

MULTICULTURAL NEWS

Director's Column



In the recently published "Vision For Excellence" our campus proudly proclaims "Diversity" as being one of its three "Core Values." Moreover, this document envisions "a university that emphasizes student engagement...civic participation [providing] many opportunities to gain an understanding of varied cultures." The Multicultural Center is one of the many mobilizing sites which help students, faculty, and staff to fulfill this positive mission. In particular, one of the MCC's signature projects "Students Talk About Race" (S.T.A.R.) uniquely embraces all of the universities' "Visions For Excellence" cited above.

The S.T.A.R. project has recruited over 1,600 student volunteers and provided them with professional diversity training. The program is designed to build a vital bridge between our campus and the surrounding community by serving Long Beach area Middle and High Schools.

Specifically, the S.T.A.R. curriculum seeks to diffuse increasing tensions and to address the violence erupting in the LBUSD. Beneath much of this violence lie difficult diversity issues of culture, religion, ethnicity and multi-racial identity. Our S.T.A.R. students go into participating schools as compassionate and well informed "cross cultural" facilitators. They seek to create "a safe place to face racism" (as the Los Angeles Times phrased it) and to put "the issues that are under the rug, on top of the table" (as Brother Minister Malcolm X so truthfully stated.)

The next S.T.A.R. training is Saturday, February 18th, 2006 from 12:00-6:00 p.m. at the Multicultural Center. We invite students from all backgrounds and across all disciplines to join us for this effort.

Faculty are also invited to receive the S.T.A.R. training as an additional element of their ongoing professional development (many have done so over the years.) At the MCC we believe that a more strategic way to expand this project is to increase the on-campus partnerships and to that end we will be contacting key centers, clubs, departments, etc. to foster greater alliances and to offer Long Beach schools better support. Of course, S.T.A.R. provides but *one* way to embrace a truly multicultural honoring; here are four more: The MCC's "Dialogues in Diversity" program, for example, offers a one hour encounter that is available for any faculty member who wishes their classroom to have a heart opening, cross-cultural experience. This semester the "Dialogues in Diversity" program is scheduled to serve some 400 students, with participating faculty representing approximately 10 different disciplines including: a graduate course in Educational Psychology (EDP 432) "Social and Cultural Diversity in Educational Settings"; two courses in the Management Department for Human Resource Management; "Managing Cultures: Diversity in the Workplace" (MGMT5) and "Organizational Behavior" (HRM 360), as well as a number of University 100 classes.

In addition to the "Dialogues in Diversity" program, the MCC provides training in a "cross-cultural leadership model" for the Lois Swanson Leadership Academy. This empowering certificate program offers students a new and innovative model on leadership developed specifically for the Academy. The MCC has been a foundational partner with the Leadership Academy since its inception. This semester, three 90-minute trainings are scheduled (serving approximately 75 students).

The professional diversity training of the MCC has also recently reached out to touch and impact the Associated Student Body

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Book Reviews by Cynthia Schultheis, Asst. Director

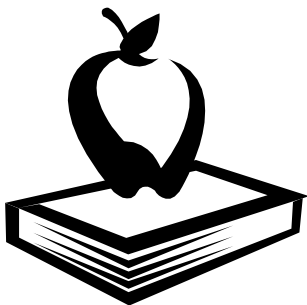
All items reviewed are available to be checked out from the Multicultural Center Library.



"There is no good war, nor bad peace"

Benjamin Franklin

"There is no gene for race"



Race in the Schoolyard: Negotiating the Color Line in Classroom Communities

Amanda Lewis, (2005) this book adds a new dimension to the literature on race and schooling. It examines how race is understood, produced, reproduced and contested by students, teachers, and parents. It provides rich description and profound analysis of the dynamics of race in elementary schools. It explains how race is constructed and dealt with at schools incorporating the examination of micro-processes (such as teacher practices) and macro-processes (such as residential segregation). Strong statements are given about how racial categorization leads to behavior towards others, profoundly influencing their educational opportunities. Lewis argues that racism in America has not disappeared but has assumed new, more subtle forms.

Talking Race in the Classroom

Jane Bolgatz, (2005) this lively book will help new and veteran teachers develop the knowledge, skills, and confidence needed to successfully address racial controversies in their classrooms. Throughout the book she guides teachers in ways to discuss important issues—from civil rights to institutional racism—that will ultimately help teachers and students to change school culture.

ColorMute: Race Talk Dilemmas in the American School, Mica Pollock

(2005) this book views "race talk" through the lens of a California high school and district. *Colormute* draws on three years of ethnographic research on everyday race labeling in education. It discusses the role race plays in everyday policy talk about such familiar topics as discipline, achievement, curriculum, reform, and educational inequity.

We Can't Teach What We Don't Know

Gary R. Howard (2005)
This book is intended as "racism 101" for white educators, and it is extremely successful as an introductory text. What's in the book? It begins with a personal narrative, explaining how the

author (who is white) went from

ignorance of racism to being an internationally known anti-racist activist. It continues with a history of how Europeans and their descendants gained their dominant position; an exploration of how this history affects white people and people of color today; suggestions for white "awakening" and action; a review of psychological literature on "white identity development", followed by a deeper discussion of how this development works; and a final call to share in vision and action.

Who Will Find It Useful?

- (1) Anti-racist activists seeking to educate white educators will find this book a *very* useful tool.
- (2) White educators who want to fight racism but have little prior exposure to anti-racist literature, and/or those who have reacted with hurt, anger and confusion to anti-racist literature they have encountered, will probably find this book helpful, comforting, eye-opening and inspiring.
- (3) There is one section that may be useful to all readers, including those with prior knowledge—the exposition of "white identity development." For *readers of all colors* who have been perplexed by the reactions of white individuals (including ourselves!) dealing with issues of racism, this section sheds much light! It also can be helpful to white people in monitoring our progress, identifying areas for improvement, and pushing ourselves farther along the path.

*This book is recommended as a first text for white educators (and others) who are just beginning to explore issues of racism, and/or for those whose past explorations have been distressing and confusing. It would be an ideal book for principals to use in staff development.

Note: All of these books are available in the MCC's Resource Library, where students, staff and faculty can check out the materials.

Cultural Museums and Galleries



Place: Skirball Cultural Center
2701 N. Sepulveda, Los Angeles, CA
*****Free*****
(310) 440-4500 www.skirball.org

Place: Japanese American National Museum
369 E. 1st Street, Los Angeles, CA
(213) 625-0414 Tue-Wed 10-5, Thurs.10-8; Fri-Sun. 10-5 Cost: \$4

Place: Watts Towers Art Center
1727 E. 107th St.
Los Angeles, CA (312) 847-4646
Time: Tue-Sat- 10 am - 4 pm; Sun- noon-4

Place: California Heritage Museum
2612 Main St., Santa Monica, CA
(310) 392-8537
Time; Wed-Sat 11a.m.- 4 p.m.; Sun 10-4

Place: Museum of Latin American Art
628 Alamitos Ave., Long Beach
(562) 437-1689 Tues.-Sat. 11:30 - 7:30;
Sun.12-6, Fri.-Free Cost: Students \$3.00

Place: Korean American Museum
3333 Wilshire Blvd. Los Angeles, CA
Time: Tue-Sat-11 a.m. to 4 p.m.
213-388-4229

Place: UCLA Fowler Museum of Cultural History
405 Hilgard Avenue, Westwood, CA
(310) 825-4361 Thurs: 12-8 **Free**
Cost:\$5.00 adults, \$3.00 Non-UCLA students. Wed-Sun:12-5;

Place: Southwest Museum of the American Indian 234 Museum Dr. (Exposition Park)
Los Angeles, CA 213-221-2164
Time: Tue-Sun 10 a.m.-5 p.m.
\$3 with Student ID

Place: Bowers Museum of Cultural Art
2002 N. Main Street, Santa Ana, CA
(714) 567-3600 Tues-Sun.10-4 \$4.00

Place: Pacific Asia Museum
46 N. Los Robles Ave. Pasadena, CA
626-449-2742
Time: Wed. - Sun. 10 a.m. to 5 p.m.

FACTS THAT FOCUS

We, as a nation, lost Rosa Parks this last year at 93 years-old. It is heartening to hear such an outpouring of love and celebration for her life. She was the first woman to have her body lie in state in the U.S. Capital's Rotunda. Even the *bus* that Rosa Parks refused to take a back seat on is now a museum for all to visit in Birmingham, Alabama as she *continues to make history!*

It was also the 25th anniversary of the death of John Lennon (12-8-80) whom helped us to *Imagine Giving Peace a Chance*. Perhaps one day we will see his dream come true. There's a new book published, edited by Yoko Ono, called "Memories of John Lennon" that has pieces from everyone who ever wrote about him or knew him through music...including our Director (*The Literary Lennon*), who's memories of John and the Beatles are included in the book.

We also lost a wonderfully courageous, open and honest comedian, Richard Pryor at the early age of 65. His comedic genius inspired most of the black comedians who followed in his footsteps. He will be remembered as a national treasure to us all.

As we entered 2006, another tragic loss, Coretta Scott King passed away. Her body will be lying in repose in the Capital Building in Georgia as those honor her, and her memorial service was scheduled for Tuesday, Feb. 14th, 2006. Valentine's Day, (how appropriate for this event to match her and her beloved husband, *at last.*)

And finally, just last week, we lost a intelligent activist, feminist, mother and woman, Betty Friedan, the author of the ground-breaking book, "The Feminine Mystique" (1963). This book opened women's eyes and minds early in the 1960's and stands as a foundational book for the Feminist Movement. Her wisdom, courage and guidance will be extremely missed!

