

center for applied studies in american ethnicity

CASAE

winter | spring | 2007-2008

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CASAE's Big Move From Clark to Aylesworth

In mid-August, days before CSU students returned to campus, CASAE staff, faculty and researchers were hurriedly packing their tons of books, supplies and equipment and trekking them across campus to their new offices in 357 Aylesworth S.E.



Ethnic Studies and these new facilities help us to gather up our dispersed faculty and begin to set up house for the long haul and future success... The idea of the Center was first conceived during the darkness of the early 1990s among a few conscientious and committed CSU faculty and staff who, despite their

Since CASAE's inception in 1994, all CASAE

faculty, staff and researchers have been spread throughout the University in different departments, colleges, and buildings. Now, in its new location, all faculty, researchers and staff are together, building camaraderie and a Center of intellectual stimulation.

According to Dr. Irene Vernon, CASAE Director, "this move was CASAE's greatest achievement in 2007."

Dr. Norberto Valdez, who was among the first four faculty hired to develop the curriculum and program at CASAE comments, "The move by CASAE to Aylesworth Hall S.E. is important to all of our staff and the CSU campus because this can be seen as a demonstration by the CSU administration of its long-overdue and substantive commitment to the future of our Center. This change has not been accomplished cheaply. It has also involved many deep discussions at various levels by CSU administration and faculty regarding the long-term future and health of Ethnic Studies on this campus. This move is an important part of the process of creating a new Department of

differences of perceptions and conceptualizations of ethnic studies, pushed their idea forward toward its realization. We owe a lot as a staff and Center to these early visionaries who saw a gaping hiatus in the CSU and CLA curricula and agitated to implement this long-overdue project."

Valdez continues, "Over the years we have persisted and have moved forward. We are now on the verge of creating something very special and exciting. This move will help to facilitate the creation of what (hopefully) might come to be perceived as a long-lost 'home' to which we all can now gather to build a sense of family.

We hope to build a sense of community, of togetherness in Aylesworth that makes a safe intellectual and social space for a wide range of students, our researchers, staff, and faculty. And we hope that this new department with its new undergraduate and graduate programs will foster the energy in this space that is needed to make Ethnic Studies a resounding success in the very near future."

From the Director

Welcome back! The Center for Applied Studies in American Ethnicity is moving quickly toward departmental status and we have other exciting and major upcoming changes.

CASAE continues to work toward excellence in research, teaching, and outreach/service. In 2007 our faculty and staff have received or have been nominated for many awards; CASAE students have been active in service learning and outreach activities; and our research that empowers communities and people continues to flourish.

As the New Year begins, we anticipate 2008 to be our best year yet, and we look forward to our continued relationship. Be sure to check your mailboxes for information on CASAE's open house, which will be held in early 2008.

I am forever indebted to CASAE's friends, donors, alumni, staff, faculty, researchers and all that have given of their time, energy, resources, and money to the building of a successful Center. As always, my door is open and I encourage you all to stop by and visit.

Warmly,
Irene Vernon, Director, CASAE

Colorado
State
University

CASAE Faculty



{Irene Vernon} Dr. Vernon is a Full Professor at Colorado State University, Director of CASAE and the College of Liberal Arts Associate Dean of Evaluation and Diversity. She has been the Director of CASAE, an academic unit with a Native research group, for five years and will successfully move it to an Ethnic Studies Department in 2008; at that time she will be Chair of the Ethnic Studies Department. She specializes in Ethnic Studies as well as Native Studies which includes religion, law, history, literature, economic development and health. Dr. Vernon is currently working on a multi-million dollar Centers for Disease Control grant providing HIV/AIDS technical capacity building assistance to tribes, state health departments, and other health agencies.

{Norberto Valdez} Dr. Valdez is jointly appointed as an Associate Professor of Anthropology and CASAE. His teaching and research interests concern impacts of corporate globalization, social movements, and rural transformations in Latin American countries and in the U.S. His current research focuses on indigenous and peasant political movements in Mesoamerica, with emphasis on Chiapas, Mexico, and Guatemala. He is conducting field work in northern New Mexico and southern Colorado for a book on Indo-hispano subsistence-oriented economy, rural poverty, and the out-migration of Chicanos to Front Range regions of Colorado.



{Roe Bubar} Associate Professor with CASAE and the School of Social Work, Professor Bubar has a J.D. from the University of Colorado Law School, Boulder. Her professional interests and research include American Indian Law, health disparities for Native women and children, violence against Native women, and child sexual abuse in Indigenous communities. Professor Bubar has worked extensively in Indian Country and Alaska Native communities and has been a national advocate in the development of Children's Advocacy Centers, multidisciplinary teams, child maltreatment, and criminal justice issues in tribal communities.

{Joon Kim} Dr. Kim is an Associate Professor in CASAE and the Sociology Department. His research focuses on international labor migration, temporary guest-worker programs, race and ethnic relations in the U.S. and East Asia, and Asian American history. As a Fulbright Researcher, Dr. Kim has done extensive research on international labor migration to developing countries in Asia and Mexican labor migration to the U.S. Also, he has served on various community-based organizations dealing with inter-group relations, youth education and counseling, and community organizing. Dr. Kim is currently on sabbatical as a 2007-2008 Korea Foundation Field Research Fellow.



{Eric Ishiwata} Dr. Ishiwata is an Assistant Professor in Ethnic Studies and Political Science. His research focuses on immigration, ethnic violence, productions of identity/difference, and contemporary race issues. Current projects involve work on Japan's so-called "immigration problem," the post-Katrina transformation of America's racial discourse, and (inter)national tensions at the Yasukuni Shrine. Courses offered include Comparative Racial/Ethnic Politics (POLS 448), Contemporary Political Thought (POLS 421), Introduction to Ethnic Studies (ETCC 100), Border Crossings: People, Politics, Cultures (ETST256), and Asian American Film (ETST 320). His work has been published in *Cultural Values*, *Japanstudien*, and *Political Theory*.

{May Fu} Dr. Fu is jointly appointed as an Assistant Professor in the Department of History and CASAE. Her teaching and research interests include the comparative histories of racialized groups, social movements, gender and labor, and women of color feminisms. Her current research examines Asian American community organizing during the 1970s and explores the panethnic, interracial, and international affiliations that shaped Asian American radicalism. She is a founding member of the Fort Collins chapter of INCITE! Women of Color Against Violence.



{Richard Breaux} Dr. Breaux is a historian of 20th century African American cultural history, with an interest in the social construction of black manhood and womanhood; African, AfroCaribbean, and African American immigration, migration, and community studies. He is currently working on books on the History of African Americans at Midwest flagship universities before 1940 and a history of the Cosmopolitan Clubs of America before 1950. Dr. Breaux is this newsletter's highlighted CASAE Faculty member on page 4.

CASAE Awards, Publications and Promotions

CASAE Faculty, Instructors, Associates and Researchers Receive Honors, Awards

CASAE's Program Evaluation for 2006-2007 received three Best Practices. 1) **Involving students in assessment:** The Spring 2006 CASAE Newsletter, which was sent to students, faculty, donors, board members, and a variety of on and off campus entities, included a segment on CASAE assessment/evaluation and invited all interested parties to view program plans and welcomed any suggestions, comments, etc. 2) **Student Learning, Introductory Learning Research Pre-Instruction Questionnaire:** Students will demonstrate the learning outcomes through internship and service learning evaluations, portfolio submissions, exit surveys, and pre- and post-tests. 3) **Student Learning, Practice Diversity-Related Outcome:** Diversify CASAE curriculum to reflect the influence of gender, sexuality, and/or internationalization in course topics. Strengthen the capacity of faculty knowledge in the field of diversity, specifically in the areas of gender, sexuality and international studies.

CASAE Director **Irene Vernon** was recently appointed **Associate Dean for Evaluation and Diversity** in the College of Liberal Arts. **Dr. Vernon** is also the **Behavior, Education, and Outreach Cluster Co-leader** of CSU's Infectious Disease Supercluster.

CASAE Instructor **Blane Harding** received the **Provost Office Oliver P. Pennock** award for distinguished service in April 2007.

CASAE Professor **Roe Bubar** received an **Infectious Disease Super-**

cluster Grant for her study: "Examination of Native Youth & Media Messages for Sexually Transmitted Diseases." **Roe Bubar** also recently received notification from the **Fulbright Scholar Program** that her candidacy has been approved for a position on the Senior Specialist list. The roster is a list of approved candidates with recognized national experience in a certain field who are eligible to be matched with requests from overseas academic institutions for Fulbright Senior Specialists.

CASAE Faculty Associate **Donna Rouner** received an **Infectious Disease Supercluster Grant** for her study: "Media messages about HIV/AIDS and STIs/STDs available to American Indians in an Urban and a Rural Context."

CASAE Professor **Joon Kim** won the **2007 ABC-CLIO America: History and Life Award** for his article, "The Political Economy of the Mexican Farm Labor Program, 1942-64," which appeared in *Aztlan* 29:2 (Fall 2004). The ABC-CLIO America: History and Life Award is a biennial award given to the author of a journal article that proposes new perspectives or examines new areas of history, and in doing so, extends historical knowledge and raises new avenues of investigation. In seeking to recognize such pivotal articles, the award acknowledges the author's creative achievement in breaking the constraints of conventional thinking. **Joon Kim** is also a **2007-2008 Korea Foundation Field Research Fellow**. The Fellowship program supports prominent foreign scholars and professionals to undertake field research in Korea.

CASAE Professor **Eric Ishiwata** received the **College of Liberal Arts Faculty Development Fund** for continued research related to Japan's immigration concerns (Immigration, Pluralization, and the (Im)possibilities of Integration in Contemporary Japan. The project seeks to reformulate Japan's immigration "problem" in ways that can allow for a more hospitable Japan, one that can responsibly accommodate intra-national diversity through acts of tolerance, plurality, and non-violence. The fund was created to enhance the career development of regularly appointed full-time faculty in the College of Liberal Arts.

CASAE Researcher **Pamela Jumper Thurman** has been named **Chairwoman** of a committee that will seek to improve protocol for substance abuse treatment in Native populations. The committee is part of the Substance Abuse and Mental Health Services Administration. SAMHSA's Center for Substance Abuse Treatment is beginning work on a new Treatment Improvement Protocol publication, "Substance Abuse Treatment for American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders Living in Rural Areas." Thurman will head up the effort to provide practical information for substance abuse treatment counselors and program administrators regarding the unique treatment and recovery needs of Native populations living in rural areas and strategies to improve service access, delivery and retention.

*If we missed an award you received recently, please contact Becky Anderson in the CASAE office.

CASAE Faculty Highlight

Professor Richard Breaux: CASAE's Newest Addition

As CASAE moves one step closer to departmental status, it has added Black Studies scholar Dr. Richard Breaux from the University of Nebraska at Omaha to its faculty. Dr. Breaux is a historian of 20th century African



Irene Vernon and Richard Breaux.

American cultural history, with an interest in the social construction of black manhood and womanhood, African, AfroCaribbean, and African American immigration, migration, and community studies.

According to Breaux, he was attracted to CASAE because it is moving toward becoming an Ethnic Studies Department, and unlike Nebraska's African American Studies Department, is more multidisciplinary.

"CASAE is much more representative of the United States and the real world, and since I have a multiracial family – both immediate and extended – it's much more similar to my experience. The conversations I had in my interview were similar to conversations I had growing up as a kid...things that my siblings, cousins and I talked about," said Breaux. "It's so repre-

sentative of my family and my experience that I thought it would be great to be in a department that had a little more racial and political diversity."

Breaux, a native of Oakland, California, received his

Bachelor's in English from Dartmouth College in 1994. Both his master's, in African American World Studies with an emphasis in African American History, and his doctoral degree are from the University of Iowa.

Breaux's Ph.D. dissertation explored Black students and campus workers' experiences from 1890 through 1940 both on and off campus at four predominately white Midwest campuses (University of Kansas, University of Nebraska, University of Iowa, and the University of Minnesota).

Dr. Breaux is currently working on books on the History of African Americans at Midwest flagship universities before 1940 and a history of the Cosmopolitan Clubs of America before 1950.

Welcome to CSU, Dr. Breaux!

CASAE Instructors

{**Monica Collins**} is the instructor for Race and Ethnicity in the Media. She is an independent documentary filmmaker and is currently working to complete her graduate degree in Sociology with a project titled "The Symbolic and Systematic Similarities between Antebellum

Slave Markets and Modern Day Collegiate Athletic Recruiting". Collins also works with the Office of Women's Programs and Studies as the Sexual Assault Education Coordinator.

{**Blane Harding**} Teaches upper division Black Studies courses in addition to serving as the Director of Advising,

Recruitment, and Retention for the College of Liberal Arts. Harding is also the Prelaw Adviser and serves as a retention faculty member with the Council for Opportunity in Education, which oversees the national TRIO programs.

{**Clayton Hurd**} is this newsletter's highlighted adjunct faculty member (p. 5).

CASAE Associates

{**Dr. Cindy Griffin**}
Department of Speech
Communication

{**Dr. Peter Jacobs**}
Department of Art

{**Dr. Jane Kneller**}
Department of Philosophy

{**Dr. Robert Hoffert**}
Department of Philosophy

{**Dr. Kathleen Pickering**}
Department of Anthropology

{**Dr. Donna Rouner**}
Department of Journalism and
Technical Communication

{**Dr. William Timpson**}
School of Education

{**Dr. Raymond Yang**}
Department of Human
Development & Family Studies

If you would like to contact
CASAE Faculty, Instructors,
Researchers, Associates or Staff,
please visit our Web site:
<http://www.colostate.edu/Dept/CASAE/faculty.html>

CASAE Instructor Highlight

Dr. Clayton Hurd

Dr. Clayton Hurd, Director of Service-Learning in the Institute for Learning and Teaching here at Colorado State University, joined CASAE's faculty this year and is currently teaching *Ethnographies of the Borderlands*. Hurd is a cultural anthropologist and has done work on racialization, immigration and education.



In addition, he is also actively involved in CSU's Key Service Living Learning Community.

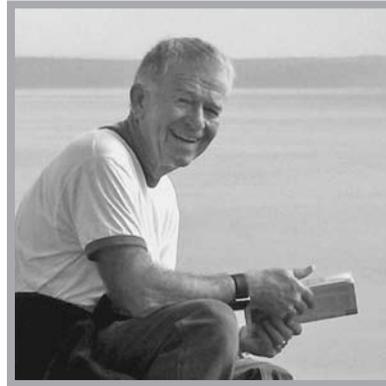
Hurd explains that his course "examines human lives and how people make meaning of their lives and struggle when economics go across the border, but people are not allowed to flow both ways." Hurd says he strives to create an environment in his classes that encourages people to talk about the issues rather than merely "spewing information and filling people's heads with knowledge."

As part of CSU's Key Service Living Learning Community, Hurd teaches a spring course with about 150 students who are all involved in roughly 30 hours of service learning work, which he explains is "tied to a curriculum focused on understanding civic responsibility, understanding social construction of difference, how to problem solve and how to do community-based research."

"I enjoy doing what I do," said Hurd, "because you see people talking to each other, and listening and learning...they want to understand their own situations better and learn how they can transform their world in ways that are positive for everybody."

CASAE Associate Highlight

Dr. Robert Hoffert



"CASAE needs to be a department," says Dr. Robert Hoffert, CASAE Faculty Associate and former Dean of the College of Liberal Arts at CSU. Hoffert, who has been instrumental in CASAE's effort to transition from a Center to an Ethnic Studies Department, says that as a land grant institution, CSU is "democracy's

college – the people's college...and has a preeminent obligation to be responsive and supportive of opportunity for all." And he sees CASAE's shift from a Center to a Department as part of that obligation.

Due to their joint-appointments, said Hoffert, for too long, CASAE faculty has had to "serve two masters" and has had two sets of eyes looking at their "service, teaching, tenure, promotion and salary." As an independent Department, contends Hoffert, oversight will be centralized and CASAE can become an "integrated part of the life of the University."

"We always wanted CASAE to be an independent department," says Hoffert. "But sometimes it takes some time...you can't get everything you want in one bite...things gain momentum and can be achieved over time."

And that time has come, says Irene Vernon, Director of CASAE. "In thinking about the struggle CASAE has encountered throughout the years, we have been fortunate to have Dr. Hoffert as one of our strongest supporters and comrades in the fight for departmental status."

Thank you Bob!

CASAE Instructors

{**Carmen Rivera**} earned her Master's degree at CSU in 2004 in Student Affairs in Higher Education and has worked on campus for over 8 years. In addition to teaching with CASAE she also works with the Center for Educational Access and Outreach and teaches for the

President's Leadership Program. Her research and areas of interest are in race/ethnicity in higher education and in social justice.

{**Julie Sullivan**} teaches Ethnicity and the Media, Native American History, Native American Cultural Expression, Ethnicity in Colorado, and Chicano

History. She works with autonomous Zapatista communities in resistance in Chiapas, Mexico providing research and support to remote health clinics and healthcare promoters. She is currently seeking donations of medical supplies and laptop computers for the Chiapas clinics and volunteers for work projects on Pine Ridge Indian Reservation.

CASAE Research

Bringing Awareness to a Silent and Marginalized Group

In response to ever-increasing diagnoses of HIV among American Indians, Alaska Natives and Native Hawaiians, March 21, 2007 marked the first annual National Native HIV/AIDS Awareness Day (NNHAAD). Events were held across the country to challenge Natives to work together to increase awareness of the risk of HIV/AIDS in their communities.

NNHAAD was jointly conducted by the National Native Capacity Building Assistance Network, which includes the Center for Applied Studies in American Ethnicity at Colorado State University's, Advancing HIV/AIDS Prevention in Native Communities Project (www.happ.colostate.edu/), the Inter Tribal Council of Arizona, Inc., and the National Native American AIDS Prevention Center in Denver, Colorado.

According to data released by the Centers for Disease Control, "even though the numbers of HIV and AIDS diagnoses for American Indians and Alaska Natives represent less than one percent of the total number of HIV/AIDS cases reported... when population size is taken into account, American Indians and Alaska Natives in 2005 ranked third in rates of HIV/AIDS diagnoses, after African Americans and Hispanics."

The scope of the awareness day was far-reaching. According to NNHAAD developers, the day was an eye-opening experience for participants, many of whom were surprised to learn how prevalent HIV/AIDS is in their communities.

"Awareness day demonstrated how willing Natives were to do things, because what we heard initially was, 'we don't have it here – it's not in our community and if it is, we don't want to do anything, we want

to keep it under the rug.' But when the day came, communities did wonderful things . . . and all of them talked about wanting to do something bigger and better next year, which I think was a real positive," said Martha Burnside, CASAE Researcher.



In addition to increasing awareness, NNHAAD also encouraged dialogue, helped communities realize needs previously unknown, empowered people with more knowledge about HIV/AIDS and promoted HIV testing. "Some tribal leaders publicly took HIV tests, which was amazing," said CASAE Researcher Dr. Pamela Jumper Thurman.

Organizers reported that approximately 4,730 people participated in events nationwide and nearly 160 attendees were tested for HIV. Twenty-seven communities reported organized events. CASAE Researcher Dr. Barbara Plested, who celebrated NNHAAD with various tribes in Oklahoma, remarked "the number of people who showed up just amazed me."

Much of the success of the day was due in large part to the culturally appropriate events and promotional materials, which included drum circle ceremonies, candle-light vigils, art exhibits, the distribution of posters, buttons, flyers, and a commemorative specially-designed Pendleton blanket, said NNHAAD developers.

"The materials developed by Native communities were culturally appropriate, being designed by and for the people them-

selves," said Dr. Irene Vernon, Executive Director of CASAE.

Notable events include:

- Southwestern Indian Polytechnic Institute, Albuquerque, NM, organized a wellness fair for students, faculty and staff. The

event included educational games, giveaways and a poster contest; a well-known Native DJ provided entertainment.

- The Northwest Portland Area Indian Health Board in Oregon developed a media campaign, "Stop the Silence" for teens and parents to en-

courage discussion about sex and HIV/AIDS.

- The Ft. Yuma Indian Health Service in AZ held an ice cream social and distributed information about HIV testing locations. It was attended by 100-120 people.

- "AIDS to Native Eyes" – A 25-year Retrospective Exhibit of Native American response to AIDS in Poster Art. Art Exhibit/Lecture and Panel Discussion/Feast by Northeast 2 Spirit Society and collaborating partners; American Indian Community House, NNAAPC, etc., New York, NY.

- "AIDS to Warriors Against AIDS" Awareness Concert and Comedy Jam – Celebration of National Native HIV/AIDS Awareness Day" at The Improv, Los Angeles, CA.

- Ti-chee and Lummi Nation held a National Native HIV/AIDS Awareness Day All Day Event with feasts, traditional dance, HIV/AIDS/STI and Natives updates, Natives and HIV short film festival, and a healing circle in Bellingham, WA.

The second annual National Native HIV/AIDS Awareness Day will be held on the first day of spring, March 20, 2008. For more information please contact: andrea.israel@colostate.edu

CASAE Researchers

{**Pamela Jumper Thurman, Ph.D.**} is a Western Cherokee and Senior Research Scientist/Scholar with CASAE. She has 19 years of experience in mental health and substance abuse research and epidemiology. She is a co-developer and co-author of the Community Readiness Model.

{**Barbara Plested, Ph.D.**}, is a Research Scientist who has worked extensively in the provision of direct services to special populations and serves as an evaluator and grant writer for several Native American programs. She is one of the developers of the Community Readiness Model.

{**Martha Burnside, B.A.**} is a Research Associate and serves as the Tribal Liaison/Field Coordinator and Community Readiness trainer. She is an enrolled member of the Sac & Fox Nation of Oklahoma.

{**Andrea Israel, B.A.**} is a Research Associate and the newest addition to CASAE's Advancing HIV/AIDS Prevention in Native Communities' team. She is an enrolled member of the Navajo Nation and has previously worked with the CASAE staff as a student worker. She graduated from CSU in 2005 with a B.A. in Sociology and Native American Studies Certificate.

To contact CASAE's Researchers, please visit their Web site: www.happ.colostate.edu/

CASAE Staff

{**Jodi Griffin**} has worked in the CASAE office for six years. She enjoys dealing with faculty, staff and students. Jodi is a proud grandmother of Tate and Mason.

{**Cynarra Tweed**} was recently hired as CASAE's Administrative Assistant. She began her work as an undergraduate workstudy at CASAE in 2004. Cynarra enjoys the open dialogue and friendliness of the CASAE community.

{**Samantha Farro**}, CASAE's grant writer/research assistant, is a 5th year graduate student in Counseling Psychology. Her research focuses on gender and culture in science and her clinical interests include working with survivors of trauma and conducting biofeedback therapy.

{**Becky Anderson**} is a graduate student and Computer Mediated Visual Communication instructor in the Department of Journalism and Technical Communication. She is completing her Master's thesis on gendered design preferences of STD/STI Web sites. Becky is responsible for CASAE's visual publications.

{**Maria Reyes**} recently joined CASAE as an undergraduate work study student. Maria is a Business Administration major and comes from Fort Morgan, Colorado.

{**Kendra Ushio**} has worked as an undergraduate work study student at CASAE since 2005. Kendra is a Business Management major.

{**Jacob Sanchez**} joined CASAE this fall as an undergraduate work study student. Jake is a Business Administration major and someday would like to own a Spanish restaurant.

CASAE Media Library

CASAE has an extensive collection of DVDs and videos on topics such as diversity, culture, racism, his/herstory, and sociology. The collection contains films that cover various genres including shorts, documentaries, narratives and television programs.

CASAE's media library can be accessed on our Web site at <http://www.colostate.edu/Dept/CASAE/list.pdf>. Feel free to stop by the office for more information about checking out or viewing a film.

Some of our titles include...



CASAE Students

Green Awarded CASAE Scholarship

Erika Green, a sophomore Honors Student majoring in Journalism with a concentration in news editorial and a minor in Ethnic Studies has been selected as this year's recipient of CASAE's \$1,200 scholarship.

The scholarship is awarded to a student who demonstrates an interest and understanding of diversity and cultures as well as experience with diverse populations.

Green, who works during summer and winter breaks, explains "although I am the recipient of the 2006-2007 Liberal Arts Scholarship and the Partnership Award from the Black Issues Forum, these are not enough. The CASAE scholarship will allow me more time to truly stay focused on my education so I can ultimately use what I learn as an Ethnic Studies minor to teach others about the importance of diversity."

Green says Toni Morrison's novel *The Bluest Eye* had a "profound" effect in her



life and helped her appreciate and embrace her African American heritage. She says Morrison's novel helped her understand her own misconception of beauty and pushed her to realize her dream to help change these misconceptions.

Green, who plans on pursuing a career in the magazine industry, says the print media's misconception of beauty "is one reason why one of my dreams is to work

toward becoming a writer for a magazine that appeals to a diverse group of young women."

Ultimately, Green would like to start her own magazine. "As an African American, I rarely see magazines that present me with information that is important to my life. This lack of diversity in print media has inspired me to someday create a magazine that will help lessen tension and create bonds between people of different backgrounds and of different races...those in my magazine will be represented positively."

"With the help of the 2007 CASAE scholarship," says Green, "I know that I will be on my way toward achieving my dream in magazine editorial, where the glorification of diversity will be a top priority."

If you are interested in giving to CASAE's scholarship fund, please visit: www.colostate.edu/Dept/CASAE/gifts.html

Special thank you to the Scholarship Selection Committee:
Robert Hoffert, Bill Timpson and Irene Vernon

FACT: Fair Advocates for Cultural Truth

While taking Professor Eric Ishiwata's Border Crossing class last spring, Senior Janna Fisher and Junior Denise Ondaro were inspired to create FACT: Fair Advocates for Cultural Truth, a student-run organization, supported by CASAE, that aims to increase campus and community awareness of fair trade.

In mid-October, FACT, along with other local humanitarian and student groups, was part of The International Day for the Eradication of Poverty and Inequality.

"Through the collaboration of music, arts and advocating for peace, The International Day for the Eradication of Poverty and Inequality in Fort Collins was a great success," said Fisher and Ondaro.

On Earth Day 2006, FACT arranged student-run booths on both the CSU campus and City Park to help promote local Fort Collins retailers who sell fair trade goods. "We want to help get their name out there" said Fisher. They also distributed samples of fair trade chocolate and coffee that can be purchased locally, distributed informative brochures on fair trade facts, and gathered contact information from students and locals who are interested in supporting fair trade.

FACT's upcoming goals include starting a community garden, holding screenings of fair trade movies and organizing students against uranium mining. They also hope to persuade the CSU bookstore to stock only



Denise Ondaro and Janna Fisher

sweatshop-free t-shirts.

If you are interested in getting involved with FACT, contact either Janna or Denise at jannaleigh4@mac.com or denise.ondaro@colostate.edu.

CASAE Alumni Highlight

Question & Answer: CASAE Alumnus Marc Lytle

{Q} What prompted your interest in CASAE?

{A} My interest in Ethnic Studies began after taking Blane Harding’s African-American History class; I had always been interested in Ethnic Studies-type issues, but had no idea that I could actually major in such an area. Blane was also my advisor, and he was able to get me into several other ET classes. I became completely engrossed in it while I waited for CASAE to begin the major program, which I signed up for as soon as it started.

{Q} Can you share some advice with other CASAE students?

{A} Take the education and the classes seriously. There are a lot of classes that you have to take at CSU that have absolutely no bearing on the rest of your life, but no matter what your profession, you will run into the issues CASAE discusses at some point. I think it’s so important because CASAE’s all about recognizing where people are coming from, what they’ve experienced, and what they will need now and in the future. This understanding is critical in bridge-building, so I encourage any current students to really take it to heart.

{Q} How has your CASAE education/experience impacted your life?

{A} My CASAE education gave me the theoretical and informational background to process what I have been seeing since I graduated and try and make sense of it. While it certainly didn’t give me all the answers, it really helped me understand some of the situations I found (find) myself in, and allowed me to have a better idea of what to do. I think the single most important thing I learned was the importance of cultural competency, because I see so many people I work around who have no idea what the kids are going through, or what is appropriate to them and their communities. This makes anything my co-workers say or do void, because the kids have no reason to trust or respect them, so I think that my ability to understand people has really helped me.

{Q} What have you done since you graduated? What are you doing now?

{A} After I graduated, I moved up to Canada. The first place I lived was Wrigley, a town of 140 in the central Northwest Territories, about 200 miles south of the Arctic Circle. While there, I was the recreation coordinator for the band (tribe – it was the Pehdzeh Ki (Slavey) First Nation). I was able to get very close to the children there, and build some very strong relationships that continue to the present.

After Wrigley, I moved about 500

miles north to Inuvik, a town with a mixed population (Inuvialuit (Inuit) and Gwich’in (First Nations) of around 3,500 people. My job there was as a computer teacher for the primary school. Again, I was able to make some important friendships, particularly with the Gwich’in language teacher. I was there until the end of the school year. After school got out, I traveled for about a month, and then came back to Colorado at the end of July.

Currently, I am working as a counselor/teacher’s assistant at Jefferson Hills, which is a therapeutic institution helping committed teenagers. Most of the kids we get are from the Department of Youth Corrections, and we have cases ranging from simple assault or drug charges all the way up to homicide. I perform a variety of activities, including processing with kids, substitute teaching, and various forms of crisis intervention.

{Q} Why do you think it’s important for alumni to support CASAE’s mission and goals?

{A} Alumni should support CASAE because no one else is going to. CASAE is not going to get much (if any) support from the university or the community at large, so if we feel it is worthwhile, we need to be the ones to support it and keep it going, because we can’t expect help from anywhere else.

Request for Updates: Alumni & Friends

As part of our on-going effort to stay in touch with CASAE alumni and friends, would you please complete the following information and return it to the CASAE office?

Please send this form to:

Jodi Griffin
CASAE, Colorado State University
1790 Campus Delivery
Fort Collins, Colorado 80523-1790

Name: _____
Address: _____
City, State, ZIP: _____
Home phone: _____
E-mail: _____
Other Institutions Attended: _____
Degrees: _____
Employment: _____
Other News: _____

CASAE Updates

CASAE Student Headed to NYC

Hee Yeon Day, a CSU Junior double majoring in Sociology and Ethnic Studies, is headed to New York University's Spring in New York program this January where she will be taking classes as part of NYU's self-designated program.

Day, who will be living in Manhattan's Greenwich Village while she's taking classes, is excited to live and experience New York City, and as a Sociology/Ethnic Studies major comments, "What better place to study people?"

While at NYU, Day's coursework will include: Journal in the City; Human Rights: Mass Hate and Genocide and the Challenges of Humanitarianism Topics in Modern Society; Organizing and Unions in New York City; and Politics of Public Policy: City, Nation, Globe. Day also hopes to find an internship once she arrives in New York.

"I'm so excited for spring semester, scared, but really excited! I felt like I really fit there, which is only the second time in my life I've felt like that!" said Day.

CASAE's Mission:

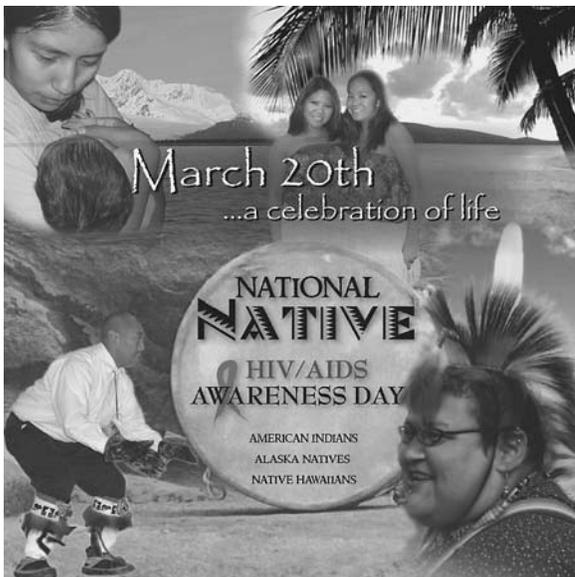
The Center for Applied Studies in American Ethnicity (CASAE) critically examines the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, and race. Our faculty and researchers are committed to theoretical, empirical, qualitative, textual, and community-based research, pedagogy, service, and outreach. Utilizing interdisciplinary, international, and comparative approaches, we challenge paradigms that systematically marginalize the experiences of diverse populations. In doing so, we bring to bear issues of power, privilege, and social justice pertinent to aggrieved groups in the United States and abroad. We are especially committed to nurturing civic-minded and culturally informed students who strive to strengthen the communities in which they reside. In support of the land-grant mission of Colorado State University, CASAE engages with communities on and off campus in order to effect meaningful change in public policy and social life.

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The College Opportunity Trust Fund (COF), created by the Colorado Legislature, provides a stipend to eligible undergraduate students. The stipend pays a portion of your total in-state tuition when you attend a Colorado public institution or a participating private institution.

Eligible undergraduate students must apply, be admitted and enroll at a participating institution. Both new and continuing students are eligible for the stipend.

Qualifying students may use the stipend for eligible undergraduate classes. The stipend is paid on a per credit hour basis to the institution at which the student is enrolled. The credit-hour amount will be set annually by the General Assembly.

For more information, please contact:
askCOF@college-assist.org
 College Assist: 720-264-8550
 Toll Free: 1-800-777-2757

CASAE Courses

Spring and Summer 2008 Courses Announced

{SPRING 2008}

ETST 100	Introduction to Ethnic Studies {Harding}	ETST 410	African American Periods & Personalities {Breaux}
ETST 205	Ethnicity in the Media {Sullivan & Noethen}	ETST 432	Latina/o Routes To Empowerment {Valdez}
ETST 208	Native American Art & Material Culture {Jacobs}	ETST 444	Federal Indian Law & Policy {Bubar}
ETST 210	Asian American Leaders & Leadership {Kumasaka}	ETST 493	Ethnic Studies Methods & Writing {Fu}
ETST 255	Native American History {Sullivan}	{SUMMER 2008}	
ETST 256	Border Crossings: People/Politics/Culture {Ishiwata}	ETST 100	Introduction to Ethnic Studies {TBD}
ETST 316	Multiculturalism & the Media {Pearson}	ETST 205	Ethnicity and the Media {Valdez & Sullivan}

CASAE Assessment and Evaluation

CASAE is actively engaged in Program Improvement and welcomes comments and feedback. For students, faculty and others interested in pathways for researching CASAE's performance, please visit CSU's Planning for Improvement and Change Web site: <http://improvement.colostate.edu/index.cfm>. For login information, please contact Dr. Kim Bender, Director, at 970.491.5388 or via e-mail at Kim.Bender@colostate.edu.

CASAE's Guiding Principles:

We envision CASAE as a premier Ethnic Studies Program of the 21st century and beyond, committed to teaching, research, outreach, community service-learning, and social justice. Our objective is guided by the following principles:

Access and Success: Provide the underrepresented populations in the State of Colorado with access to higher education and ensure their academic success through mentoring, peer support, and guidance.

Diversity: Initiate new ideas for meeting the University's diversity goals and build on the existing curricula and programs on diversity to bring greater awareness to its importance.

Social Justice: Promote a University culture that embraces the challenges of social inequality by understanding its nature and dynamics through public forums and discussions, and by working toward correcting the varied kinds of inequalities that undermine the morale of the University community.

Community Empowerment: Serve as a bridge to the underrepresented communities in the State of Colorado by supporting community-based research and teaching that foster community empowerment.

Academic Excellence: Maintain high levels of academic excellence by training students to be critical thinkers and by preparing them to be responsible leaders and citizens in the rapidly changing and increasingly globalizing areas of our social, economic, and political life.

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