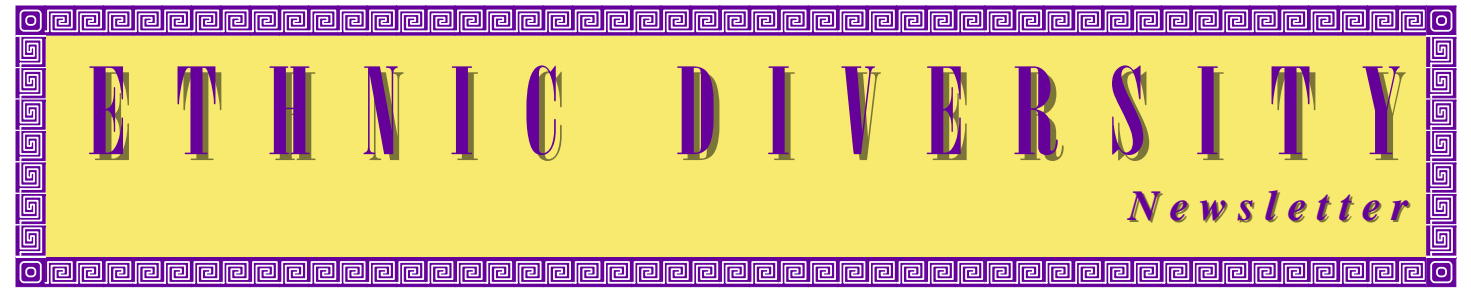


DEPARTMENT OF ETHNIC STUDIES

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VOLUME 6, ISSUE 1 — DECEMBER

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A Letter from the Chair

This is a very exciting time for the faculty and staff of Ethnic Studies! This fall we are busy writing our self-assessment report, a part of the overall program review process that we hope will help us identify important objectives and goals in planning for the future. We like to think, however, that our preparation in planning for the future was set in motion with certain transformation that has occurred in the recent past.

First, the Ethnic Studies department experienced growth by one faculty line thanks to the commitment and support from the College of Social and Behavioral Sciences to help cover our need for faculty and to strengthen our curriculum. This new position and two replacements led the department to welcome three outstanding faculty scholars who already are contributing to our course offering in areas of Chicano(a)/ Hispanic studies, African American studies and Native American studies. There is no doubt that the direct beneficiaries of this change will be our students who will have more choices in the selection of their courses in all our programs.

Second, in the past year the Ethnic Studies department proposed and was approved a Graduate Diversity Certificate Program to enhance the opportunities for students who may not want a full commitment to undertake studies in our Master's program. This program is based on a selected core of highly specialized courses that offer students the opportunity to acquire basic knowledge, values, and skills related to ethnic and culturally diverse groups and prepare our students for effective functioning across the culturally diverse and global community. A marketing campaign will be launched in the near future to promote this program among the personnel of many social service agencies in our southern Minnesota region.

Third, we have strengthened our programs in ways that are structurally sound and easy to follow. Based upon these curricular concerns we have determined areas of interest for the opening of new courses and the implementation of different modes of intervention like experiential learning, projects, symposia, and others. Our current courses are also under a process of improvement based on the content or specific strategies such as the implementation of portfolios, field trips, and others.

These are only some of the elements of the process we have initiated to improve all aspects of our department. Ethnic Studies hopes to leap forward into the future through the implementation of a strategic plan that will strengthen its lead in the southern Minnesota region, the state and the country.

-Luis Posas, Ph. D

MISSION STATEMENT

"The Department of Ethnic Studies, an interdisciplinary program, is academically committed to promoting multicultural and ethnic knowledge, skills and values both within and outside the United States and to preparing our students for effective functioning across the culturally diverse and global community."

Current Research Areas

The Ethnic Studies Faculty is very active in all areas of importance in the academia including research. Our faculty is currently involved in empirical research using primary and secondary data and producing books, journal articles, conference presentations and others. The research agenda of our faculty is as varied as the faculty themselves and includes the following subjects:

- Gender socialization and narrative construction of Chicana identity; pedagogical approaches to promoting the recruitment/retention of ethnic groups within higher education, specifically women of Mexican descent.
- African American leadership in the twenty-first century, lessons from Martin Luther King, Jr. and Nelson Mandela; Challenges of African immigrants in Southern Minnesota; the impact of race-based gerrymandering on African Americans.
- Dakota History and specific topics such as: Dakota Christians who were caught in the middle of a vicious conflict between white soldiers and distraught Dakota people in 1862, the paradoxical relationship between American Patriotism and the American Indian warrior tradition.
- The inevitability of human extinction with special emphasis on issues of the carrying capacity of the earth and the need for alternative fuel sources; Arctic hunters land and politics with special consideration on issues of land tenure and competition for subsistence activities such as trapping, fishing and hunting.
- Ethnic and Individual identity with a special focus on “The changing face of America” registered by the U.S. bureau of the Census in 2000.
- Social service provision to immigrants and refugees in small towns in Southern Minnesota, the effects of globalization on development in low income nations.

ROOTS

I know what I am

I am an African

I could have been an American

Or maybe an Asian or a Latino

I do know my roots

I could help you find yours too

What did my grandparents say they were

I can't quite remember

I was very young at the time

But now that I know that I'm all smiles

Maybe I'll ask my parents

The teachers can teach me academics

But they cannot tell me my roots

I know what to do

I heard my parents talking one day

My dad said he was born in West Africa

And my mom said she is from there, too

Does that mean what I think it means

I have finally found my roots

-Kebba Darboe, Ph.D

Ethnic Studies Student Organization

—ESSO is an organization comprised of students from different majors and disciplines. It is formed to create a network of scholars whose interests are directed toward cultural and ethnic relations. For more information, please contact the board:

President: Andrew Schons; andrew.schons@mnsu.edu

Vice President: Mirad Farah; mirad.farah@mnsu.edu

Secretary: Amber Elzen

Advisor: Kebba Darboe, Assistant Professor

Current Activities: TBA at scheduled meetings.

Newsletter Editors

Luis Posas, Chair

Kebba Darboe, Assistant Professor

Wayne Allen, Associate Professor

Hanh-Huy Phan, Professor

Maricela DeMirjin, Assistant Professor

Elden Lawrence, Associate Professor

Cindy Veldhuisen, Office Manager

Design & Layout

Christopher Tran, GA

DONATIONS

The Department of Ethnic Studies provides special opportunities and recognition for our Ethnic Studies students. We have the ES Academic Excellence Scholarship/Award for an ES student with the highest GPA, and the E.S. Achievement Scholarship/Award for an ES student who overcomes a great difficulty and maintains a very good GPA, and the “Timothy Price Scholarship” for two outstanding students who are in great academic standing and also have demonstrated excellent leadership skills and community experiences.

In order to continue providing our students with scholarships and interactive multi-cultural experiences, we need continuous support from colleagues and friends. Please consider a contribution to the Ethnic Studies Department's foundation account for scholarships (Acct # 335814). For more information, please contact Dr. Posas (luis.posas@mnsu.edu or 507-389-6319). Thank you for your active support and contribution to our students and program.

Graduate Diversity Certificate Program

Mission and Purpose

The Department of Ethnic Studies, an interdisciplinary program, is academically committed to promoting multicultural and ethnic knowledge, values, and skills both within and outside the United States and preparing our students for effective functioning across the culturally diverse and global community. The primary purpose of this certificate program is to provide students with more options and opportunities of gaining cultural diversity knowledge, values, and skills. Specifically, students in the certificate program will gain factual knowledge by taking courses focusing on different ethnic, racial and culturally diverse groups as well as discrimination, prejudice, stereotypes and other important issues. Second, they will learn how to understand and appreciate the different values and beliefs each diverse group has. Finally, it is expected that students will gain cultural competency skills or cross-cultural training and diversity management skills.

Program Requirement:

Part I = 12 credits

Part II = 6 credits

Total = 18 credits.

Part I. Required Core (12 credits, 6 must be at 600 level):

A. Capstone Course(s) either ETHN 650 or 660 (3)*If one is used as a required course, the other can be used as an elective in B below.**

(3) ETHN 650 Helping Across Culture **or**

CSP 648 Counseling in Multicultural Society (Permission required)

(3) ETHN 660 Cross-Cultural Training & Diversity Management **or** similar 600 graduate level course with ES department's approval.

B. Choose from the following Ethnic Diversity electives (9 credits):

(3) ETHN 500 Cultural Pluralism **or** ETHN 510 Foundations of Oppression

(3) ETHN 502 Ethnic Research Method/Skills **or** ETHN 501/ANTH 531 Applied Cultural Research

(3) ETHN 520 African American Studies

(3) ETHN 530 American Indian Studies

(3) ETHN 540 Asian American Studies

(3) ETHN 550 Latino/Hispanic Studies

(3) ETHN 560 Urban Minorities Problems

(3) ETHN 581 U.S. Civil Rights since 1965

(3) ETHN Selected Topics **or** (1-3) ETHN 596 Workshop/ETHN 603 Seminar in Ethnic & Cross-Cultural Studies

(3) ETHN 630 Liberation Theory

(3) ETHN 640 Environmental Justice

(3) ETHN 695 Ethnic-Race Implications

(3) ETHN 696 Individual Studies **or** similar 600 graduate level course with ES department's approval.

Part II. Other Diversity Electives (6 credits, courses must be in different categories):

i. Gender & Sexuality Category

(3) ETHN 570 Women of Color **or** ETHN 580 Social Justice in Ethnicities & Gender **or** WOST 555 Women, Sex, and Identity **or** WOST 660 Collective Action **or** WOST 640 Feminist Theories **or** a graduate course related to Women Studies with ES department's approval.

ii. Age & Gerontology Category

(3) GERO 585 Topics in Gerontology: Aging, Diversity and Elderly Services **or** a graduate course related to Aging with ES department's approval.

iii. Disability Category

(3) REHB 619 Psychological Aspects of Disability **or** a graduate course related to disability with ES department's approval.

iv. Other Human Diversity Category

XXXX A graduate course 500/600 with ES department's approval.

Faculty Accomplishments & Recognitions

- **Allen, Wayne** (2005) earned a Faculty Teaching Certificate, Center for Excellence in Teaching and Learning, Minnesota State University, Mankato.
- **Allen, Wayne** (2005). Dr. Allen published his work entitled, "Maria Pearson – a.k.a., Running Mocassins: A life spent living, teaching and bridging between tradition modernity, thereby reconciling the dead with the living," in the Journal of the Iowa Archaeological Society, 52(1): 87-90.
- **Allen, Wayne** (Aug.31-Sept. 4, 2005) chaired the invited session, "Darwinian Anthropology: Human social organization," at the Association for Politics and the Life Sciences meeting in Washington, D.C.
- **Allen, Wayne** (June 1-5, 2005) presented, "Disturbances in the Dreamtime: Evidence for prehistoric violence in the Subartic Dene traditional oral narratives," at the Napoleon A. Chagnon Festschrift, Human Behavior and Evolution Society Conference in Austin, TX.
- **Allen, Wayne** (2005) on Sept. 16, presented, "Traditional Tools and the Tippi Time Machine," at Mahkato Wacipi (Mankato Powwow) Education Day, Dakota Wokiksuye Makoce (Land of Memories) Park in Mankato, MN. On Aug. 5-7, Dr. Allen presented, "Traditional Tools for Teaching," at the Upper Sioux Wacipi (Granite Falls Powwow) Education Day, Yellow Medicine River State Park, Granite Falls, MN.
- **Allen, Wayne** (2005) has been asked by the journal Sibirica to do a book review of, *The Reindeer People: Living with Animals and Spirits in Siberia* by Piers Vitebsky.
- **Asomani-Boateng, Raymond** (2005) earned a Faculty Teaching Certificate, Center for Excellence in Teaching and Learning, Minnesota State University Mankato.
- **Darboe, Kebba** (2005) earned a Faculty Teaching Certificate, Center for Excellence in Teaching and Learning, Minnesota State University, Mankato.
- **Darboe, Kebba** (October 6-8, 2005) presented, "Challenges of Good Governance in Post-Conflict Liberia," at the Global Strategic Conference, Omaha, Nebraska.
- **Johnson, Clark** (October 17-21, 2005) presented "2006 Advising University," Advising University included courses in General Education, Pre-Major Advising, Advising 101 and 102, and Data, Data, Data. Participants discussed the nuts and bolts of advising, advising processes, role of advisors, helping students to be successful, the rules students need to follow and a few that they may manipulate.
- **Khan, Saleheen's** paper, "Determinants of Foreign Direct Investment in ASEAN-4 Countries: Estimation of Panel Data," will appear as a chapter in a book entitled "Globalization and Balance of Payments Experience of Asia," to be published by ICAFI University in India. The paper is co-authored with Drs. Syed Ahmed and Abdulhamid Sukar.
- **Mackie, Paul** (September 30, 2005) presented, "Differences between Rural and Urban Social Workers: An Analysis of Self-Reported Challenges and Joys in the Workplace." Minnesota Social Service Association (MSSA) Region IX Conference. Mankato, MN.
- **Mackie, Paul** (August 23, 2005) presented, "Empowerment: Taking Control of Your Future," to VINE: Faith in Action Agency. St. Peter, MN.
- **Mackie, Paul** (July 12, 2005) presented, "Qualitative Differences between Rural and Urban Social Workers." Agriwellness Inc., The Clock is Ticking for Rural America: A Behavioral and Safety Conference. Bloomington, MN.
- **Posas, Luis** (October 21, 2005) delivered keynote address, "Sociological Practice and the World of Non-Interdisciplinary Partnerships in the Implementation of Projects of Social Development Outside of the United States" at the Missouri Sociological Association Conference.

Notable Icon

Civil rights icon, Rosa M. Parks died on October 24, 2005 in her home in Detroit. Known among friends and the community as a shy and soft-spoken woman, in December, 1955, Mrs. Parks's act of defiance to yield her seat to a white man brought forth the civil rights movement that forever changed the racial relation in America.

Rosa Louise McCauley was born in Tuskegee, Ala., on Feb. 4, 1913 to Leona and James McCauley. Although the McCauleys were farmers, Mr. McCauley also worked as a carpenter and Mrs. McCauley as a teacher. Rosa McCauley attended rural schools until she was 11 years old, then Miss White's School for Girls in Montgomery. She attended high school at the Alabama State Teachers College, but dropped out to care for her ailing grandmother. It was not until she was 21 that she earned a high school diploma.

In recent years, Mrs. Parks said that she hoped only to inspire others, especially the younger generation, "to be dedicated enough to make useful lives for themselves and to help others." She also expressed fear that since the birthday of Dr. King became a national holiday, his image was being watered down and he was being depicted as merely a "dreamer." "As I remember him, he was more than a dreamer," Mrs. Parks said. "He was an activist who believed in acting as well as speaking out against oppression."

She would laugh in recalling some of her experiences with children whose curiosity often outstripped their grasp of history: "They want to know if I was alive during slavery times. They equate me along with Harriet Tubman and Sojourner Truth and ask if I knew them."

As a result of her action, Mrs. Parks was arrested, convicted of violating the segregation laws and fined \$10, plus \$4 in court fees. In response, blacks in Montgomery initiated a 13-month boycott and successfully challenged the Jim Crow law that enforced their second-class status on the public bus system in the Supreme Court.

The events that began on that bus in the winter of 1955 captured the spirit of the nation and transformed a 26-year-old preacher named Martin into a major civil rights leader. It was Dr. King, the new pastor of the Dexter Avenue Baptist Church in Montgomery, who was drafted to head the Montgomery Improvement Association, the organization formed to direct the nascent civil rights struggle. "Mrs. Parks's arrest was the precipitating factor rather than the cause of the protest," Dr. King wrote in his 1958 book, *Stride Toward Freedom*. "The cause lay deep in the record of similar injustices...Actually no one can understand the action of Mrs. Parks unless he realizes that eventually the cup of endurance runs over, and the human personality cries out, 'I can take it no longer.'"

She sat down in order that we might stand up," the Rev. Jesse Jackson said in an interview from South Africa on October 25, 2005. "Paradoxically, her imprisonment opened the doors for our long journey to freedom."

The 381-day boycott in Montgomery ended on December 21, 1956 when the Supreme Court finally outlawed segregation on buses in the case of *Browder v. Gayle*. Toward the end of 1957, Mrs. Parks, her husband and her mother, Leona McCauley, moved to Detroit. Mrs. Parks worked as a seamstress until 1965, when Representative John Conyers Jr. hired her as an aide for his Congressional office in Detroit. She retired in 1988.

In the last decade, Mrs. Parks was awarded the Presidential Medal of Freedom and the Congressional Gold Medal.

The body of Mrs. Rosa Parks lay in repose at the Lincoln Memorial in Washington and the St. Paul AME Church in Montgomery, Alabama. The public paid their respects in the memorial's rotunda.

The official funeral was held at Greater Grace Temple Church in Detroit. Burial followed the funeral service at Woodlawn Cemetery, where Parks' mother, brother and husband are buried.

*Donations may be made to the Rosa and Raymond Parks Institute for Self Development Endowment Trust Fund.

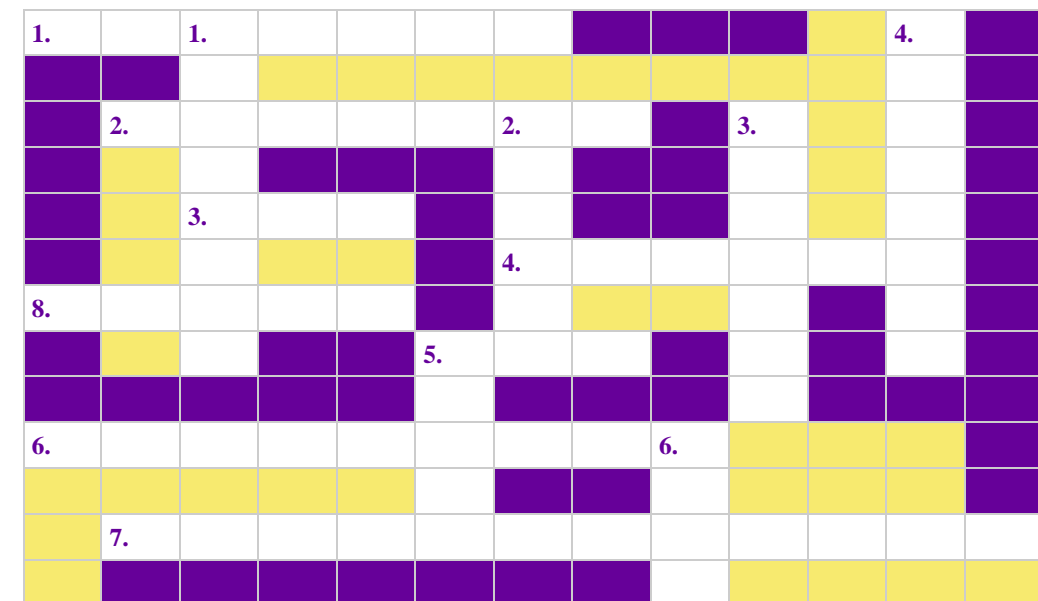
St. Paul AME Church: www.stpaulamemontgomery.com

Greater Grace Temple: www.greatergrace.org

Charles H. Wright Museum of African American History: www.maah-detroit.org



READERSHIP CHALLENGE



Across

1. Deductions from money due in U.S. government settlements with Native Americans, equal to the cost of federal services provided to the tribe.
2. Jewish laws on obligations and duties.
3. Rotating credit system used by Korean Americans to subsidize the start of businesses.
4. "The People", heritage of Mexican Americans.
5. "Clans", a forming basis for social organization by Chinese Americans.
6. Pattern of discrimination in home zoning in ethnically and racially

Down

1. Placements of students based on test scores and other criteria.
2. Hawaiian term for "Caucasians".
3. "Wetbacks"
4. Merged ethnicity and class in a person's status.
5. Chinese American secret associations.
6. Stereotypical term for all Asians.

-Topics on culture and ethnic studies are introduced to extract your perspectives.

1. Media and its effect on culture: Movies review 1)Crash 2)Everyday People
2. Social justice and racial equality: Do justice and equality run parallel?
3. Individualism and collectivism: When does an individual act on self-inclusion and self-exclusion in social group(s)?

-The BIG Question!

If ethic is a set of values and beliefs that determine how people ought to behave, then what is considered ethical? Can there be a uniform set of ethical principles to be applied for all cultures?

***Writings on the above topic(s) can be submitted for review to be appeared in the subsequent issues of the *Ethnic Diversity Newsletter*. Students and faculty are strongly encouraged to express their views.

Submit to:

Dr. Darboe, Kebba, kebab.darboe@mnsu.edu

The Department of Ethnic Studies

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