

SPECTRUM

MULTICULTURAL CENTER

MCC's New Associate Director



Gail Bouknight-Davis

Greetings from the MCC. I'm Gail Bouknight-Davis, associate director of the MCC at Williams College. As the full-time administrative director of the Multicultural Center, I am charged with the responsibility to provide overall leadership and operation of MCC programs and maintaining connection with the campus community and constituents of the college. It is exciting to be Williams especially at a time when the college is committing itself to a diversified curriculum, faculty and student population.

I believe that diversity is essential not elective. Some equate diversity with racial difference when in fact, "race"—if even accepted as a social construct—is only one component of diversity. We are different in "race," ethnicity, gender, class, religion, sexuality and even (dis)ability. These differences are more than politically correct terms but are real in the sense that they impact people's lives in a real way.

When we talk about diversity, are we referring to the students, faculty, staff, courses, and residences? What do we mean? Is it enough to say that if we have an equal ratio (via the

national average) of students, faculty, or courses on our campus then our campus diverse?

Diversity, for me, means many things of which multiculturalism—an often contested term—is a part. My work in multiculturalism reaches as early as my undergraduate work in ethnicity and interethnic relations on Black/Jewish relations at Brandeis University and in my work in student life. It continues with my graduate work at Brown in anthropology (with specialization in ethnic studies), which brought me to Jamaica for my master's and doctoral research on ethnic minorities, specifically Chinese and East Indians and economic development in the Caribbean.

Prior to coming to the Multicultural Center at Williams I was an assistant professor and director of multicultural affairs at Landmark College in Putney, Vermont where I taught courses in anthropology, multiculturalism, and race, class and gender. Multiculturalism seemed a practical way to engage concepts of class, gender, and ethnic identity in student life and the classroom—even though the concept of multiculturalism in higher education is often limited to certain academic spheres.

Multicultural centers have mainly been an arena for student services rather than academic pedagogy and scholarship since they appeared on campuses in the 1990s, many in response to the increasing diversity...issue. Historically, these centers were created to support students of color and in particular African American students—then in the 1960s—and respond to alienation on campuses. Demographic shifts in the populations and increased enrollment of Asian American, Latino/a, and Jewish students along with student activism spurred college

administrations to consider questions of institutional support for traditionally underrepresented groups. In response, by the late 80s and early 90s many colleges had begun to form multicultural centers.

Created in 1989, the Multicultural Center at Williams continues to be a place for students to connect, relax, study, and gather. It provides peer workshops and parent workshops for new students of difference. It also provides programs for the entire campus to learn about differences in ethnicity, culture, gender, religion, and sexuality, national and international issues. The driving forces behind many of these program initiatives are students.

In a short time, I have come to realize how active students at Williams can be in creating opportunities for promoting diversity awareness. Many programs are sponsored by the MCC but a larger number are coordinated by MinCo organizations. Through coordinated efforts, the MCC provides a range of opportunities for students that are educational and co-educational.

Our goal for the future of the Center is to be a resource for other staff and faculty as well and truly develop an academic mission that compliments and enhances the activities and programs the center currently provides. We certainly envision the MCC to have a large role in multicultural and diversity education. The center has taken some steps in this direction with the current restructuring of the MCC staff. Understanding that tradition is such a big part of life at Williams, we hope to create more traditions that will bring Williams more fully into national discussions of multiculturalism and higher education in the 21st century.

Windows on Williams (WOW)

Windows on Williams (WOW) is an orientation program for African, Latino/a, Asian, and Native American (ALANA) first year students and their parents to discuss some of the expectations of the community and how they might relate to being students of color.

WOW began in the early 1980s by the Black Student Union as a Big Sib program. The creation of the Multicultural Center in 1989 helped to expand the program to include Latina/o students in 1992 and then Asian American students in 1994. The parents' program was created in 1994. The parents' program consists of a luncheon, afternoon workshops, and a reception.



Regina Kunzel, MCC Academic Director

The student program format has changed this year from what was in previous years a two-to-three-day preorientation prior to the First Days. Currently the MCC offers a student/parent luncheon and studentice breaker sessions with WOW facilitators outside of the First Days schedule. However, since orientation does not end in the first week, the MCC sponsors Wednesday dinners, an opportunity for first year students to continue contact and acquaintances from First Days. These dinners are held in September at the MCC and are the prelude to the WOW October Retreat. The WOW October Retreat is a one-day event in early October where first year students can have a frank discussion about being a student of difference. This workshop is especially designed for first year ALANA and LGBT students. The program, although organized by the MCC, holds workshops that are run by upper-class student WOW facilitators with the exception of the workshops with guest panelists.



WOW Facilitators: Chris Sewel, Barrington Fulton, Sharifa Wright, Dayna Baskette and Ricardo Woolery

The changes in WOW this year will hopefully facilitate more student participation in both the First Year Programs (including WOLF and Where Am I?) as well as WOW by reducing conflicts between the schedules. The WOW program also offers an extended orientation program for first year students. Rather than overloading students with information and resources during the first week, WOW offers resources throughout their first couple of months at college, sustains the contact among first years ALANA students, and provides a forum for dialogue (during the October retreat) about "surviving and thriving" once students have had an opportunity to experience Williams.

This year the MCC had over 45 first year students and over 50 parents sign up for the luncheon. The MCC was also pleased with the support of the faculty and staff, 27 and 28 respectively, who signed up for the luncheon. WOW Saturday activities went smoothly as well with nearly 70 students (including international students) who participated in the ice breakers and lunch. We look forward to next years WOW!



Stephen Collingsworth, Ruth Harrison (Health Center), Jean Thorndike (Security), Gail Bouknight-Davis



Faculty Panel: Regina Kunzel, David Eppel (Theater Dept.), Carmen Whalen (History Dept.) and Olie Beaver (Math Dept.)



**WOW Icebreakers:
Student Facilitator and
students of Class of '06**



Responsibility for the Past

by Stephen Collingsworth

I often hear people complain about how "kids today" feel very entitled, that they lack a sense of responsibility for their actions. This often comes out when people find I work at Williams College. For some reason, people feel they can open up to me about their feelings in regards to Williams.

Because of my background, I guess forget that through being white and living in the United States, I am the benefactor of a history and a country whose very foundations are based on the concept of entitlement and the idea that as a nation, we are not responsible for our actions. It isn't a wonder, if indeed it is true, where kids today may get this from. We reap what we sow.

Let's face our history. To begin with, our ancestors felt entitled to take the land we now call the United States from another people. They killed thousands. Those people fought back, both in the ways they traditionally knew, as well as through our "system"; they took the United States to court.

The Supreme Court ruled for the Native Americans and our president at the time, Andrew Jackson, defied the Supreme Court. Andrew Jackson and our ancestors forced them on a march that killed thousands. After we got them on small tracts of land so patronizingly granted them, we plied them with liquor; stripped away their ways of life and forced them to conform to our way of doing things if they wanted to survive. We did it all with a lack of responsibility that is felt even today.

Further, we oppressed an entire group of people who did not even come from these lands, or the lands most of the settlers at the time came from. The very concept of capitalism on which the United States economy is based, quite proudly it seems, is rooted in that oppression: slavery. We fought and won a Cold War based on the idea

that capitalism is better than the oppressiveness of communism.

How quickly we forget that the roots of capitalism began in slavery. The very street in New York City that symbolically represents capitalism is named for a Wall that separated the financiers, speculators and bankers from the stench and grime of that slave trade. Even those whose wealth was most directly based on slavery wanted to protect themselves from the dirt, lest it more than just symbolically rub off on them. The founders of Brown University got their wealth from the slave trade, as did so many other families we know today for manufacturing and industrialism. Industrialism could not have been the catalyst for American might and wealth were it not built on the backs of slaves. The Watts steam engine, which was the key technology from which sprang the Industrial Revolution, got its financial backing from Caribbean slave owners. The European development of hydrodynamics was based on the demand for bigger and faster slave ships to increase trade.

A war was fought. Most say it was fought to free the United States from slavery. Abraham Lincoln was perhaps our country's greatest and bravest President. He did what so many before wanted to do but couldn't, but if he could have won the war and left slavery in place, he would have. He was very afraid that if he freed the slaves, what was left of the North would be split. We often choose to forget that the Emancipation Proclamation freed only those slaves held in the South. The Border States, which remained in the Union, were also slave-holding states. Their slaves were not freed by the Emancipation Proclamation.

With the 13th Amendment, those people of African descent were freed, at least on paper. We forget, though it happened in the lifetimes of the majority of people here in the United States, that those people, once freed, were denied the privileges and wealth that we enjoyed then and continue to enjoy today. They were kept from voting in much of the United States.

Segregation was legally enforced in the states in the South and enforced through more covert means in the North. Even today, many of the privileges I enjoy and take for granted because of the color of my skin are covertly kept from others because of the color of theirs.

African-Americans make less money on average than I do. African-Americans are susceptible to a more rigorous legal system than I am. African-Americans pay more on average for

their cars, their houses, virtually all of their material goods, than I do.

Still, as a people, we in the United States (at least the white part of the United States) refuse to acknowledge that our nation would not be the leaders of the free world, that our nation would not have its wealth, power and privilege in that world, if it were not for the blood, sweat and tears of a people once enslaved and still (though perhaps not on paper) oppressed today.

If it is true, that today's kids feel entitled and lack the concept of responsibility, is it a wonder where it came from?

Is it a wonder that if African-Americans can't get the acknowledgement they deserve for their forced role in the creation of our country and society, and that they are still feeling the effects of oppression today, that they might turn to monetary reparations to get our attention? After all, this is a capitalistic society.

Money seems to be the only thing that gets our attention. Don't get me wrong. I don't think that throwing money at the problem will make it go away. We have to face our history and deal with it. We may not individually be perpetrators of oppression, but don't we have the responsibility to end it and to repair the effects of that which we have benefited, both as a nation and as a people, for so long? Don't we have the responsibility to answer for the sins of our fathers? If not us, then whom?

The Multicultural Center Staff

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Photos by Marcela Villada Peacock

Latina/o Studies – Two New Courses!

Afro-Latin Identities: Sound and Movement in the Diaspora with Prof. Berta Jottar, THEA 331(F) and AMST 331(F) Meets TF 1:10pm-3:50pm

Chicana/o Film and Video with Prof. Ondine Chavoya, ARTH 203(F) Meets TF 1:10pm-2:25pm Lec, and M 7pm-9:30pm Lab

Research Opportunities Enhance Undergraduate Experience

Every year in the late fall, the Mellon Minority Undergraduate Fellowship and the Williams College Undergraduate Research Fellowship begin to look for sophomores who are interested in pursuing academic careers. These two fellowships offer students the opportunity to work closely with faculty mentors and to delve into research topics that the normal semester's coursework wouldn't allow them to address in great depth. Administered by the Office of Special Academic Programs, the fellowships provide two years of funding so that students can devote the time otherwise spent on work-study and summer jobs conducting research.

During the summer after sophomore year, new fellows participate in the Summer Research Colloquium. They live in a campus house together and take classes, taught by faculty mentors and reference librarians, which address the research process in various disciplines. Most importantly, the new fellows use the summer to launch their own research projects on topics they have chosen under their mentors' guidance. At the end of the six-week program, each fellow gives a formal presentation of his/her work and submits a

research paper. Fellows spend the following semesters and summer refining their research skills with new topics or elaborations of the first one.

Cathy Szpant '03, a double major in Spanish and Psychology, has used her MMU Fellowship to study authors from two marginalized groups: latinas in the United States and gypsies in Spain. She began to develop her project here in Williamstown, and found that her junior fall semester in Madrid allowed her the opportunity to study the same themes in a different context. She summarizes the importance of the MMUF in this statement:

As a minority student at Williams College, there are times when I question my academic abilities. My schooling had not prepared me for the Williams College environment, and this was exacerbated by the fact that there are few professors who can really understand where I am coming from. I always wanted to contribute academically to the campus, but I was never given an exact outlet with which to proceed (additionally I was also unsure of myself). The Mellon Fellowship has given me the

support and courage with which to pursue my passions, and has provided me with an amazing mentor who has helped me in every way possible. But, what the program has really given me is the chance to meet people who have the same concerns that I do – trying to change the future and helping future minority students with the support they need in their undergraduate educational experience.

This semester fellows are working in all three academic divisions, some on honors theses, some on faculty projects, and others are enjoying the extra time to devote to topic of interest. Many of the juniors are studying abroad and learning ways to adapt their research to different environments. What all of the fellows have in common is the desire to improve their research skills by working extensively on a research question about which they are passionate. For more information about the MMUF or WCURF, contact Molly Magavern, Coordinator of Special Academic Programs, at x3747

SCHOLARSHIP CORNER:

Lesbian Leadership Scholarship: An Uncommon Legacy Foundation

Award Amount: Minimum \$2500

Deadline Date: July 01, 2003

Description: The Lesbian Leadership Scholarship is open to lesbian undergraduate and graduate students enrolled full-time at an accredited college or university in the U.S. You must have a minimum 3.0 GPA, demonstrate a commitment or contribution to the Lesbian/Gay/Bisexual/Transgender Community and have financial need. Your academic performance/honors, personal/financial hardship and service to the Lesbian/Gay/Bisexual/Transgender Community will also be considered.

Additional Information: You must include a completed application, an up-to-date school transcript, a written personal statement of fewer than 1000 words and at least two letters of recommendation. Please visit the website provided for complete information: www.uncommonlegacy.org

Applicable Majors: All fields of study.

Contact:

An Uncommon Legacy Foundation, Inc.
Legacy Scholarship Committee
P.O. Box 33727
Washington, D.C. 20033

Native Rights Activist visits Williams

Professor Ward Churchill (Keetoowah Cherokee) combined genocide and education on his talk on Oct. 22 in Goodrich Hall at 8pm. The title of his talk was "Genocide by Any Other Name: The American Indian Residential Schools in Context." Mr Churchill is a longtime native rights activist, acclaimed public speaker and award winning writer. He is currently Professor of Ethnic Studies and Communications, Chair of the Department of Ethnic Studies, and Coordinator of the American Indian Studies track at the University of Colorado at Boulder. Among his many books are: "Since Predator Came: Notes from the struggle for American Indian Liberation" (1995), "From a Native Son: Selected Essays in Indigenism, 1985-1995" (1996), "A Little Matter of Genocide: Holocaust and Denial in the Americas, 1492 to the Present" (1997), "Fantasies of the Master Race: Literature, Cinema and the Colonization of American Indians" (1998), "Struggle for the Land: Native North American Resistance to Genocide, Ecocide and Colonization" (1999), "Perversions of Justice: Indigenous Peoples and Angloamerican Law" (2002), and "Acts of Rebellion: A Ward Churchill Reader," (2002).

GOINGS ON:

It's been a busy Semester!

International Week:

- Sunday 9/29 Multifaith Service (Thompson Chapel @2pm)
- Monday 9/30 International Country Fair (Goodrich @8pm)
- Tuesday 10/31 Soccer Game – Champions' League: FC Bayern Munchen – Milan AC (Live on ESPN – Goodrich Living Room @ 2:30pm)
- Tuesday 10/1 Mr. Avi Jorish – Talk on Middle East Issues (Goodrich @8pm)
- Wednesday 10/2 Movie Night – “No Man's Land” – the film, which won Oscar for best foreign movie in 2001 (Bronfman Auditorium @ 8pm)
- Thursday 10/3 Talent Show (Goodrich @8pm)
- Sunday 10/6 Mr. Williams Trujillo – Ecuadorian activist “Resisting the FTAA and Corporate Globalization: Ecuador's Struggle for Human Rights and Environmental Justice” (Griffin 3 @ 8pm)



Joseph Johnson (Talk Translator), Jennifer French (Assistant Prof. of Spanish) and William Trujillo, Ecuadorian Activist



Coming Out Days Banner!!!! Baxter Quad

Coming Out Days:

- Tuesday 10/8 Meeting and Chalkings – Hardy House, 10pm
- Wednesday 10/9 Lunch Forum with Alvaro Jarrin – Hardy House, 12noon
- Wednesday 10/9 Anthropologist, Gail Rubin speaks: “From Perversity to Diversity” (Griffin 3 @ 8pm)
- Thursday 10/10 Movie “Trembling Before G_d!” and discussion (Goodrich @ 7pm)
- Friday 10/11 Queer Bash! “Heaven and Hell” (Goodrich @ 10pm)
- Tuesday 10/15 Queer Punk Band, “The Pansy Division” (Goodrich @ 9pm)

Latino/a Awareness Month:

- 11/1 Convocation, Keynote: Asst. Dean Norma Lopez (Goodrich @ 8pm)
- 11/6 Lunch Forum, Prof. Carmen Whalen “Latinas and Leadership: Who Rules?” (Hardy House @ 12noon)
- 11/8 Lecture/Demo by performance artist Camelita Tropicana (aka Alina Troyano), “Queery: How Latino/a are you?” (Griffin 3 @ 8pm)
- 11/9 Buena Vista Social Dinner, (Dodd House @ 6pm)
- 11/13 Lunch Forum, Prof. Ondine Chavoya “Global Grooves and Latina POP” (Hardy House @ 12noon)
- 11/16 Come and Dance with PUPI! Folkloric Dance and Workshop, (Goodrich @ 7:30pm-9pm)
- 11/16 Casino Party – short presentation and dance (Rumba) (Goodrich @ 10pm-12midnight)
- 11/20 Lunch Forum, Prof. Joseph Cruz “Outside, Token, or Fake” (Hardy House @ 12noon)
- 11/22 Battle of the Sexes (Baxter Lounge @ 8pm)
- 11/23 Blowout Party with DJ Chulo from NYC (Goodrich @ 10pm-2am)



Latino Heritage Month Keynote Speaker: Norma Lopez, Assistant Dean

Latin@ Heritage Month Convocation Address

By Norma Lopez
Assistant Dean

Buenas Noches, Señores y Señoras. Good Evening to everyone. I was so pleased and honored to have been asked to speak at the convocation for Latino Heritage Month. I remember planning many convocation nights myself and so was delighted at the prospect of sharing some of my experiences at Williams with you all. That feeling, however really only lasted for about 2 minutes. Then I have to admit that I was petrified about what I would share with you tonight. So I asked one of the board members "what do you want me to address?" And more than anything I dreaded hearing the "S" word, even dreaded reading it in an e-mail. The word? SUCCESSFUL. I was told 'Latinas on Top' is the theme and that translates to success. In my mind I feared, what is their measure of success and do I live up to that. I was also asked by a few students to talk about my experiences. Now you have understand, that's something that is rather difficult for me to do. I sometimes talk about it when I'm working in that big brick building located on Rt 2. When it's one on one with a student and I think, wow, it's amazing how much this place changes and yet how much everything stays the same. So I talk about it then, how even though I was a first year at Williams over 11 years ago there are so many similarities in our experiences.

So today I want to talk, not as a dean but as an alumna, about a few different experiences I've had at Williams, how I made peace with them and how I measure success (today). Because after all that talk about the "s" word I actually do think I am VERY successful.

When I stepped foot on this campus as a first year I was so excited about the next four years of my life. However, I quickly began to feel overwhelmed and everything from academics to a social life seemed way over my head. I would say I even had many a miserable moment at Williams. To be completely honest I even hated this place from time to time. It brought to my attention how inadequate I thought I was at the time. That was hard to say, but I'm ok admitting that. I remember a student saying to me that I was here to find a husband or asking did I have an arranged marriage, as well as conversations with professors (yes, professors too!) that I'd rather not remember. Some of you, I'm sure are shocked, others probably not at all. I also recall situations that weren't as obvious, but

nonetheless upsetting. Being asked to speak to the class about being a woman of color, or asked to represent all Latinos. It never failed to stun me since I was one of those students who hardly spoke in class and here I was being called upon to educate the class.

But this is so depressing. Don't I have any good memories about being Williams? Of course I do, I have many! Times like this convocation or the Vista meeting I dropped by at last night. The people I've met and the friendships I've made. The things I've learned about myself, my family and about the world. Those were good things about being at Williams. What did I learn about myself that made such a difference? That balanced the bad out enough to make a difference? I learned I am more than adequate and I am strong. I wrote my family's immigration history in Scott Wong's class and became so much more educated about where my family came from and why they came to this country. I learned I come from good genes.

If the theme of this month is Latinas on Top I would urge you to look all the way to the top. To the mothers, aunts and grandmothers who got us here and have kept us going all these years. During college, I saw the struggles of the women in my family in a different light. When I left high school I often thought I didn't want to be like the women in my family, but now I realize that to be like them is my ultimate goal. I learned that they are feminists as well. And they are successful. And they are my heroines in every way imaginable. They have lived through losing children and leaving their country of birth without discarding their language, culture, religion or spirit. My mother has survived raising four teenage daughters who have all gone to college and grad school - regardless of what the men in my family thought women could accomplish - and one young son - hopefully without the "pain in the nalgas, can buy his own underwear, iron his own shirts and heat his own tortillas" Mexican man syndrome, in other words, who "hasn't been ruined with too much chichi" as Sandra Cisneros would say. My mother used to say to me when I was really upset about being at Williams that she could never understand what I was going through but she did know one thing: "Dios aprieta pero no ahorca" Roughly translates into, God squeezes but doesn't choke you.

Seems to me she understood much more about what was going on than I thought she did. She was right. This place even helped shape my

professional career. I stayed at Williams (and came back) because I recognize I didn't get here on my own. I often turned to people like Marcela and Enrique Peacock and slowly realized that I hoped to play a similar role for other students as they had played in my life. It was at Williams College that I found so many of the people that have inspired me to choose my career.

I also learned about the world, about life outside my Mexican bubble. I didn't really know much about that world since my community was so isolated. My high school was 99.9% Mexican and .1% identified as *indio*. We all know that you can maintain that isolation at Williams if you try. To some extent I think I did. I used to think I was at Williams to colorize it. To be a token. I thought I was getting the bad end of the deal and that I was doing Williams a favor. But I was also learning from everyone else around me. Which in the end is very useful information to have. In the real world you can't escape being part of a diverse community. I mean really being a part of it and learning about everyone around you, not just pretending to be a part of it like we sometimes do pretend at Williams. And I taught others about me. That was truly a turning point. When I was no longer angry about educating others about me. That's hopefully what we do in life. It happened in graduate school. Someone said to me, "what do you mean you aren't here to educate others about diversity and about you? Aren't you an educator?" Ok, yeah, right. It was then that my TA said I had lost the ability to make that argument when I entered my profession. And I'm Ok with that, it's the right thing FOR ME. That's a choice I've made.

So I now I'm back to the question, how do I know I am successful? Well, I know this because I am happy with who I am, where I am and the role I want to play here. To quote from the Chicana Anthology I keep in my office like my bible: Who am I? "Soy hija de mis padres, neita de mis abuelos, hermana de mis hermanos, prima de mis primos, amiga de mis amigos, yo soy, soy, yo." (Lorenza Calvillo Craig) "Soy ojos negros y piel canala", "soy Mexicana", soy "American but hyphenated" (La Chrisx y Pat Mora). I am a woman who chose to keep her last name of 26 years when the men in her family asked if that is allowed in this country. I am machista men and strong women - I was formed by those experiences. I am my history and I love that. I am my Williams experience, the good with the

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Introducing our new CLC Liaison



Brian Schwartz, Community Life Coordinator

If you don't know me yet, I hope you will soon. I'm Brian Schwartz, the new Community Life Coordinator who is working at the MCC. I get to work with MinCo and serve as a liaison and advocate for student groups. The MCC staff members have welcomed me into their community with open arms and minds. Little by little I'm learning the history of how the MCC has evolved at Williams and what challenges there may be to come.

My initial impressions describe a community of students that is strong and fervent, but not necessarily sure of the direction it's headed or how to get there. Many students—not all—engage in "private activism," an expression I heard used by Norah Vincent during her visit, which as far as I can tell means communicating only when necessary and not getting in anyone's face. The more I learn, the more I ask myself what should be rhetorical questions. Is the word coalition a financial term? Does the word community imply communication?

Observations aside, I'm here to help each group with whatever goals they have set. I continue to work more closely with Marcela in planning events; I will continue to attend group meetings when dilemmas that hit the crux of their mission arise; and ultimately, I love asking questions. Does the curriculum sufficiently address issues of dynamics of power within contemporary society? What kind of space should the MCC and MinCo have in the new Baxter? Why don't we have more queer faculty and faculty of color? In what ways are inter-cultural discussions between students encouraged on campus? What are the effects of spreading messages of hate on

WSO? Who should a student talk to at psych services if they're struggling with their multi-racial identity? Why are many groups whose mission includes supporting a racially diverse community primarily composed of white people? What kind of programming do students feel there is a need for on campus? Why don't student leaders receive more leadership training? In what ways are we supporting students who have to spend more time working to make money than working on class work? What responsibility does the College have to prepare students for citizenry beyond graduation especially when contextualized population shifts in the rest of the country? Is it the MCC's responsibility to reach out to the dominant culture on campus? Is the MCC primarily an administrative office or a sanctuary for students? What are the questions students have that aren't being asked? Why do so many people speculate about others' motivations and not just ask them?

Despite my earlier indictment of so-called private activism, any activism is great activism. I am a graduate of Pomona College class of '01 and my first few years there I always heard activists referred to in a negative context, or at least neutral. Everyone said students there were generally apathetic. However, over the course of my time there many movements were at work. Students met week after week to speak in support of an Asian-American studies program, which was eventually approved. The Workers Support Committee staged protests locking down the administration buildings of both Pitzer and Pomona in order to defend the rights of dining hall workers to organize. The legacy of A Call To Action—a movement by students of color to mandate more faculty of color hirings, a latino studies center, a black studies major, a multicultural hall residence, a curricular requirement dealing with dynamics of difference and power with respect to ethnicity, race, gender, sexual orientation, class, and religion in contemporary U.S. society, institutionally-supported mentor programs for students-of-color and queer students—lived and breathed and evolved on campus. Is it the case at Williams that students are creating institutional change and forcing power brokers to constantly acknowledge and support the diversity of the student body? Or, as I recently heard one student say, is Wesleyan the activist campus and Williams the athletic one?

If we acknowledge that Williams is not a perfect place, especially for "minority" students, what then will we do about it? I am another employee here to dedicate my time to the coal-

tion of faculty and staff that does exist trying to use their influence to support multicultural pedagogy and programming. However, all major change has to come from students. When I read the job description for the CLC position the words "supporting a self-governed student body" stood out and has been restressed to me over and over during my time here. Organizations like MinCo, WoW, and WCBP are clearly trying to make this campus a more representative one and extend education beyond the classroom. For those of you reading this, how will you help to make Williams a better place for you and those who follow in your footsteps?

Convocation Speech...

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bad. I can't separate that. It is such an integral part of who I am. But I own my experiences, they are mine.

I do continue to develop professional and personal goals for myself, and life isn't always easy, it throws some interesting curve balls your way. So I am not saying it ends here or that I am happy to remain stationary. The most important thing I am saying is that I happy being Norma Lopez, hija de Jose e Irma Lopez, wife of Daniel Anello, alumna of and dean at Williams College.

It has taken me a long time to arrive at "success", but I recognize it as having developed confidence in who I am, and being happy, proud and satisfied with that. No more angst about feeling oppressed by white men or this institution, no anger about educating others about diversity, no shame in being a Mexican woman who sometimes asks her father and husband if they want me to serve them dinner (it's what I would do for anyone I care about). I wasn't able to arrive at this "place" in college, but I hope many of you have. I won't define success for everyone in this room or tell you how to be successful. I'm sure it has a different definition for all of you. Even so, I hope in hearing me speak tonight you can reflect on you Williams' experiences and find some measure of your own success.

PLEASE UPDATE US WITH YOUR NEWS.

Kindly remember to keep the College informed with your change of personal information including email addresses. The listservs are now the primary form of communication among the Networks.

"lazaro"

Ever since we were kids you tried to destroy your name
destroy its past,
its complexity,
Rape its beauty
Rape its power
you dissected it,
picked it apart,
gleaning and gathering letters and sounds that would mold what the
movies said you should be
J.R., Laz or just L

And where are you now Laz?
Holed up in a sunless concrete room
A hell where your tears fall on cold clay floors
Ears ruptured into a bloody pulp
cuz the shrieking of your heart was deafening

Beaten down by the cruel lessons they pounded in your being

SHACKLED by the will of prying eyes who deem if you are fit
for their world
High off the stench of your dying soul
Waiting to rise again
Where are you now?

Lazaro

The name flows from the brain to the mouth
Playing over the tongue
And then vibrates the sweet air to three syllables of beautiful
asymmetry that evoke pangs of hope and the realization of power.

Lazaro

Feel the power of your name!

The name of the man who moved Jesus so that He raised him
from the dead!
"Rise Lazaro Rise!"
You hold the name of that powerful saint
Un patrón de los pobres
The poor who are always the strongest look to him for protection
The healer
The one that to dip your fingers in his sores would be redemption

I wish I could be your healer
Dry up the sores that ooze and pus in your soul
Soak up the blood from your battles
Sterilize the hate and evil that festers in your heart

Lazaro

Feel the power of your name
Cuz that strength is in you
Curl it up into a ball
Sink your teeth in it and eat it
Let the juices rundown your chin
Let it manifest in your heart
And run rampant in your veins

I wish I could show you your power, your strength
Paint a mural
Rich reds and browns, the mixture of your skin
Deep blues and purples, like those only seen in heaven
Limitless shades and hues that blow the mind and soul
Never seen before, never to be seen again

Lazaro

Feel the power of your blood
The blood that courses through our veins

The blood that coursed through Jose,
Who didn't take shit from no one no matter how dark
or poor he was
The blood that ties us to our grandmother
Fifteen crossing the mountains alone with 2 babies
Ten children in all, raised on nickels and dimes earned
by cleaning toilets

Invoke the power of your blood
The strength that our family has
Working the soil
Building this nation;
Calloused hands
Stunted educations
Degradation;
Broken dreams, all for a dollar a day

I wish I could show you your worth

You know what they say?
They say you're nothin but a dirty stupid Mexican
Who's only thinkin about weed
And sexin their ivory cream beauties

Just a skinny kid in baggy jeans
A leech sucking the life out of this great nation
They say you better learn your place quick

Lazaro, don't you know who they think you are?
The next person to clean up their shit

The next faceless servant existing in the shadows of their ice
cream realities

lazaro. LAZARO

Be that power that lies dormant in you
Cuz when I look at you I see
The tides churning and the mountains falling to their knees

So what Lazaro?
A son of a crackwhore
Poor,
So what?

They can lock you behind those steel doors
They can label your women as whores

They can put you in schools with worms in the food
And racist football coaches dictating our dreams
They can call you a wetback, a greaser, a spic
Tell you to go back where you belong

Yeah
They can degrade you
They can beat you
Oppress you
Lock you up
Push you down

They can
Marginalize
Sterilize
Categorize
Shit they can institutionalize

But can they keep you down? Hell no
Because there is power in you
And Jesus said,
!Levantate Lazaro Levantate!

2/02 nina smith



ALUMNI NETWORK NEWS

By Paula Moore Tabor '76

CAREER MENTOR WEEKEND '02



Bill Spriggs '77

Fifty alumni of color returned to campus November 1-3 to celebrate Homecoming Weekend and mingle and mentor students of color. The special weekend opened with a Latino Heritage Month Convocation followed the next

morning with a kick-off breakfast and fish-bowl discussion about insitutional support for students of color. Guest speakers included Sandra Burton, assistant professor and coordinator of the dance program, Regina Kunzel, professor of history and academic director of the Multicultural Center, Enrique Peacock Lopez, professor of chemistry, Marcela Villada Peacock, Multicultural Center program assistant and several students who spoke about their experiences at Williams. Other weekend highlights included a halftime tailgate, concurrent career workshops, a session on how alumni can assist students of color and a farewell brunch. **William E. Spriggs, Ph.D '77**, director of the National Urban League Insitute for Opportunity and Equality, was the keynote speaker to a full house at the annual Career Mentor Weekend dinner.

HIP-HOP AT THE WILLIAMS CLUB

On Saturday, November 16 over 100 alumni, friends and students from Williams College attended a forum on hip hop at the Williams Club in New York City.

The forum lasted 2 1/2 hours and showcased a prolific and well-versed group of panelists. Speakers included **Kenard Gibbs '86** president of Vibe Magazine, **Peter Rubin '97**, staff writer for GQ Magazine, Ethnomusicologist Kyra Gaunt, associate professor at NYU, Sandra Burton, assistant professor and coordinator of dance at Williams College, Jean Grae, formerly known as "What? What?," one of today's most popular



Panelists at the Hip-Hop Forum

underground MC's and spoken-word artists, and **Dino Delville '92**, vice president of artist and repertoire for Universal Records. The forum was moderated by **Nicole Moore '93**, president of the marketing agency Moore Projects.

Panelists covered topics ranging from sex and sexism, cultural commodification, race and racism, denigration vs. celebration and the power of language. The dialog was intellectually stimulating peppered with the raw and honest patois of urban America. At times, the messages left the racially mixed and age-diverse audience breathless, eager for clarification and spiritually transported. A buffet lunch followed the discussion and a good time was had by all.



Kenard Gibbs '86 and Kenneth McIver '88 (former JA and his frosh)

UPCOMING TRIPS

Sicily, March 2003

Contact Paula Tabor for details:
ptabor@williams.edu

NETWORK CHAIRS

WAAAN (Asian Network)

Julian Fang '01 Julian@newcmt.com
Sylvia Tong '93 syltong@alumni.williams.edu

WBAN (Black Network)

Mike Reed '75 reed@consultingworks.biz
Bernice Hutchinson '81
bhutchinson@nasua.org

WLAN (Latino/a Network)

JC Calderon '87 jcCalderon@aol.com



Marcela Villada Peacock, MCC Program Assistant

MAYDA DEL VALLE 'OO ON BROADWAY

Congratulations and best wishes to **Mayda del Valle** for her starring role in Russell Simmons' "Def Poetry Jam on Broadway". On stage, Mayda, a native Chicagoan, is part of a nine-person ensemble of "the dopest poets of our generation". Mayda is also the reigning National Poetry Slam champion, the youngest person to ever win the coveted title and the first Latina. And she has appeared on the HBO show "Russell Simmons Presents Def Poetry".



MORE NEWS



Architect **J.C. Calderon '87** was the continuing education guest on a recent young alumni trip to Barcelona. Other alumni of color traveling included **Cesar Alvarez '84** (WLAN) and **Paula Moore Tabor '76** (WBAN), travel coordinator. On the last evening of the trip, the group of Eph travelers dined with alumni living in Barcelona, which included **Kystal Williams '96** (WBAN).



Krystal dining in Barcelona with Eph travelers



Mayda, fourth from left, performing at the Longacre Theatre on Broadway



Above and right: Williams students in New York to see Mayda on Broadway



UPDATE US WITH YOUR NEWS

Stay in the loop! Update your contact information, especially your email address, online with Ephnet www.williams.edu click on "alumni"; click on "Ephnet". Also, let us know what you are doing to include in the next *Spectrum*. Email ptabor@williams.edu

Queer Issues Coordinator Co-Authors Book

Stephen Collingsworth, Assistant Director of the MultiCultural Center and Coordinator for Queer Issues at Williams College is co-author of "Inspiration for LGBT Students and Their Allies," the latest in a series of Inspiration Books published by the Collegiate Empowerment Company, Inc. This is the fourth book for the Inspiration Series which includes: "Inspiration for Resident Assistants," "Inspiration for Greeks," and "Inspiration for Student Leaders."

Stephen wrote three pieces for the book, "A Proud History," "What Is Queer Pride?" and "Yes I Am!" and co-edited the book along with co-authors Anthony J. D'Angelo, Founder of the Collegiate Empowerment Company, Inc.; Mike Esposito, MA, Student Organization Coordinator, Boise State University; Gabriel Hermelin, MS Nova Southeastern University, currently attends seminary at Pacific School of Religion in Berkeley; Ronni Sanlo, PhD, Director of the UCLA Lesbian, Gay, Bisexual Transgender Campus Resource Center, and lecturer in the UCLA Graduate School of Education; Lydia A. Sausa, PhD, Adjunct Professor at San Francisco State University in the Human Sexuality Studies Program; and Shane Windmeyer, Coordinator of the Lambda 10 Project National Clearinghouse for GLB Greek Issues.

Stephen himself has been involved with



Queer Advocacy work since 1987. He has his BA in English and his MA in Education Policy and Leadership from The Ohio State University and serves on the Advocacy Committee for the OSU GLBT Alumni Society. In addition to his work at Williams College,

he also serves on the boards of the Berkshire Stonewall Community Coalition, the Western Massachusetts LGBTQ Youth Coalitoin and the LGBT Political Alliance of Western Massachusetts. In addition to being the first Queer Issues Coordinator at Williams, he served as the first Education Coordinator for Stonewall Columbus, as well as the first Director of the Kaleidoscope Youth Coalition. He and his partner Don reside in North Adams.

What Others Have Said About "Inspiration for LGBT Students and Their Allies"

"...fulfills its promise. From poetry to personal essay to verse that defies definition, each entry offers hope and a sense of community.

Readers are bound to find a piece of themselves in this book." Jennifer Smith-Holladay, Director, Tolerance.org, a Project of the Southern Poverty Law Center

"...could literally be a lifesaver for those who read it. Many LGBT students struggle with feeling that they are alone – this book not only allows them to learn from the experiences of others who have been through the process, but to be inspired by them. This book not only reaches out to students who are LGBT, but also to their allies – a powerful yet often overlooked presence on campus. This book takes something that is still too often seen as a problem – being 'different' – and turns it into an asset and something to be celebrated." Candace Gingrich, LGBT activist and author of "The Accidental Activist"

"The feeling that I was alone – unique – with what I assumed to be an affliction was one of the largest contributing factors to the very deep and real depression I suffered as both a child and young adult. It wasn't until I began to hear stories of my peers that I came to truly examine, accept, and celebrate my own sex-and-gender identity. Thank goodness for this book. It's going to save some very important lives." Kate Bornstein, Author of "Gender Outlaw" and "My Gender Workbook"

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WILLIAMS COLLEGE

AT

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AND

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