. Discussions will be in Spanish, readings in English and Spanish, reports in Spanish.
SPAN 461
Don Quixote
Cervantes' novel and his amiable madman in the larger context of literature and culture. Commentary on contemporary history, society, and politics.

SPAN 470H
Spanish Honors Seminar
A seminar for Honors students. The course focuses on major literary periods and authors from Latin America and Spain in conjunction with literary criticism and theory. Initial work on writing the Honors thesis.

SPAN 471
Women and Literature in the Hispanic World
Women in Spanish-speaking society. An approach to culture via a study of women as literary subjects and as writers. The idealization and reality of their existence as reflected through Spanish and Latin American literature.

SPAN 472
Oral and Written Traditions of the Spanish Speaking World
Study of the diverse oral and written traditions that both predate and coexist with the literary tradition in Spanish. Topics may include oral narrative such as legends, myths, proverbs, religious beliefs; oral practices in verse such as the troubadour tradition, anonymous epic poetry, popular songs and ballads, and corridos; and written practices such as testimonies, autobiographies, and epistles.

SPAN 481
Film and Literature in Spain and Latin America
Students will consider the elements that constitute literary and cinematic masterpieces by examining films based on a variety of texts: epic poetry, drama, short story, legend, novel, zarzuela, and filmscript. The films will represent the cultural and linguistic diversity in areas of Spain and Latin America.

SPAN 489
Directed Field Experience in Spanish
Recommended for majors and graduate students, some minors upon completion of SPAN 302 or equivalent or faculty permission.

This course is an internship offered for 1.0-3.0 units. You must register directly with a supervising faculty member. Provides students with the opportunity to develop their language proficiency in Spanish and enables them to use their language skills in on-the-job situations. Limited to majors, graduate students, and selected minors upon completion of SPAN 302. A maximum of 3 units may be counted toward the major.

SPAN 497
Spanish Subject Matter Assessment and Writing Proficiency
The course includes two components, the Spanish Subject Matter Assessment Exam and the Writing Proficiency Research Paper. The comprehensive exam covers Spanish language, Spanish linguistics, and Spanish and Latin American literature and culture. The Writing Proficiency Research Paper is an investigative/analytical essay in English on a major work of Hispanic literature. Students show mastery of the major areas of study in Spanish as well as the ability to investigate, plan and write essays using correct English and in a style suitable to literary analysis.
SPAN 499H
SPANISH HONORS THESIS
Independent Study. Completion of Honors thesis under the direction of assigned Spanish faculty. The thesis, based on studies begun in SPAN 470H, requires original work beyond that normally required in undergraduate work. Students present the thesis in a public lecture.

SPAN 689
INTERNSHIP
This course is an internship offered for 1.0-3.0 units. You must register with a supervising faculty member.

SPAN 69
INDEPENDENT STUDY
This course is a graduate-level independent study offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

SPAN 698
SPECIAL TOPIC
This course is a special topic offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and will vary from term to term and be different for different sections.

SPAN 699T
MASTER'S THESIS
This course is offered as for 1.0-3.0 units. You must register directly with a supervising faculty member.

MCGS 155
INTRODUCTION TO MULTICULTURAL AND GENDER STUDIES
An introduction to the concepts, terminology, and issues in multicultural and gender studies, including exploration of America's multicultural history, gender as an element of culture, and contemporary issues in the field.

MCGS 324
RELIGION AND AMERICA'S ETHNIC MINORITIES
An exploration of the religions which inform America's ethnic minorities. The historical, cultural, and social experiences and values of Native American, Hispanic American, African American, Pacific Islander, and Asian American ethnic minority groups will be examined.

MCGS 328
MULTICULTURAL HEALTH
Ethnic groups in the U.S. face many health problems. This course focuses on those problems which affect the four largest ethnic groups in the U.S.: African Americans, Hispanic Americans, American Indians, and Asian Americans. The effects of history, health beliefs and practices, and socioeconomic status on the health of these ethnic populations are addressed. Current and potential strategies to improve health care delivery to these groups are explored.

MCGS 330
SOCIOLOGY OF GENDER
This course examines gender as a social construct and its influences on men and women in families, school, work, politics, and culture. The focus is on how gender varies in relation to ethnicity, race, sexuality, and social class.
MCGS 332  
**American Ethnic Origins**  
An examination of the various ethnic groups that came to America; the reasons for their emigration, their reception in the United States, special problems they encountered, and the contributions they made to American society.

MCGS 341  
**Cross-Cultural Psychology**  
This course focuses on the importance and various influences of culture on human behavior. Beginning with an examination of theoretical definitions of culture, the course covers a broad range of research that highlights the contributions of cross-cultural psychology to the understanding of human behavior within and between cultures. In addition, conceptual, methodological, and practical issues in cross-cultural research and applications are covered.

MCGS 350  
**Ethnic and Race Relations**  
This course examines the social construction of race, and studies ethnic and racial relations in the United States, looking at variations by class, gender, and immigration experiences. Students analyze interpersonal relationships between racial and ethnic groups, discrimination, resistance, social movements, and governmental policies.

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## Faculty and Staff

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**Faculty and Staff**

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</table>
CLUBS AND ORGANIZATIONS

AMERICAN INDIAN CLUB
Advisor - Lisa Quinn
LQuinn@csuchico.edu
530.898.6345

DELTA XI PHI SORORITY
A multicultural sorority that strives for women in higher education and is based on community service, sisterhood, and friendship.
Advisor - Nandi Crosby
ncrosby@csuchico.edu
530.898.4646
www.csuchico.edu/dxp

EPSILON SIGMA RHO FRATERNITY
Epsilon Sigma Rho is a Fraternity that helps every ethnicity and culture, so that someday we all respect one another as a person regardless of race, color, and religious beliefs.
Advisor - Christopher Pavone
E-Mail: cpavone@csuchico.edu
Phone: 530.898.5469
Website: www.epsilonsigma rho.org

LAMBDA SIGMA GAMMA SORORITY
Multicultural sorority who stresses sisterhood and the importance of academics. We are involved with community service throughout Chico, and have fundraisers and socials as well.
Advisor - Tracy Butts
tbutts@csuchico.edu

SIGMA OMEGA PHI SOCIAL SORORITY
We are a multicultural sorority who believes in opening minds through culture, education, and unity.
Advisor - Cecilia Santillan Robles
CRobles@csuchico.edu
530.898.6831

 UPSILON KAPPA DELTA
MULTICULTURAL SORORITY
Advisor - Sara Cooper
Phone: 530.898.5161
Website: www.csuchico.edu/ukd

Respect means listening until everyone has been heard and understood, only then is there a possibility of “Balance and Harmony” the goal of Indian Spirituality.” —Dave Chief
STUDENT SERVICES

CHICO STUDENT SUCCESS CENTER
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves low-income students in an effort to create and support a successful college experience while attending CSU, Chico.

Contact - Oscar Haro
(530) 898-6359
http://bcs.csuchico.edu/

THE CAREER CENTER
The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search, and career search.

Contact - Jamie Starmer
Phone: 530.898-5253
Website: http://www.csuchico.edu/plc/welcome2.html

THE CROSS-CULTURAL LEADERSHIP CENTER
The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

Contact - CC Carter
Phone: 530.898.4101
Website: http://www.csuchico.edu/sac/ccel/index.shtm

DISABILITY SUPPORT SERVICES
DSS provides a variety of services to university students with temporary and permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.

Contact - Sandy Parsons.
Phone: 530.898-5959
Website: http://www.csuchico.edu/dss/

EDUCATION SUPPORT PROGRAMS
The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first-generation students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the University in the matriculation, retention, and graduation of EOP students.

Contact - Chris Malone
Phone: 530.898.6831
Website: eop@csuchico.edu

ENGLISH AS A SECOND LANGUAGE SUPPORT CENTER
The ESL Resource Center located in Siskiyou 104 provides tutoring for non-native English speakers, grammar assistance, reading tutoring, assistance with research papers and homework, and help preparing for language exams including the TOEFL.

Contact: Frank Li
Phone: 530.898.5452
Website: http://www.csuchico.edu/engl/LinguisticsBA/EFL.html
JUDICIAL AFFAIRS
Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other.

Contact - Linda Schurr
Phone: 530.898.6897
Website: http://www.csuchico.edu/sjd/

STUDENT ACTIVITIES
The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Contact - Rick Rees
Phone: 530.898.5396.
Website: http://www.csuchico.edu/sac/

STUDENT HEALTH CENTER
Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact Cathy Feliz
Phone: 530.898.5241
Website: http://www.csuchico.edu/shs/

STUDENT LEARNING CENTER
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.

Contact - Christine Connerly
Phone: 530.898-6839
Website: http://www.csuchico.edu/slc/

STUDY ABROAD
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.

Contact - Tasha Dev
Phone: 530.898-5412
Website: http://www.csuchico.edu/glis/sa/abroad.html

TALENT SEARCH
designed to assist low-income and first-generation students in grades 6-12 to prepare for their future.

Diana Parra-Villaseñor
Phone 530.898-4429
Website: http://www.csuchico.edu/tsed/index.html

UNIVERSITY HOUSING AND FOOD SERVICE
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.

Contact - Hemlata Jhaveri
Phone: 530.530.898.6325
http://www.csuchico.edu/housing/

UPWARD BOUND
Upward Bound provides fundamental support to participants in their preparation for college entrance. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Contact - Maria Moreno
Phone: 530.898.5184
Website: http://csucub.csuchico.edu/
COMMUNITY RESOURCES

AMERICAN CIVIL LIBERTIES UNION
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.

E-Mail: greg@acluchico.org
Phone: 530.554.1777
Website: http://www.acluchico.org/default.htm

BUTTE COUNTY REGIONAL TRANSIT
B-Line (Butte Regional Transit) is Butte County’s regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.

Phone: 530.879.246
Website: http://www.bcag.org/Transit/index.html

CHICO PEACE & JUSTICE CENTER
The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information.

http://chico-peace.org

FOUR WINDS CHARTER SCHOOL
Core curriculum courses. Native American population.
2345 Fair St
Chico, CA 95928
(530) 879-7411

HUMAN RELATIONS NETWORK OF BUTTE COUNTY’S
The Human Relations Network of Butte County’s mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging by the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.

Phone: 530.898.6366

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LOCAL AREA TRIBES AND RANCHERIAS

**Konkow Valley Band of Maidu**
1185 18th Street
Oroville, CA 95965
http://www.maidu.com/maidu/index.html

**Berry Creek Rancheria**
5 Tyme Way
Oroville, CA 95966
530-534-3859

**Enterprise Rancheria**
3690 Olive Hwy
Oroville, California 95966
Phone: 530.552.9214
http://www.enterpriserancheria.org/

**Grindstone Rancheria**
P.O. Box 63
Elk Creek, CA 95939
916/968-5365

**Greenville Rancheria**
410 Main Street
Greenville, CA 95947
Phone: (530) 284-7990
http://www.greenvillerancheria.com/

**Mooretown Rancheria**
1 Alverda Drive
Oroville, California, 95966
530-533-3625
http://www.featherfallscasino.com/history.html

**Mechoopda Indian Tribe**
125 Mission Ranch BLVD
Chico, Ca 95926
Phone: 530.899.8922
Website: http://www.mechoopda-nsn.gov

**Susanville Indian Rancheria**
Phone: 530.257.6264
Website: http://www.sir-nsn.gov/

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**Northern Valley Indian Health**
Services provided at the Chico clinic include Behavioral Health, Community Health, Dental, and Medical.
845 W. East Avenue
Chico, CA 95926
Phone: (530) 896-9400
Website: http://nvih.org/

**Paradise Center for Tolerance and Nonviolence**
The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to: honoring and protecting differences resolving conflicts peacefully advocating for a safe, hospitable, and harmonious community for all.
6023 Skyway, at Pearson
Paradise, CA 95969-4959
530-877-1856 tel
http://www.pctn.org/

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SERVICE AREA CASINOS

CACHE CREEK INDIAN BINGO & CASINO
14455 Highway 16
Brooks, CA 95606-0065
Toll-Free: (888) 77-CACHE
Website: http://www.cache creek.com/

COLUSA INDIAN BINGO & CASINO
3770 Highway 45
Colusa, CA 95932-1267
Toll-Free: (800) 655-UWIN
Toll-Free: (800) 655-8946
Phone: (530) 458-8844
http://www.colusacasino.com/

FEATHER FALLS CASINO
3 Alverda Drive
Oroville, CA 95966-9379
Toll-Free: (877) 652-4646
Phone: (530) 533-3885
http://www.featherfalls casino.com/

GOLD COUNTRY CASINO & HOTEL
4020 Olive Highway
Oroville, CA 95966-5527
Toll-Free: (800) 334-9400
Phone: (530) 538-4560
http://www.goldcountrycasino.com/

PIT RIVER CASINO
20265 Tamarack Avenue
Burney, CA 96013-4064
Toll-Free: 888-245-2992
Phone: 530-335-2334
http://www.pitrivercasino.com/

ROLLING HILLS CASINO
2655 Barham Avenue
Corning, CA 96021
Toll-Free: 888-331-6400
Phone: 530-528-3500
http://www.rollinghills casino.com/

Every part of this earth is SACRED to my people. We are part of the earth and it’s part of us. —Chief Seattle, 1854
WIN-RIVER CASINO
2100 Redding Rancheria Road
Redding, CA 96001-5530
Toll-Free: (800) 280-UWIN (8946)
Phone: (530) 243-3377

COURSES

AIST 170
INTRODUCTION TO AMERICAN INDIAN STUDIES
Introduction to socio-cultural development of the American Indian in modern times and the background for present-day conditions. Attention given to contemporary Indian affairs and problems.

AIST 230
THE AMERICAN INDIAN
A history of the Indian in North America, development of Indian culture, Indian-white relations, the disruption of the Indian way of life, wars, assimilation, and Indian culture in a Caucasian world.

AIST 252
AMERICAN INDIAN LITERATURE
Study of the oral and written literature of the American Indian and of related historical and critical materials.

AIST 261
NORTH AMERICAN INDIANS
Survey of Native North America with emphasis on U.S. tribes, their cultures, rituals, and institutions. Brief examination of pre-history. The focus is on historical and contemporary people.

AIST 271
ISSUES IN AMERICAN INDIAN EDUCATION
Historical development of traditional American Indian tribal education and its gradual replacement with European-American educational systems up to and including modern times.
AIST 325
Worldviews of American Indians
A description and analysis of selected American Indian religions and philosophies of American Indian peoples of North America. The course will emphasize the Indians’ spiritual relationship with nature as depicted in ceremonies, music, literature, and oral traditions.

AIST 362
California Indians
Native peoples of California, their origin, prehistory, languages, culture, and interaction with Europeans. Selected case studies, with special emphasis on the local area.

AIST 457
American Indian/Federal Law
Faculty permission. This course in Indian/Federal law examines 200 years of legal relationships of tribes with the Federal government, state government, and with tribal members. It has its origins in constitutional law, and is the only body of law directly relating to a single group or minority in this country. We will examine and analyze the practical application of these laws as they apply to the legal rights of tribes and the states in which the tribes reside.

MCGS 324
Religion and America’s Ethnic Minorities
An exploration of the religions which inform America’s ethnic minorities. The historical, cultural, and social experiences and values of Native American, Hispanic American, African American, Pacific Islander, and Asian American ethnic minority groups will be examined.

NURS 645
Issues and Ethics in the Delivery of Health Care
This Web-based course analyzes the ethical, social, political, cultural, and economic factors influencing the American health care system. Population-based health care is emphasized. Strategies to maximize the use of existing resources are identified; alternative approaches are explored, and plans for implementing change within the current health care system are developed.

POL 664
Seminar in Public Policy in Health and Human Services
A graduate seminar which focuses on initiation, formulation, implementation, and evaluation of Health and Human Services policies. An exploration of policy development, policy analysis approaches, new policy directions. This course will focus on how to develop a policy issue paper, including how to identify values, develop alternatives, and make policy recommendations. Health and Human Services policy will be explored at the national, state, and local levels, including the public, private, non-profit, and profit-making sectors. Policy of other nations will be examined for their implications for American Health and Human Services policy.

PSSC 331
Grasses and Grasslands of the Western US
RELS 324
RELIGION AND AMERICA'S ETHNIC MINORITIES
An exploration of the religions which inform America's ethnic minorities. The historical, cultural, and social experiences and values of Native American, Hispanic American, African American, Pacific Islander, and Asian American ethnic minority groups will be examined.

RELS 347
CROSS-CULTURAL ENVIRONMENTAL ETHICS
A cross-cultural and historical investigation of the ways that religious and secular worldviews and ethics influence attitudes, behaviors, and policies toward the environment. Attention is given to biblical, Native American, Confucian, Taoist, and feminist perspectives on nature. Topics include an analysis of the modern consumer lifestyle and its impact on the environment, the value of wilderness, mainstream and radical environmentalism, and contemporary policy issues.

ANTH 431
COSMOS AND COSMOLOGY
Mythic narratives of stars and creators; the construction of the universe by various people in many cultures through 5000 years of time; solar and lunar calendars and their commensuration; navigation by the stars; moral imperatives known to be written in the stars; celestial coordinates; naked-eye observations; all these are considered from a variety of cultural perspectives from the ancient Egyptians and Babylonians through European megalithic builders to Meso-American and South American cultures to contemporary Native Americans. Seminar format.

ARTH 104
SURVEY OF ARTS OF THE AMERICAS, OCEANIA, AND AFRICA
A survey of visual arts, including Pre-Columbian, Post-Columbian, Native American, Islamic, and African. These arts will be placed in their historical, social, and religious contexts.

HCSV 664
SEMINAR IN PUBLIC POLICY IN HEALTH AND HUMAN SERVICES
A graduate seminar which focuses on initiation, formulation, implementation, and evaluation of Health and Human Services policies. An exploration of policy development, policy analysis approaches, and new policy directions. This course will focus on how to develop a policy issue paper, including how to identify values, develop alternatives, and make policy recommendations. Health and Human Services policy will be explored at the national, state, and local levels, including the public, private non-profit, and profit-making sectors. Health policies of other nations will be examined for their implications for American Health and Human Services policy.

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## Faculty and Staff

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<td>A. Josie Cline</td>
<td>Faculty</td>
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<td>Cari R. Stewart</td>
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<td>DGAP</td>
<td>Student Services Center 330</td>
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<td>Cynthia J. Davidson</td>
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<td>David A. Eaton Jr.</td>
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</table>
CLUBS AND ORGANIZATIONS

CHICO STUDENT VETERANS ORGANIZATION

Chico State Student Veteran Organization (SVO) is a social and informational organization for students, alumni, and friends. It is a non-political environment in which members can meet, share information, plan activities, and build the camaraderie they were accustomed to while in the service.

Contact - Wes Shockley
E-mail: studentveteranorganization@gmail.com
Website: http://www.csuchico.edu/veterans/

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How important it is for us to recognize and celebrate our heroes and she-ros!
—Maya Angelou

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STUDENT SERVICES

CHICO STUDENT SUCCESS CENTER

The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves Low Income students in an effort to create and support a successful college experience while attending CSU, Chico.

Contact - Oscar Haro
(530) 898-6359
http://bre.csuchico.edu/

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THE CAREER CENTER

The Career Center provides assistance in career development, choosing majors, preparing resumes and other application materials, graduate school search, and career search.

Contact - Jamie Starmer
Phone: 530.898-5253
Website: http://www.csuchico.edu/plc/welcome2.html

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CAMPUS LEGAL INFORMATION CENTER

CLIC is a collection of programs which serve the community by providing free legal information and referrals, presenting seminars, workshops, and information packets. CLIC is staffed by California State University, Chico student paralegal interns, who in addition to providing free legal information and referrals, provide free legal representation to clients in administrative law forums. CLIC provides legal information, not advice, as we are not attorneys.

Phone: 530.898.4354
E-mail: clic@csuchico.edu
Website: http://www.csuchico.edu/pols/clic/clicabout.shtml
The Cross-Cultural Leadership Center

The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

Contact - CC Carter
Phone: 530.898.4101
Website: http://www.csuchico.edu/sac/celc/index.shtml

Disability Support Services

DSS provides a variety of services to university students with temporary and permanent disabilities at no charge. DSS advisors are available to assist students with individual accommodations.

Contact - Sandy Parsons
Phone: 530.898.5959
Website: http://www.csuchico.edu/dss/

Education Support Programs

The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first-generation students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the University in the matriculation, retention, and graduation of EOP students.

Contact - Chris Malone
Phone: 530.898.6831
Website: eop@csuchico.edu

Financial Aid and Scholarship Office

Committed to helping eliminate the financial barriers that may stand in the way of students in pursuit of their academic goals

Contact - Michelle Vanderjack
Phone: 530.898.6541
E-mail: finaid@csuchico.edu
Website: http://fa.csuchico.edu/fa

Student Judicial Affairs

Student Judicial Affairs ensures that students have a supportive environment and a fair process for resolving grievances with faculty, staff, and administration. For student behavior, SJA also promotes student success by upholding University standards on one hand and holding students accountable for their actions on the other.

Contact - Linda Schurr
Phone: 530.898.6897
Website: http://www.csuchico.edu/sjd

Student Activities

The Student Activities Office is dedicated to supporting student activities, student organizations, and fraternities and sororities.

Contact - Rick Rees
Phone: 530.898.5396.
Website: http://www.csuchico.edu/sac

Student Health Center

Student Health Service assists each student in their diverse healthcare needs in order to facilitate maximum academic and personal growth.

Contact Cathy Feliz
Phone: 530.898.5241
Website: http://www.csuchico.edu/shs
STUDENT LEARNING CENTER
The Student Learning Center offers a variety of programs and resources to meet the needs of every student. Tutoring and study skills workshops are offered.
Contact - Christine Connerly
Phone: 530.898-6839
Website: http://www.csuchico.edu/slc

STUDY ABROAD
The Study Abroad Program exposes students to experience and perspective that they will not get in the US and can strengthen a resume.
Contact - Tasha Dev
Phone: 530.898-5412
Website: http://www.csuchico.edu/gifs/sa/abroad.html

UNIVERSITY HOUSING AND FOOD SERVICE
Provides safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student.
Contact - Hemlata Jhaveri
Phone: 530.898.6325
Website: http://www.csuchico.edu/housing

OFFICE OF VETERAN AFFAIRS
Our primary mission is to help veterans, reservists, and dependents of disabled or deceased veterans to receive educational benefits. On these pages you will find information about GI Bill payments, other valuable resources at Chico State, a quick reference sheet for other veteran services, and a page devoted to current veterans issues. We hope that you enjoy your visit to our site, and we welcome your questions and comments.
Contact - Larry Langwell
Phone: 530.898.5911
Website: http://em.csuchico.edu/veterans

COMMUNITY RESOURCES

AMERICAN CIVIL LIBERTIES UNION
The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.
Contact - greg@acluchico.org
Phone: 530.554.1777

BUTTE COUNTY REGIONAL TRANSIT
B-Line (Butte Regional Transit) is Butte County's regional public transit system. You can use B-Line to travel locally in Chico, Oroville, Paradise, or to travel between communities throughout Butte County. With a simple fare structure and transfer policy, using transit in Butte County is easier than ever, and a great way to save on ever increasing gas prices.
Phone: 530.879.246
Website: http://www.bcag.org/transit/index.html

BUTTE COLLEGE VETERANS AFFAIRS
5536 Butte Campus Dr.
Oroville, CA 95965
Phone: 530.895.2566
Website: www butte cc ca us

BUTTE COUNTY VETERANS SERVICE OFFICE
196 Memorial Way
Chico, CA 95926
Phone: 530.891.2759
E-mail: buttevso@sunnet.net

CALIFORNIA DEPT. OF VETERANS AFFAIRS
1227 “O” St. #300
Sacramento, CA 95814
Phone: 1.800.952.5626
Website: www.cdva.ca.gov
**Chico VA Outpatient Clinic**
280 Cohasset Rd.
Chico, CA 95926
Phone: 530.879-5000

**Chico Peace & Justice Center**
The Chico Peace & Justice Center is a community-based organization committed to working for the achievement of peace, social and economic justice through the power of non-violence. The center is dedicated to issues of poverty, racism, sexism, economic exploitation, militarism, and environmental destruction. The center works for social change through education, community building, and direct action. For more information.
Website: http://chico-peace.org

**Employment Development Department**
2445 Carmichael Dr.
Chico, CA 95928
Phone: 530.895.4373
Ask for Vet Rep

**Human Relations Network of Butte County’s**
The Human Relations Network of Butte County’s mission is to promote the civic tolerance necessary to achieve a hate-free community by encouraging the most effective means possible: recognition and respect for the rights of all persons not to suffer discrimination, physical or verbal threats, or abuse.
Phone: 530.898.6366

**Other County Veteran Service Offices**
Phone: 1.800.221.8998

**Paradise Center for Tolerance and Nonviolence**
The Paradise Center for Tolerance and Nonviolence (PCTN) is a grassroots, nonsectarian, nonpartisan organization dedicated to honoring and protecting differences, resolving conflicts peacefully, advocating for a safe, hospitable, and harmonious community for all.
6023 Skyway, at Pearson
Paradise, CA 95969-4959
Phone: 530-877-1856 tel
Website: http://www.pctn.org/

**USDVA**
Educational Services
P.O. Box 8888
Muskegon, MI 49442-4551
Phone: 1.888.442.4551
Website: www.gibill.va.gov

**US Dept. of Veterans’ Affairs**
1301 Clay St.
Oakland, CA 94612
Phone: 1.800.827.1000
Website: www.va.gov

**VA Northern California Health Care System**
Phone: 1.800.382.8387

**Veterans Recovery Project**
Lee Craig – Director or Scott Daniels
2104 Waldon St
Redding, CA 96001
Phone: 530.242.8839
Website: http://www.shasta.com/pointman/
Recovery.Center.htm

...
COURSES

SOCI 189D
Field Observation and Experiential Learning: Sonoma Developmental Center
See description below:

SOCI 189B - SOCI 189D
A day visit to California Youth Authority or a weekend trip to Napa State Hospital, Yountville Veterans’ Home, or Sonoma Developmental Center. Full exposure to institutional life. Exposure to a variety of behaviors within the institution. Interaction with residents and staff members, thus giving the student a full scope of the lifestyle within a total institution. Each learning experience may be taken once, for a total of 4 units of credit. Sign up for these courses at CAVE, located in the Bell Memorial Union. These courses may not be used to meet

ECON 345
THE ECONOMICS OF WAR
While many people are fascinated by the military tactics that win a war, wars are often fought for resources, and the side with the most resources usually wins. Even terrorism can be viewed from an economic perspective. This class first examines the circumstances in which war is good for the economy. Also covered are the following topics: the impact of defense spending, the supply of military labor, the rise of the corporate warrior, the process of weapons procurement, the cause and the effect of civil wars, the demand and supply of hatred, the rise of terrorism, and the demand and supply for weapons of mass destruction. Also emphasized are the wars in which the U.S. has participated starting with WWI and ending with the Iraq War and the War on Terrorism.

HIST 380
HISTORY OF COLONIAL LATIN AMERICA: RACE, ETHNICITY, AND CLASS
An historical survey of pre-Columbian and colonial Latin America, with emphasis on Aztec and Inca societies, Iberia’s military, economic, and spiritual conquest, and the ways in which diverse colonial subjects resisted, adapted to, and assimilated colonial rule. Concludes by considering popular and elite culture in the late colonial period and tensions leading toward independence.

HIST 381
MODERN SOUTH AMERICA
A survey of South America since independence from Iberia, highlighting the chaotic years of post-independence state building, the region’s integration into the global capitalist economy in the late nineteenth century, and the age of mass politics and revolutionary ferment after 1930. The final weeks focus on South America’s experience with military dictatorship and current transitions to democracy.

HIST 412
THE REFORMATION AND EARLY MODERN EUROPE: 1400-1660
The breakdown of religious consensus among Europeans; the people and directions of Reform; technology and the military revolution of the period; rulers, people, and the idea of revolution; the reconsolidating of a European elite.
**POLS 415C**  
**Comparative Government:**  
**Latin America**
A study of the similarities and differences of the Latin American republics, concentrating on structures of government, historical traditions, political parties, and the role of the military. After a general introduction to these topics and the area, the class will emphasize an in-depth study of selected Latin American nations.

**POLS 446C**  
**Inter-American Relations**
Patterns of inter-American relations will be explored, with special attention to the effects of dependency on the American states and their reactions to it. Collaboration, avoidance, and resistance by Latin Americans will be examined within the context of the use of diplomacy and of military, political, and economic force by differing groups on both sides.

**RECR 320**  
**Leisure Services in Military Settings**
Designed to familiarize students with the fundamental philosophy, rationale, psychology, and operation of leisure services in a military setting. This course will focus on civilian careers that provide recreational services to military service personnel and their dependents.

**RECR 322**  
**Trends in Recreation Services**
Concurrent enrollment in or prior completion of RECR 200 or faculty permission. Theory and practice of organizing and directing programs, tournaments, and special events for sports and physical recreation activities which are applicable to health clubs, corporations, military, health spas, and communities.

**Upper Division Theme:**  
**War and Peace in the Nuclear Age**
1 course selected from:

**MATH 302**  
**Science/Strategy in War/Peace**
Prerequisites: Completion of the General Education Breadth Area A4 requirement, Mathematical Concepts.

**PHYS 376**  
**Nuclear Science**
1 course selected from:

**PHIL 342**  
**War Roots: Peace Prospects**

**PHIL 344**  
**Comparative Peace Studies**

1 course selected from:

**HIST 350**  
**America's Vietnam Experience**

**MJIS 356**  
**Genocide**
This course is also offered as SOCI 356.

**POLS 344**  
**US Foreign Policy**
SOCI 356 Genocide  
This course is also offered as MJIS 356.
### Faculty and Staff

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dept</th>
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<td>Larry Langwell</td>
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<td>Wayne Murray</td>
<td>Staff</td>
<td>AS</td>
<td>Bell Memorial Union 004</td>
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1966
• The first of three Upward Bound projects, which generates skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students, is funded by the U.S. Department of Education.

1969
• Educational Opportunity Program (EOP), designed to improve the access and retention of low-income and first-generation college students, begins to admit students.
• Movimiento Estudiantil Chicano de Aztlán (MEChA) is formed.
• Black Studies program is established.

EARLY 1970’s
• Office of Veteran’s Affairs opens (although veterans have been receiving benefits and other services since the 1940’s).
• AS Children’s Center, providing low-cost quality child care and development services to the children of students, opens.

1971
• Associated Students’ Women’s Center opens.

1972
• Black, MEChA, and Indian Houses (eventually became the Multicultural Center) are created.
• Jane Dolan elected first female student body president.

1975
• Ethnic & Women’s Studies program (now Multicultural & Gender Studies) is established.
• Gay People’s Union (now Pride/Safe Zone) receives campus recognition.

1978
• The first annual Latino Graduation Celebration is held.

1979
• Pan African Union (PAU) is formed.
• Associated Students sponsors first International festival.

1981
• Kappa Psi Chapter of Kappa Alpha Psi Fraternity, Inc., first predominantly African-American fraternity on campus, is founded.
• Disabled Student Services (now Disability Support Services) opens.

1982
• Associated Students sponsors first Multicultural Night.

1983
• Beginning of the Program for Advancement of Computer Scientists and Engineers (PACE) which then became Minority Engineering Program, currently MESA.

1984
• Latinos in Technical Careers (LTC) is established.
1986
- Lambda Theta Nu Sorority, Inc., first predominantly Latina sorority on campus, is founded.
- Delta Sigma Theta, first predominantly African American sorority on campus, is founded.
- National Society of Black Engineers (NSBE) is established.

1987
- Gamma Zeta Alpha Fraternity, Inc., first predominantly Latino fraternity on campus, is founded.

1990
- Educational Talent Search, designed to assist area low-income and first-generation students in grades 6-12 to prepare for their future, is funded by the U.S. Department of Education.
- Epsilon Sigma Rho Multicultural Fraternity, Inc. – Gamma Chapter, first multicultural fraternity on campus, is founded.

1991
- Craig DeLuz elected first African-American student body president.
- The first annual Black Commencement Celebration is held.

1994
- Oscar DeLaTorre elected first Latino student body president.
- Hmong Student Association is established on campus.

1998
- The Business Resource Center (BRC), a learning community with the mission of recruiting and retaining a diverse student population with personal leadership skills and a strong sense of social responsibility, is established by the College of Business.

1999
- Building Bridges, campus-wide committee of faculty and staff, forms to reject intolerance, promote mutual respect, and celebrate diversity.

2001
- Student Support Services, which provides academic and social support to low-income, first-generation college students, and students with disabilities, is funded by the U.S. Department of Education.

2004
- Provost creates Strategic Enrollment Committee.
- Senate Task Force on Faculty/Staff Minority Recruitment and Retention.

2005
- Equity Scorecard Committee (now Diversity Scorecard Committee) established.
- Tray Robinson named Coordinator of Diversity Efforts.
- University signs Memo of Understanding with the Meehoopda tribe regarding construction protocol for unanticipated discoveries.
2006
• First African-American Excellence and Success Retreat
• Multicultural Welcome Receptions are held
• Sandra Flake is hired as Provost and Vice President for Academic Affairs.

2007
• Cross Cultural Leadership Center (CCLC), formerly the Multicultural Center opens.
• The first annual Native American Graduation Celebration is held.

2008
• First Diversity Summit, sponsored by CCLC
• The first annual Asian Graduation Celebration is held.
• President Zingg’s annual report includes a section on Diversity.
CHICO STATE / COMMUNITY DATA

PEOPLE QUICKFACTS
CHICO, CALIFORNIA
Population, 2006 estimate .......................................................... 73,316 .......... 36,457,549
Population, percent change, April 1, 2000 to July 1, 2006 .............. 10.10% .......... 7.60%
Population, 2000 .................................................................. 59,954 .......... 33,871,648
White persons, percent, 2000 (a) ................................................. 82.40% .......... 59.50%
Black persons, percent, 2000 (a) .................................................. 2.00% .......... 6.70%
American Indian and Alaska Native persons, percent, 2000 (a) ....... 1.30% .......... 1.00%
Asian persons, percent, 2000 (a) .................................................. 4.20% .......... 10.90%
Native Hawaiian and Other Pacific Islander, percent, 2000 (a) ...... 0.20% .......... 0.30%
Persons reporting two or more races, percent, 2000 ................. 4.39% .......... 4.70%
Persons of Hispanic or Latino origin, percent, 2000 (b) .............. 12.30% .......... 32.40%

(a) Includes persons reporting only one race.
(b) Hispanics may be of any race, so also are included in applicable race categories.

The following data was taken from the US Census Quick Facts

FALL 2008 ENROLLMENT DATA

ENROLLMENT
Total Enrollment ...................................................... 17,132
Total FTES .............................................................. 15,833
Total Undergraduates ................................................. 15,692
Total Undergraduate FTES ............................................ 14,764

CLASS LEVEL
Freshmen ................................................................. 4,299 .......... 27%
Sophomores ............................................................. 2,465 .......... 16%
Juniors ................................................................. 3,689 .......... 24%
Seniors ................................................................. 5,239 .......... 33%

GENDER
Female ................................................................. 8,106
Male ................................................................. 7,586

TRANSFERS & NEW STUDENTS
First Time Student ..................................................... 2,765 .......... 18%
New Transfer Student ................................................. 1,332 .......... 8%

ETHNICITY
African American .................................................. 364 .......... 2%
American Indian .................................................. 153 .......... 1%
Asian American ................................................. 802 .......... 5%
Filipino ............................................................. 133 .......... 1%
Mexican American ............................................. 1,460 .......... 9%
Other Latino ...................................................... 543 .......... 3%
Pacific Islander ................................................... 77 .......... 0%
White, Non-Latino ........................................... 10,448 .......... 67%
Unknown ........................................................... 1,712 .......... 11%
APPENDIX C
LETTERS OF PERMISSION

Photo Release Form

I grant Travon Robinson permission to use my photo(s) for his Masters Project, The Chico State Diversity Resource Guide. I authorize Travon Robinson its use in the form of publication and/or electronically.

Each copyright release grants me permission to reprint the borrowed materials and acknowledgements that the material will be made accessible on World Wide Web via Chico’s Digital Repository on CSU, Chico’s website.

I agree to make no claim for compensation for the uses of my image(s) in the production, distribution, publicizing, and/or other activities related to digital resources.

Signature

Printed name Dick Gowins

Date 3.29.10
Photo Release Form

I grant Travon Robinson permission to use my photo(s) for his Masters Project, The Chico State Diversity Resource Guide. I authorize Travon Robinson its use in the form of publication and/or electronically.

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I agree to make no claim for compensation for the uses of my image(s) in the production, distribution, publicizing, and/or other activities related to digital resources.

Signature

Printed name Sean Chen

Date 3/9/2010
Photo Release Form

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I agree to make no claim for compensation for the uses of my image(s) in the production, distribution, publicizing, and/or other activities related to digital resources.

Signature  

Printed name  

Date  

3/29/18
Photo Release Form

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Each copyright release grants me permission to reprint the borrowed materials and acknowledgements that the material will be made accessible on World Wide Web via Chico’s Digital Repository on CSU, Chico’s website.

I agree to make no claim for compensation for the uses of my image(s) in the production, distribution, publicizing, and/or other activities related to digital resources.

Signature Travon Robinson

Printed name Travon Robinson

Date 3/25/10
ADDITIONAL READING


