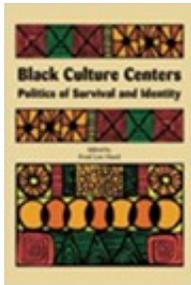




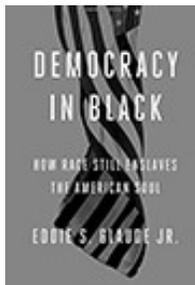
## Book Power

Recent releases in literature, history and culture.



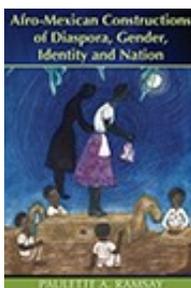
### Black Culture Centers: Politics of Survival and Identity

Edited by Fred L. Hord  
Third World Press



### Democracy in Black: How Race Still Enslaves the American Soul

By Eddie S. Glaude Jr.  
Crown Publishing



### Afro-Mexican Constructions of Diaspora, Gender, Identity and Nation

By Paulette A. Ramsay  
University of the West Indies Press

More books on page 2

## Bishop Joseph Johnson Black Cultural Center Home to Afro-Hispanic Review

By Dr. Frank E. Dobson, Jr.

Assistant Dean and Director, Bishop Joseph Johnson Black Cultural Center  
Vanderbilt University

The Bishop Joseph Johnson Black Cultural Center serves as home to The Afro-Hispanic Review, an international literary journal. AHR is sponsored by the Department of Spanish and Portuguese, Latino and Latina Studies, and the Black Cultural Center. It is edited by Prof. William Luis, a noted



scholar, writer and teacher. Prof. Luis is the Gertrude Conaway Vanderbilt Professor of Spanish at Vanderbilt.

The journal's mission is to promote the study of Afro-Hispanic literature and culture through articles on literary criticism, music, religion, history, politics, anthropology, and art. The journal offers one standard and one monographic issue. The monograph allows the journal to set the parameters for intellectual inquiry  
*Continued on page 5...*

## Creating Spaces to Embrace Afro-Latinos/as/xs on University Campuses

By Dr. Gioconda Guerra Pérez, Director, La Casa Cultural Latina  
University of Illinois at Urbana-Champaign

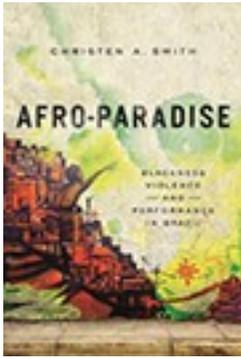
Dr. Maritza Quiñones-Rivera, Academic Advisor, Department of Anthropology  
University of Illinois Urbana Champaign

Within the context of the Afro-Latino communities in the United States, Latin America, and the Caribbean in the 21st century, it is relevant to mention three events that have provided a voice to racial issues and racism throughout the world: the World Conference against Racism, Racial Discrimination, Xenophobia,

and Related Intolerance, in Durban, South Africa in 2001<sup>1</sup>; the International Decade for People of African Descent (2015-2024), both events organized by the United Nations; and the US "Black Lives Matter" social media movement, addressing the legacy of past police impunity and the crisis of racial injustice in the United States.  
*Continued on page 12...*

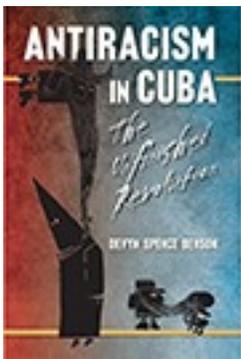
## ABCC President's Corner

By Dr. Rodney T. Cohen  
ABCC President



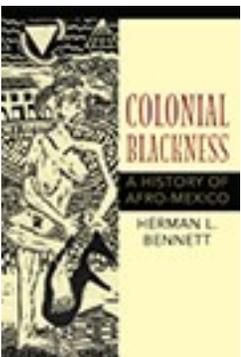
### **Afro-Paradise: Blackness, Violence, and Performance in Brazil**

By Christen A. Smith  
University of Illinois Press



### **Antiracism in Cuba: The Unfinished Revolution**

By Devyn Spence Benson  
The University of North Carolina Press



### **Colonial Blackness: A History of Afro-Mexico**

By Herman L. Bennett  
Indiana University Press

I am honored to greet all of our members, affiliates and friends of ABCC after the conclusion of another productive academic year. Much progress has been made this past year, as ABCC continues to grow within the academy. Since our last communication, much has transpired including the addition of new board members and collaborations with our partner organizations, as well as a successful spring board meeting at The Ohio State University's Frank W. Hale, Jr. Black Cultural Center. Significant work was completed on expanded collaborations and the annual conference scheduled for October 2016 at Louisiana State University in Baton Rouge.



We have experienced some significant traction with our Afro-Latino initiative, as well as with new and renewed memberships. In addition, ABCC has been called upon as a resource as new Centers are being established nationally. As colleges and universities continue to grapple with issues of diversity and inclusion, ABCC is aiding in providing direction and serving as a clearinghouse for vital information, strategies and scholarship related to ethnocentric cultural centers on college campuses. Recent national events suggest institutions must be committed to sustaining effective Centers and strengthening emerging ones. When ethnocentric Centers began in the late 1960s, many were not established for longevity, but to quell the chaos. History has now repeated itself, and we need experienced directors to move your Centers and

campuses forward.

As we approach the 2016 fall conference, we invite all of our Centers and affiliates to consider submitting a proposal for review. This year's theme is entitled "Culture Centers: Campus and Community Organizing to Make Lives Matter," and will cover a number of topics addressing community, culture, synergy of Centers, leadership among women, Black-Latino relations, ethnic divisions and class. I also invite you to take a look at our updated website, as our national headquarters and technology guru have been doing great work in this area.

Our national headquarters is getting settled at Northern Illinois University and making some great progress. Lastly, I would like to send all my best to our Center directors and support staff for the work you do. This is valuable work that sometimes goes unnoticed and unappreciated; know that what you do makes a big difference in the lives of our students and in the life of your institution. I look forward to seeing all of you in Baton Rouge. Onward and upward!

**"Culture Centers: Campus and Community Organizing to Make Lives Matter"**

**26th ABCC National Conference**

**October 27 - 30, 2016**

**Louisiana State University  
Baton Rouge, LA**

**Co-sponsored by the Louisiana State University African American Cultural Center**

**Register at [www.abcc.net](http://www.abcc.net)**

*More books on page 3*

## Executive Director's Report

By Dr. Fred L. Hord  
ABCC Executive Director and Founder

This is the first summer newsletter ever of the national Association for Black Culture Centers! This year, we shall produce three Nommos; next year, it will become a quarterly. In this issue, the focus will be on recent activities, summer plans, and parts of our 2016 conference already in place. Specifically, this report will emphasize ABCC collaborations with other organizations, publications, and the highly successful Afro-Latino initiative. Additionally, we will look at other summer projects, preliminary conference preparations and, as always, our website.



ABCC collaborations continue to expand, both with mainstream student activity organizations and other ethnic academic ones. We began our summer work with a webinar co-sponsored by Student Affairs Professionals in Higher Education (NASPA) on best practices of Culture Center synergy; this is ABCC's second webinar with NASPA. The Association for College Personnel Administrators (ACPA) will be putting the transcribed recent podcast of the Executive Director on its website. And, we await the results of the current survey of the National Association of Chief Diversity Officers in Higher Education (NADOHE) regarding what percentage of Culture Center Directors report to CDOs. At the same time, we have maintained formal ties with Black academic/professional organizations, strengthening our ties with the Association of Afro-American Life and

History (ASALH) and the John D. O'Bryant Think Tank (JDOTT).

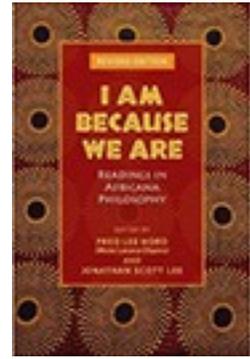
Internally, ABCC collaborations with Northern Illinois University, our host institution, have increased. All three Culture Centers were part of the NASPA webinar on synergy; the grant possibilities with the Physics Department move forward; and the first formal presentation to the NIU Board of Trustees went well.

ABCC publications are yet on the rise, and secure commendations from Centers around the country. We project the next level of Nommo to be a small, refereed journal. This summer issue reflects our increased emphasis on the Afro-Latino initiative, and restores the possibilities of solid book reviews. Our second book on Culture Centers is only a bit behind, and remaining chapters should be in to the editor before the end of summer. Our publication successes over the years have contributed to our solid academic reputation.

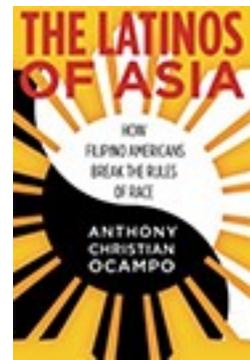
The ABCC website increasingly gets the accolades of our publications. We are told it is professional without question, informative in incredible ways, and speaks to the interests of ethnic specific Culture Centers.

And yes, the approaching national conference at Louisiana State University is less than four months away. As of our mid-April ABCC Spring Board meeting at The Ohio State University, significant decisions were made about the 26<sup>th</sup> annual event. Three of the keynote speakers have been secured, the Professional Development Institute theme has been identified, and we know that ABCC Vice-President Dr. LaKeitha Poole is setting a new tradition for our national convention by combining her regional student conference with our annual affair.

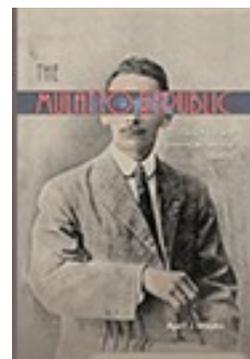
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**I Am Because We Are: Readings in Africana Philosophy (2nd edition)**  
Edited By Fred Lee Hord and Jonathan Scott Lee  
University of Massachusetts Press



**The Latinos of Asia: How Filipino Americans Break the Rules of Race**  
By Anthony Christian Ocampo  
Stanford University Press

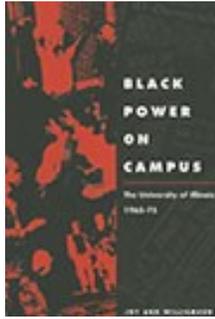


**The Mulatto Republic: Class, Race, and Dominican National Identity**  
By April J. Mayes  
University Press of Florida

*More books on page 4*

## Executive Director's Report ...Continued from page 3

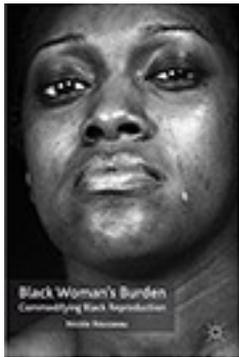
Dr. Fred L. Hord



**Black Power on Campus: The University of Illinois, 1965-75**  
By Joy Ann Williamson  
University of Illinois Press

Finally, in this summary of ABCC recent events is this increasingly disturbing phenomenon of Culture Centers bringing in inexperienced Directors in the face of veterans applying. We find that when this occurs, Centers shift attention away from best practices as identified in the ABCC mission statement and our

publications. Often, this has resulted in Centers becoming primarily social houses, with little attention to the hard, grounded work of informing students, staff and faculty about the historical roles of culture in shaping Black and other ethnic destinies, while critiquing those cultures at the same time.



**Black Woman's Burden: Commodifying Black Reproduction**  
By Nicole Rousseau  
Palgrave Macmillan

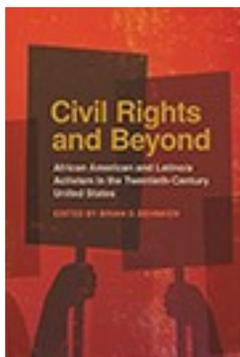
## Black/African American Cultural Center at Colorado State University to Celebrate 40th Anniversary

By Bridgette Johnson  
Director, Black/African American Cultural Center  
Colorado State University

**T**he Black/African American Cultural Center will celebrate 40 years of existence at Colorado State University during homecoming 2016, October 6 – 8.

In celebration of our annual awards ceremony, we welcomed our most current alumni to the Black

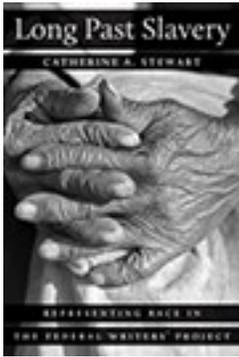
Rams family! In May, we celebrated academic and leadership achievements as well as our graduating seniors. Graduating seniors pictured below received a Kente stole, where we selected the thread and pattern during our Learn and Serve study abroad experience in Ghana this past December/January.



**Civil Rights and Beyond: African American and Latino/a Activism in the Twentieth-Century United States**  
Edited by Brian Behnken  
University of Georgia Press

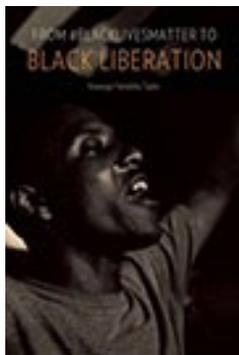


Graduating seniors at Colorado State University received a Kente stole to signify the completion of their academic journey.



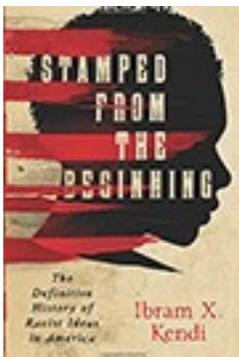
**Long Past Slavery: Representing Race in the Federal Writers' Project**

By Catherine A. Stewart  
University of North Carolina Press



**From #BlackLivesMatter to Black Liberation**

By Keeanga-Yamahtta Taylor  
Haymarket Books



**Stamped from the Beginning: The Definitive History of Racist Ideas in America**

By Ibram X. Kendi  
Nation Books

More books on page 6

**Bishop Joseph Johnson Black Cultural Center Home to Afro-Hispanic Review ...Continued from page 1**

By Dr. Frank E. Dobson, Jr.

by expanding the journal's mission, adding relations between Afro-Hispanics and other cultures and languages where black people reside.

Additionally, The Afro-Hispanic Review and the Black Cultural Center annually sponsor numerous events. The following is a sampling from the past academic year. Last fall semester, the artist and writer, Coco Fusco discussed her book, *Dangerous Moves: Politics and Performance in Cuba* (Tate Publishing, Nov 2015) before a packed crowd in the Black Cultural Center auditorium. Also last fall, Prof. Tomas Fernandez Robaina, a researcher at la Biblioteca Nacional in Havana and a professor at the University of Havana, spoke at the Black Cultural Center. Prof. Robaina spoke on the topic, "Cuba and the Crucible of Race."

During fall 2015, the Black Cultural Center, in conjunction with The Afro-Hispanic Review and other university offices, also sponsored two annual events. One of them was the Annual Latina/o Symposium. The other was the annual "Dia de la Raza Celebration," which has become a fixture in the Center and for the Vanderbilt and Nashville communities. This celebration featured music, with the Cuban percussionist, Yosvanie Cordero. This event was followed by a 10th Anniversary Celebration of The Afro-Hispanic Review at Vanderbilt at the Bishop Joseph Johnson Black Cultural Center.

The Afro Hispanic Review and the Bishop Joseph Johnson Black Cultural Center have forged a cooperative relationship which helps to educate, enlighten and inspire students, faculty, staff, and visitors to the Black Cultural Center. Many years of joint programming have made an emphatic statement to Vanderbilt and the Nashville community about the shared

culture of black people from throughout the Diaspora.

**Share of education degree awards conferred by institution type (2012-2013)**

**Education major awards conferred to students of color:**

Public	49%
Private	40%
For-profit	12%

**Education major awards conferred to students of color:**

HBCU	4%
MSI	12%

**Percentage distribution by race and ethnicity for teacher preparation programs at traditional institutions of higher education:**

Two or more races	2%
American Indian	1%
Asian or Pacific Islander	3%
Hispanic	11%
Black	9%
White	74%

Reprinted from Diverse: Issues in Higher Education

Source: "The State of Racial Diversity in the Educator Workforce," 2016, U.S. Department of Education

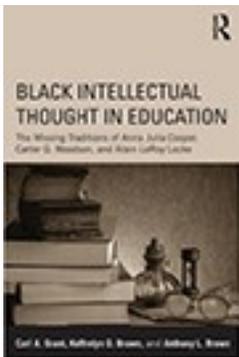
## Ripon College Opens Center for Diversity and Inclusion

By Kyonna Withers  
 Director, Center for Diversity and Inclusion  
 Ripon College



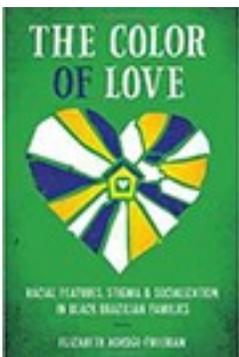
### The Trayvon Martin in Us: An American Tragedy

Edited by Emmanuel Harris II and Antonio D. Tillis  
 Peter Lang Publishing



### Black Intellectual Thought in Education: The Missing Traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke

By Carl A. Grant, Keffrelyn D. Brown and Anthony L. Brown



### The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families

By Elizabeth Hordge Freeman  
 University of Texas Press

As of Fall 2015 the Center for Diversity and Inclusion became the center hub for all diversity and inclusion things on Ripon College's campus. Students, staff, and administration have teamed together to make sure the new center is a safe space where students will find community building and congregation with peers of like or shared experience based on their cultural identity.



Kyonna Withers is Director of the Center for Diversity and Inclusion at Ripon College and the Wisconsin ABCC State Coordinator.

Also, it is a place where saliency of one's identity is respected and cross-cultural dialogue is encouraged.

Leadership from Ripon's Multicultural Coalition (comprised of members from the four multicultural serving organizations: the Black Student Union, La Unida, Queer Straight Alliance, and Cultural Diversity Club); and advisor Kyonna Withers designed the space and made it come to life! Black Student Union president, Clinton Glover, states "The center helps expand the home that we already have, Ripon. I'm overjoyed to have a space where I can relax, do homework, talk with Kyonna and hang out with my peers in a safe space that celebrates my culture."

Programming coming out of the space engages the broader campus and serves as a point of contact to increase understanding of diversity and

inclusivity. Examples include: the coffee and conversations series, student organization exec board meetings, late night programming, Movie Mondays, and various campus events reserved through the Multicultural Coalition or other student groups.

More than anything, the Center serves as a place where anyone on campus can relax, find social connections, and challenge those who visit to become more inclusive in their everyday walk as Ripon College students, and global citizens. The Center will be equipped with the Jerry Thompson study room (named after a deceased faculty member that took students to march with Martin Luther King Jr), lounge space, and the office of the Director of Multicultural Affairs. The Director's presence there will assist in promoting cultural competency and education to those in the Center. LGBT and Racial diversity interns will also be tasked with the responsibility of holding office hours and engaging anyone in the center with thoughtful conversation.

*Continued on page 7...*

### Stay Connected!

Join the ABCC list-serve at [www.abcc.net/connect](http://www.abcc.net/connect) to receive updates on conferences, newsletters and other workings of the ABCC.

## Ripon College Opens Center for Diversity and Inclusion ...Continued from page 6

By Kyonna Withers

Additionally, a resource library will hold a plethora of movies, books, articles and magazines that students can check out to learn more about various cultures, ethnicities, identities, races and many other social justice topics. Lastly, the lounge

will be open for student ambassadors during campus tours and visits. The new center will show that we are committed to diversity on campus and are invested in providing spaces on campus for all students to grow.



The Ripon College Center for Diversity and Inclusion features a hand-painted mural.

An advertisement for 'Diverse' magazine. It features three versions of the magazine: a print issue on the left with the headline 'Living the Legacy' and 'Places to Watch', a tablet in the center showing a group photo and 'Rare Find', and a website on the far left. To the right, the text reads 'Diverse issues', 'Diverse access', and 'Diverse scope'. Below this are the website addresses: 'DiverseEducation.com', 'Diversejobs.net', and 'CCJobsNow.com'. At the bottom, the magazine's name 'Diverse' is written in large blue letters, with 'ISSUES IN HIGHER EDUCATION' underneath. The address '10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030' and phone number '(703)385-2400' are listed at the very bottom.

## Book Review of *Black Intellectual Thought in Education: The Missing Traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke*

By Dr. LaVerne Gyant  
Professor, Adult and Higher Education  
Northern Illinois University

African American scholar activists inform us that despite their experiences, African Americans viewed education as “the key for black freedom.” Through education, African Americans were educated to advance their freedom, develop better churches, businesses, institutions of education, and political and social groups. Beginning with enslavement, enslaved Africans risked their lives to learn how to read and write, while free Blacks in the North sought to establish their own schools.

**Black Intellectual Thought in Education** focuses on the scholar activist work of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke. The authors offered an overview of their lived experiences, involvement in the community, and how these experiences influenced their philosophy of education and their contributions to education. They were first and second generation out of enslavement, they attended school at an early age, pursued a college education, taught at higher education institutions, traveled to/or studied in Europe, and received doctorate degrees. Likewise, they wrote books that are considered classics in Black/African American Studies—**Voices from the South, Miseducation of the Negro, and The New Negro**.

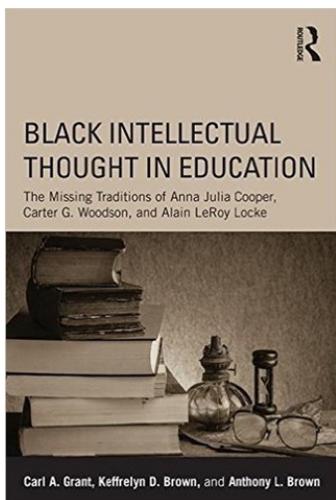
The work of Cooper, Woodson, and Locke was ahead of their time, but is related to many of the issues education is facing today. For example, Anna Julia Cooper was an advocate for the African American community. She believed education should regard the whole person, be used to navigate and transcend the negative images and stereotypes of Blacks, address the exclusion and marginalization of Black women, give Blacks the right to name and define themselves, and contribute to the uplift of the race. She believed that while teachers and administrators were preparing students for college

and professional life, they needed to include and teach them about their history and culture, and to use arts as a way for them to learn.

Woodson, who “produced volumes of historical studies about the experiences of African Americans,”... “inspired many students to study Black History.” He believed that education for African Americans was not neutral, only highlighted the negative images of African Americans, and produced racial division. For Woodson, education should be culturally relevant, place Africa at the center, and include Black History in the curriculum. He believed that in order for teachers to transform their teaching and curriculum, they should have a deep interdisciplinary and scientific understanding of Black history, and teach it so it is relevant to their lives, including the importance of the African Diaspora.

Alain L. Locke, a scholar activist, a philosopher, and an educator, was instrumental in the creation of the New Negro and Harlem Renaissance. This was a time for African Americans to reflect on an “authentic Black cultural aesthetic.” Locke’s reference to focusing on culture is similar to what Maulana Karenga calls for in the Kawaïda theory. In order to open “new avenues of exploration” about history and culture, he published study materials, syllabi, and booklets and influenced program and policy which would make “teaching and curriculum” relevant to Black adults.

The absence of the work of Cooper, Woodson, and Locke in the curriculum has left a “vacuous hole” that must be filled. Their work demonstrated a commitment to humanity, understanding the function and capacity of democracy and citizenship, the African American civic consciousness, and racial uplift. Exploring their work today is relevant to discussions currently going on within the field of education regarding the curriculum, equity vs deficit, and pedagogy. Their work addresses and offers some understanding to the Black Lives Matter movement today and the need for a truly inclusive curriculum. We should encourage our students to explore the discipline of African American Studies, integrate some of the concepts into their research, and continue to build on the research foundation laid by Cooper, Woodson, and Locke.



## Town Hall Meeting Addresses Climate for Black Students at the University of New Mexico

By Brandi Wells, Professional Intern, Program Advisor  
African American Student Services, University of New Mexico

Recently, the University of New Mexico's (UNM) Black Student Alliance (BSA) and leaders of various Black student organizations at UNM hosted a town hall style meeting to address the climate for Black students at the University of New Mexico. University Administration was invited and present at the meeting in which the BSA addressed 5 major issues with them through questions, personal stories, and solution-oriented critiques.

Since the initial town hall, the BSA has had one-on-one meetings with the UNM Board of Regents, the University President, Provost and Executive Vice President for Academic Affairs, Vice President for Equity and Inclusion, and the Associate Vice President for Enrollment Management, as well as others throughout the Spring 2016 semester. In addition, they have also engaged community members such as the Albuquerque NAACP Branch, the UNM Black Alumni Chapter, and the New Mexico Office of African American Affairs.

Their goal is to ensure that the voices of Black students are heard at the University of New Mexico. Moreover, they want to ensure that Black students have the resources and opportunities to succeed and that the campus practices inclusivity both within academic and student affairs. African American Student Services is proud of their hard work, as this is truly a student led movement. These students have successfully balanced their academics, work, student organizations, and activism while continuing to maintain high scholastic standards and service to their community.



University of New Mexico Black student organizations host town hall meeting to address climate for Black students at the university.

**ASSOCIATION FOR BLACK CULTURE CENTERS**

African American, Latino, Asian American and Native American Centers

**"Culture Centers: Campus and Community  
Organizing to Make Lives Matter"**

**26th ABCC National Conference**  
October 27 - 30, 2016  
Louisiana State University  
Baton Rouge, LA

Co-sponsored by the Louisiana State University African American  
Cultural Center

Register at [abcc.net](http://abcc.net)

## Purdue Express: A Transformative Recruitment Initiative

By Dr. Brandon Allen, Student Youth Development and Agriculture Education

Renee Thomas, Director, Purdue Black Cultural Center

**T**he Purdue Black Cultural Center has developed a performance based touring company, *The Purdue Express*, designed to recruit underrepresented minority students to Purdue University. The project is funded

through the Office of the Provost Diversity Transformation Award. The Black Cultural Center Purdue Express will partner with Purdue's Office of Admissions, Multicultural Program Directors and Purdue Alumni to provide a new platform for the recruitment of underrepresented minority (URM) students interested in attending Purdue University, with the goal of

enhancing diversity within Purdue's student body. Modeled after a similar program at Florida Agriculture and Mechanical University, The FAMU Connection, the Purdue Express will feature Purdue students as cultural ambassadors in a high energy 30-minute stage performance. The presentation will highlight Purdue's cultural and artistic diversity to inform high school students and their families throughout the Midwest region about the history of Purdue, academic majors, campus life and diversity initiatives.

College recruitment is essential to the growth of universities by fostering diversity, exposure of the university brand and formulating relationships with prospective students. The Higher Education Relationship Dynamic study conducted by Longmire and Company, Inc (2015) indicated that the relationships students had developed with a college influenced 80% of their final college choices. Students also stated that parents (57%), current students at the college (45%) and high school



*The Purdue Express* aims to recruit underrepresented students to Purdue University.

counselors/teachers (44%) were significant players in their college choices. Further students specified that their first college choice demonstrated certain qualities significantly higher than their 2<sup>nd</sup> and 3<sup>rd</sup> choices. Students sensed their first college choices revealed the “students were the focus of the college attention” (47%), “admission reps anticipated what they would like” (43%), “the college showed them how they are unique” (60%), “the campus atmosphere fit them” (64%), “admission reps were sincere and cared” (60%) and “the college understood them” (57%). The college recruitment process has evolved to utilize more diverse recruiting strategies to focus on a more diverse student body.

While future studies are needed to assess the effectiveness of performance-style recruitment strategies, the Higher Education Relationship Dynamic study identified that when the contact between students and colleges was relevant, presented information of specific interest or furthered prior discussions students were having with the college, then a stronger relationship was developed between the student and the college.

The opportunity for Purdue University to address diversity in recruiting by utilizing the Black Cultural Center Purdue Express exists. The relationship that materializes between student and colleges is important in recruitment. Students reported that 63% of them developed a relationship with two or three colleges and that the strength of the relationship with their chosen college was higher. Students agreed (69%) that their relationship was established by a single person or thing associated with their chosen college. Purdue Express has the opportunity to be that mechanism that fosters a relationship with URM students by providing a relevant and memorable experience that will positively impact their decision to attend Purdue.

**Visit [abcc.net/careers](http://abcc.net/careers) to learn about job opportunities submitted by ABCC institutional members only.**

## Cross Cultural Programming Initiatives at Purdue University

By Renee Thomas, Director  
Purdue Black Cultural Center

The Purdue Black Cultural Center has a long history of collaborating with the Latino Cultural Center, Native American Education and Cultural Center and the Lesbian, Gay, Bisexual, Transgender and Queer Center. All four cultural centers at Purdue report to the Office of Diversity and Inclusion, so these types of partnerships are a natural extension of our program efforts. Together we have presented cultural programs aimed at enhancing the college experience.



Purdue University's four cultural centers collaborate on cultural programming ideas.

Examples of previous programs have included *Afro-Latin Diaspora* research tour Loiza, Puerto Rico. Loiza was originally settled by African slaves from the Yoruba tribe. Due to the isolated location of Loiza, strong ties to the African heritage has been retained by its residents. The tour included presentations in Bomba and Plena music and dance. *Red/Black* was a groundbreaking exhibition co-sponsored by the Purdue Black and Native American cultural centers. The exhibit examined the shared history of African Americans and Native Americans. The display at the Eiteljorg Museum in Indianapolis, Ind. not only explored the historical connections, but also examined current issues of race and personal identity. Actress *Laverne Cox*, who is featured in the television series *Orange is the New Black* as a transgender African American woman, delivered a keynote address at Purdue that was co-sponsored by the LGBTQ center and BCC.

This fall, the Purdue BCC will present *INTERSECTIONS* a collaborative concert to honor the importance of African heritage in the musical traditions of North and South America. The collaboration includes: the Sabrina Lastman Quartet, the BCC Black Voices of Inspiration choir, the Purdue Jazz Band and Purdue Convocations. *INTERSECTIONS* will present Uruguayan music in the genre of "candomblé," Brazilian music in the genres of "samba," "choro," and the American music in the genres of "funk" and "jazz". The songs will be sung in English, Spanish and Portuguese. The free concert will be held Saturday, September 17 at the Long Center for the Performing Arts in Lafayette, Ind.

Partnerships have been pivotal in helping the Purdue BCC address the goal of building capacity by expanding and diversifying our audiences. As a result of collaborative programming with other cultural centers, university departments and local arts organizations, the campus community can feel the power and incredible value of the BCC.



*Intersections* is a collaborative concert to honor the African heritage in North and South America musical traditions.

# Creating Spaces to Embrace Afro-Latinos/as/xs on University

## Campuses ...Continued from page 1

By Dr. Gioconda Guerra Pérez and Dr. Maritza Quiñones-Rivera

An issue in particular that is calling our attention is the Afro-Latino/a/x identity relation and its impact on our communities of color. At times, an ongoing tension between intersected identities, Afro and Latino, has come to light (See Dzidzienyo & Oboler, 2005). The navigation of such equally important identities is constantly in juxtaposition by the US black and white binary and racial mixture ideology. Embracing both identities is often perceived as divisive by either group, causing considerable grumbling or resentment. The reason for these uneasy positions tends to be expressed within the matrices of inclusion and exclusion, recognition and belonging, and organization and structure. Yet, in a more micro-level system--as our campuses--intervention is necessary to empower our students to face sometimes hostile environments, where old and newer identities are being developed.

As Student Affairs professionals, directly involved with cultural and resource centers, we must recognize the need to open up spaces to include those who have been traditionally excluded from the conversation. La Casa Cultural Latina (La Casa) at the University of Illinois at Urbana Champaign's mission is to "develop... programs that lead to greater recruitment, retention, advancement, and *empowerment of Latina/o students*". Serving Latino/a/x students cannot be limited by the color of the skin, language, religion, nationality, immigration status, gender, time of arrival to the U.S., and other intersections. By understanding this affirmation, we are required to incorporate and expand efforts to reach out and include all students and their identities. Our students have demanded this inclusion in order to ease their constant struggle of being boxed in one particular category. The inclusion of Afro-Latinos/as/x is not by mere causality; it is in part to fulfill our mission to serve all Latino/a/x students.

The recent unrest of the University of Missouri brought to light what many of us live in the flesh--the intense racial climate on our campuses, classrooms, and meetings. This racial climate stirred our students, faculty, staff and administrators to recognize the visible racial divide and existent inequality. Black and Brown students rally on quads across US universities and campuses, equally voicing their indignations and demands, to petition safe spaces. In addition, policy changes have pressed professionals to think more

holistically on how to include all students. In 2012, the University of Illinois decided to add another race classification--multi-racial--to the admission application form. This new category prompted our students to be able to select the many racial/ethnic identities they are part of. The value in this action is significant since traditional expectation is for students to be limited to select one group. This change recognizes that students are not bounded by one identity; but many.

La Casa has embarked in transforming the content and the context of some of its initiatives in an effort to serve our Afro-Latino students. The incorporation of historical contributions and experiences of Afro descendants from Latin American, the Caribbean, as well as within the US represents a key aspect of this effort.

During the 2014 Hispanic Heritage Month "*The Many Shades of Brown*", the movie screening of *Negro: a docu-series about Latino Identity* directed by Dash Harris, prompted conversations about unity among all students.

*Continued on page 13...*

### **ABCC Afro-Latino Initiative**

Building connections among ethnic groups through culture centers at colleges and universities is central to our mission. Latinos, Asian Americans and Native Americans have historical and contemporary connections with African people. All institutions that become ABCC institutional members for the 2016-2017 fiscal year will get access to our searchable, expanding catalog of almost 200 books on Blacks in Latin America, including Brazil, Cuba and Mexico, as well as Blacks and Latinos in the U.S.

Become an ABCC member today at  
[abcc.net](http://abcc.net)

## Creating Spaces to Embrace Afro-Latinos/as/xs on University Campuses ...Continued from page 12

By Dr. Gioconda Guerra Pérez and Dr. Maritza Quiñones-Rivera

The incorporation of the voices of Afro-Latino/a/x is relevant and necessary to build camaraderie among all students. Events such as the Black and Latino Male Summit and, more recently, the Black and Latina Womxn Summit<sup>2</sup> (both programs organized in partnership with the Bruce D. Nesbitt African American Cultural Center) continue to expose narratives and experiences of our Afro-Latino/a/s students. These venues are important because they provide the spaces to highlight the common struggles marginalized communities experience: racism, discrimination, and inequality.

### Reference

<sup>1</sup> <http://www.un.org/WCAR/>

<sup>2</sup> <http://oiir.illinois.edu/la-casa-cultural-latina>

Dzidzienyo, A. & Aboler, S. (Eds) (2005). *Neither enemies nor friends: Latinos, Blacks, and Afro-Latinos*. New York: NY, Palgrave Macmillian



Photo Credit: Claritza Maldonado From left to right: Brianna Alston, Claritza Maldonado, Dr. Maritza Quiñones-Rivera, Monique Simone, and Amorita Falcon. Presenting at the 2016 Black and Latina Womxn Summit at the University of Illinois Urbana Champaign. Title of the presentation “~~Never~~ Black Enough, ~~Never~~ Latina Enough: Afro-Latina Panel”

California Newsreel has released

# BaddDDD Sonia Sanchez

a new feature length documentary on the legendary poet, activist and Black Studies trailblazer, Sonia Sanchez.

California Newsreel is releasing

# Furious Flower III

a new video anthology of performances by and conversations with leading African American poets.

# DIRT & DEEDS MISSISSIPPI

Narrated by Danny Glover, *Dirt & Deeds in Mississippi* uncovers the largely unknown and pivotal role played by Black landowners during the Freedom Struggle of the 1960s in the country's most segregated and violently racist state.

for more information and to order visit [www.newsreel.org](http://www.newsreel.org)

# CALL FOR PROPOSALS



## Association for Black Culture Centers

(Includes African American, Latino,  
Native American, & Asian American Centers)

# 26<sup>th</sup> National Conference

October 27<sup>th</sup> - 30<sup>th</sup>, 2016

Louisiana State University

Baton Rouge, LA



## “Culture Centers: Campus and Community Organizing to Make Lives Matter”



### Suggested Topics:



- ♦ Retrieving Black Core Culture
- ♦ Synergy of Centers and Community
- ♦ Centering of Women in Leadership
- ♦ All Lives Matter
- ♦ Synergy Among Ethnic Specific Centers
- ♦ Making First Generation Students Matter
- ♦ Community as Source of Centers
- ♦ Centers Making Gay Lives Matter

- ♦ Centers Making Culture Matter
- ♦ Opposing the Racist Past in the Present
- ♦ Community Making Centers Better
- ♦ Afro Latino Centers' Fit with Black Centers
- ♦ Asian American Centers' Connection with Blacks
- ♦ Academic Work to Make Lives Matter
- ♦ Centers Fixing Ethnic Splits
- ♦ Understanding Class Matters



## Proposal Deadline:



# Monday, August 1st



[www.abcc.net](http://www.abcc.net)



Co-sponsored by the Louisiana State University African American Cultural Center  
For more information, please visit [www.abcc.net](http://www.abcc.net) or [www.lsu.edu/aacc](http://www.lsu.edu/aacc)

The logo for Louisiana State University, consisting of the letters "LSU" in a bold, black, sans-serif font.

## 26th Annual ABCC National Conference Registration Form

Oct. 27-30 ▪ Louisiana State University ▪ Register online at [www.abcc.net](http://www.abcc.net)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_ M.I. \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Job Title \_\_\_\_\_

Institution/Employer \_\_\_\_\_

Classification (Please check) \_\_\_ Faculty \_\_\_ Staff \_\_\_ Graduate \_\_\_ Other  
\_\_\_ First Year \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior

Is this your first time attending an ABCC conference? \_\_\_ Yes \_\_\_ No

Are you an ABCC member? \_\_\_ Yes \_\_\_ No

Do you have any food allergies or dietary restrictions? \_\_\_ Yes \_\_\_ No

If yes, please indicate \_\_\_\_\_

### Please select your registration type:

Super Saver – 7/1/16-8/31/16

Early Bird – 9/1/16-9/30/16

Pre-Conference Professional Development Institute - \$50

Pre-Conference Professional Development Institute - \$50

Institutional Member - \$300

Institutional Member - \$375

Institutional Student Member - \$150

Institutional Student Member - \$200

Nonmember Regular - \$375

Nonmember Regular - \$400

Nonmember Student - \$225

Nonmember Student - \$250

Late - After 10/1/16

Single Day

Pre-Conference Professional Development Institute - \$75

Institutional Member - \$150

Institutional Student Member - \$125

Institutional Member - \$400

Nonmember Regular - \$175

Institutional Student Member - \$300

Nonmember Student - \$150

Nonmember Regular - \$450

Nonmember Student - \$275

Make checks payable to: LSU African American Cultural Center

Memo Line: ABCC Conference

Please print and mail this form along with the check to:

**Register by credit card online at  
[www.abcc.net/conference](http://www.abcc.net/conference)**

LSU African American Cultural Center

3 Union Square, Raphael Semmes Rd.

Baton Rouge, LA 70803

If you have registration questions, please contact Dr. LaKeitha Poole, Assistant Director, Office of Multicultural Affairs and Coordinator, African American Student Affairs at LSU

Email: [lpolee2@lsu.edu](mailto:lpolee2@lsu.edu) Phone: 225-578-1627 Fax: 225-578-1504

## Research Examines Experience of Diversity Professionals in Higher Education

Dr. Shakeer A. Abdullah, Assistant Vice President  
Office for Equity and Diversity  
University of Minnesota

**M**y dissertation research examined the demographics, experiences, and multicultural competence of diversity professionals in higher education.

Following a survey of more than 180 diversity professionals from across the country, I gained some valuable insight into the field of diversity services.

The people who work in this field are very diverse. In my study 56 percent identified as African American or Black, 21 percent identified as Caucasian or White, 11 percent Hispanic or Latino, 7 percent identified as multiracial, 5 percent identified as Asian or Asian American, and less than 1 percent identified as American Indian. They are multiculturally competent. Respondents scored 5.68 out of 7, which is the 81st percentile on the MCSA-P2, a tool for measuring multicultural competence. And many diversity professionals work to accomplish their assigned duties under less than ideal conditions.

Some participants indicated that “diversity work is underfunded, understaffed and unappreciated within higher education. Folks indicated that diversity staff are the only “experts” and often times solely responsible for teaching others. There is no larger institutional investment in professional development in this area for colleagues across divisions of student affairs and faculty.” One person said that their perspective is that people get into diversity service roles from various backgrounds and are sometimes underqualified and certainly under-resourced to carry out this work sufficiently.”

These quotes capture the essence of the qualitative responses analyzed in this research. The ideas of qualifications, lack of recognition, and few resources emerged as some of the salient themes. Ultimately, there were seven main themes that emerged through a qualitative analysis of the academic, personal and professional experiences of diversity staff. Those themes appear to be a need for staff to feel passionate about diversity work, a need for increased professional development, professional isolation of diversity staff, job related stress, a need for more collaborative leadership, a desire for increased recognition of accomplishments, and finally increased resource allocation to diversity offices. Many of these themes are in line with the existing literature. People also used this research to vent about their concerns and challenges related to working in

diversity.

The people who work in diversity services and culture centers are not a monolithic group, as they come from a wide range of cultural, educational, socioeconomic and academic backgrounds, and have had a wide range of experiences in their positions. They are for the most part generally multiculturally competent. The sample in this group was highly educated, with the majority, nearly 87 percent, possessing at least a master’s degree. The fact that this group is highly educated belies some of the criticisms that people in these positions are only in their positions because of affirmative action. This finding also shows that there may be a need for improved professional development for diversity support staff who hold positions that only require a high school diploma or the equivalent. We have to work more closely to create a pipeline of diversity professionals who can lead culture centers and do this important work moving forward. I plan to expand this discussion in the upcoming second ABCC book on culture centers.

While it is clear that staff in Culture Centers have a range of educational backgrounds, it is essential that staff have demonstrated experience working in these areas due to the political savvy needed and understanding of the sometimes complicated history of these spaces. Individuals with the requisite education, but not enough professional experience, run the risk of marginalizing their centers’ long time allies and advocates, and can in some cases be used by administration to enact controversial changes. In the absence of experience and historical context—this can imperil culture centers’ continued existence and further marginalize the very students who most need these spaces.

**Do you have news to share? Submit an article to be considered for publication in our quarterly Nommo newsletter.**

**Details at [www.abcc.net](http://www.abcc.net)**

## ABCC Board Members

### Dr. Fred Hord

Executive Director/Founder  
Co-editor, *Nommo*  
fhord@niu.edu  
815-753-5275

### Dr. Rodney T. Cohen

President  
Visiting Associate Professor  
Northern Illinois University  
rcohen@niu.edu

### Dr. LaKeitha A. Poole

Vice President  
Louisiana State University  
Coordinator, African American  
Student Affairs  
Office of Multicultural Affairs  
African American Cultural  
Center  
lpool2@lsu.edu

### Marjorie Fuller

Treasurer  
West Virginia University  
Director, Center for Black  
Culture and Research  
marjorie.fuller@mail.wvu.edu

### Dr. Teresa Smith

Secretary  
College of Charleston  
Office of Multicultural Student  
Programs & Services  
smitht@cofc.edu

### Todd McFadden

Griot  
Founder and President,  
Higher Ed Diversity  
Consulting Group  
tsmfadden1@live.com

## Board Members

### Dr. Shakeer A. Abdullah

University of Minnesota  
Assistant Vice President,  
Office of Equity and Diversity  
sabdulla@umn.edu

### Dr. Tashia L. Bradley

Colby College  
Assoc. Dean of Students/  
Director of the Pugh Center  
tbradley@colby.edu

### Dr. Frank Dobson

Vanderbilt University  
Assistant Dean and Director,  
Bishop Joseph Johnson Black  
Cultural Center  
frank.dobson@vanderbilt.edu

## New Logo, Podcast and Afro-Latino Initiative Featured on ABCC Website

By Donnie Forti  
ABCC Web Expert

You may have noticed a new ABCC logo on the front page of this newsletter or on our website. While visiting [www.abcc.net](http://www.abcc.net) or [www.niu.edu/abcc](http://www.niu.edu/abcc), you also may have heard a podcast from ABCC Founder/Executive Director Dr. Fred Hord. These efforts were made possible by the Division of Marketing and Communications at our national headquarters, Northern Illinois University, and we are happy for their support of our organization's work at NIU and with culture centers across the country. In the podcast, Dr. Hord mentioned the ABCC Afro-Latino initiative. A key part of this initiative is providing book and article recommendations to help Center directors create programming on the history and culture of Afro-Latinos.

All institutions that renew their ABCC membership for the 2016-2017 fiscal year will get access to our lists of recommended books and articles on arts and music, literature, race and identity and politics of Afro-Latinos, focusing on Afro-Mexicans, Afro-Cubans and Afro-Brazilians. If you have a center library or looking to start one, these titles would be good to have. Above all, we hope these books and articles will inspire programming and discussions, while encouraging your campus community to learn more about the connections among ethnic groups. We would love to hear how you use the books and articles at your Center!

Afro-Latino topics are also part of the Call for Proposals for the 26<sup>th</sup> ABCC Conference at Louisiana State University, October 27-30. You can view the list of suggested topics at [www.abcc.net/conference](http://www.abcc.net/conference). Visit our website to register online or download a U.S. Mail registration form. Before

you register for the conference, be sure your college or university is an ABCC institutional member. An ABCC membership means a substantial discount as much as \$200 on conference registration. To learn more about ABCC membership benefits and to complete a 2016-2017 fiscal year invoice, visit [abcc.net/membership](http://abcc.net/membership).

While visiting [www.abcc.net](http://www.abcc.net) or [www.niu.edu/abcc](http://www.niu.edu/abcc), we invite you to view video of our national webinar hosted by NASPA. The webinar explored best practices of Culture Center synergy on campuses where there are at least two Centers.

Lastly, we encourage you to submit articles to be considered for publication in our conference *Nommo* newsletter. We welcome book reviews, philosophical articles, Center news, event recaps and previews, staff hires and promotions, etc. When possible, please include a photo with your article. Your Center is a valuable part of the ABCC and our goal is to promote the great work you and your staff do every day.

## Follow Us



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**Schvalla Rivera**  
 Cornell College  
 Assistant Dean of Students  
 and Director of Intercultural  
 Life  
 SRivera@cornellcollege.edu

**Deirdre Rouse**  
 University of West Georgia  
 Director, Center for  
 Diversity & Inclusion  
 dhaywood@westga.edu

**Larry Williamson, Jr.**  
 Ohio State University  
 Director, Frank W. Hale Jr.  
 Black Cultural Center  
 Larry.Williamson@admin.o  
 hio-state.edu

**Ex-Officio Board  
 Members**

**Charles Brown**  
 Indiana State University  
 Charles E. Brown African  
 American Cultural Center  
 cbrown30@isugw.indstate.e  
 du

**Dr. Lonnie R. Williams**  
 Arkansas State University  
 Associate Vice Chancellor for  
 Student Affairs  
 lonniew@astate.edu

**Remembering Dr. Michael R. Williams**

Dr. Michael R. Williams was a mainstay in the ABCC. Before he joined our national Board, he was part of the organizing for our 2000 conference on Hip Hop Culture. In his almost fifteen years on the Board, he served as the Co-Host twice; for the 2000 and 2009 conferences. The second conference featured Academy Award nominee Actress and singer, Margaret Avery; television journalist and ABC News “Nightline” co-anchor; Byron Pitts; public intellectual, Professor of African & American Studies at Duke University, Dr. Mark Anthony Neal; noted psychologist, Dr. Na’im Akbar;



and Preston Jackson, Sculptor and recipient of the Laureate of the Lincoln Academy of Illinois. Dr. Williams was instrumental in securing these outstanding personalities.

Additionally, on two different occasions, he served as Ohio State Coordinator. His students produced comprehensive data on all Centers in the state. The ABCC will also miss Dr. Williams’ ongoing contributions to our annual conference; he always brought students, and was often a central figure in our jazz workshops. And, he always brought much needed humor to the conference. The ABCC Board, State Coordinators, and Regional Coordinators join me in this tribute to our colleague, and plan to name our conference jazz workshop in the future in his honor. He shall be honored again when the ABCC publishes his article on leader succession in our second book on Culture Centers.

An advertisement for Third World Press Foundation Books. At the top left is the logo for Third World Press Foundation, featuring a stylized 'TWP' and the text 'THIRD WORLD PRESS FOUNDATION CULTURE AND LITERATURE THAT BLENDS WITH HOME'. To the right of the logo is the text 'Third World Press Foundation Books' and 'New and Classic Titles'. Below this, there are eight book covers arranged in two rows of four. Each book cover is shown with its title and author name below it. The books are: 'Black Hollywood Unchained' by Ishmael Reed; 'Emmett Till in Different States' by August Wilson; 'Taking Bullets' by Raki R. Madhubuti; 'Black Culture Centers: Politics of Survival and Identity' by Michael R. Williams; 'Fighting NeoSlavery: The Problem of Slavery in the West' by Rev. John Walters; 'Gem of the Ocean' by August Wilson; 'Brilliant Flame' by Amiri Baraka; and 'The Diary of Malcolm X' by Malcolm X. The background of the advertisement features a large, faint clock face.

**“Our Commitment to Excellence is Timeless”**

For more information on all of our books and authors, visit our website [www.thirdworldpressfoundation.com](http://www.thirdworldpressfoundation.com)

## ABCC Staff Members

### Dr. Fred Hord

Executive Director/Founder

Co-editor, *Nommo*

fhord@niu.edu

815-753-5275

### Terry Duffy

Executive Assistant

Graphic Designer Consultant,

*Nommo*

tduffy1@niu.edu

815-753-5286

### Donnie Forti

Web Expert

Co-editor, *Nommo*

dforti@niu.edu

815-753-5288

### Crystal Agbu

Northern Illinois University

College of Law

J.D. '17

cagbu@niu.edu

### Jordan Brown

Northern Illinois University

Undergraduate Manufacturing

Engineering Technology

Major, '18

jbrown33@niu.edu

## Editorial: Candidate Lacks Experience to Represent First Nations/Native Americans at Indiana University

By Dr. Joe Stahlman

**A**s a student I worked with a great number of Native students and advocates to establish the First Nations Educational and Cultural Center (FNECC) at Indiana University. The Center is a cultural need for Native students to be successful, but a White inexperienced candidate was recently hired as the Center's director over four Native candidates.

All people can be advocates. They can be allies, but when they speak for the people whom they assist, advocates take away the voice of the people they stand next to. If this person continues in his role, Native students and faculty will experience the ongoing colonial project of erasing our voices from our stories. The authority of those that are really suffering is taken away. So we doubt ourselves and our abilities, regardless of our actual achievements. We all continue to feel this sinking suspicion that our dreams will never be fully realized. Why? It is because people do not see us in leadership roles.

If institutions truly want their student bodies and faculty leaders to be more diverse, they have to set up programs and initiatives that position members from those affected populations into visible positions that aid incoming members into those predominately White institutions. A person of color does not necessarily want to go to a place where there is no one that looks like them, who can understand the language, words, and cultural references that they know and experience.

Students of color need to have places they feel safe, places where they can be understood. They need to see leaders who look like them, so that they may aspire to be the same. These Centers, often in White dominated institutions of higher education, act as places of refuge. Cultural Centers even out the playing field where we can feel safe to share and educate the larger student populations of our struggle because we do continue to struggle. This recent decision of IU is a step back.

## On the Move: New Staff at ABCC Institutional Member Sites



Hemie Collier  
Assistant Director,  
Intercultural Life  
Cornell College



Dr. Gena Flynn  
Director,  
Center for  
Black Studies  
Northern  
Illinois  
University



Monica M. Johnson  
Director, Neal-  
Marshall Black  
Culture Center  
Indiana University



David E. Jones  
Director, Paul  
Robeson Cultural  
Center  
Rutgers University



Sean H. Palmer  
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Center  
University of  
North  
Carolina  
Wilmington



Brice Yates  
Director, Charles E.  
Brown African  
American Cultural  
Center  
Indiana State  
University

# Chattel Terror: Property and Violence

ABCC National Board

For more than two centuries, Black and White spokespersons have predicted the long term impacts of chattel slavery on the United States. This was a unique system of enslavement where people were forcibly designated as property based on the color of their skin, working more than two centuries to enrich the coffers of “masters.” This was followed by almost another century of what one White scholar calls “slavery by another name,” where racial injustice persisted through the institutions of power. A few years ago, a Black scholar argued the prison system was “The New Jim Crow,” extending systematic oppression. Even with Blacks not affected, there was at least one constant: status; the poorest White was born with more ascribed status than the wealthiest Black.

So, the history of race in this country is not pretty. Before the Civil War, the Supreme Court declared Blacks had no rights Whites were bound to respect. At the end of the nineteenth century, in Plessy vs. Ferguson (an older Ferguson), the Supreme Court set up a separate but equal doctrine that lasted on paper until the Brown decision of 1954. Many felt it was separate and unequal. Recently, that august body has taken the guts out of the Voting Rights Act. One White scholar refers to all the above as “When Affirmative Action was White.”

Those of us involved with ethnic Culture Centers or ethnic studies programs since their inception, no matter when our involvement began, are constantly confronted with other related evidence of racial and ethnic inequities. Many Black and Brown students from communities of risk come to college with fewer skills than when these Centers/programs started. Additionally, because of lower performance expectations in some of those public schools, these students may have inflated ideas about their skills; and so, high evaluations can signal to them potential success in higher education. Some even take their communities of economic decay and all the psychological ravages that attend as normal or at least inescapable. If success symbols around them manage to beat the system by breaking the rules, that too sends clear messages. Many are aware that some outside the colony break rules that lead to larger financial and prestige gains, but with impunity.

The ABCC is committed to informing all who are connected with them about this entangled unspeakable history of our country, so they will at least know the awful irregularities of the “power elite” institutions in charge of our social, economic, and political landscape. At that point, it becomes a witting decision to belong to or protest these institutions. We are also committed to expanding the knowledge base of those in our Centers about the historical and contemporary connections between African-descended people and Latinos, Asian Americans, and Native Americans. Our recent national webinar with NASPA addressed the issue of optimal synergy among all Centers. And, our goal continues to be Center participants who understand we do not have a culture based on the needs of all, but who learn through Center resources, programming and staff behavior what a “beloved community” is. A culture of us and not me is our largest hope of halting or even diminishing the conflagrations burning us up in so many communities on the outside and inside. Culture Centers must be unmistakably clear that the critical issue of our time—or any time—is the relationship of self to the community. We cannot move forward without the painful knowledge of the past. Chattel Terror began with Black enslavement. We cannot move forward without practicing “I am because we are,” no matter how much out of sync it seems with the prevailing individualism/materialism. If our Centers merely mirror the value system of the one percent, the violence will not stop; it is inherent in that culture.

## Race Relations in the U.S.

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	<b>Now</b>	<b>7/2015</b>	<b>Now</b>	<b>7/2015</b>
<b>Good</b>	25%	37%	24%	28%
<b>Bad</b>	71%	56%	72%	68%

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Source: New York Times/CBS News Poll