

Multicultural Infusion Project Newsletter

Welcome to the inaugural issue of the MIP Newsletter. We are excited to share our work with the campus community and look forward to seeing you at our future events. Thanks to CCSF student Roni Craig for the design.

What is MIP?

The **Multicultural Infusion Project (MIP)** is a professional development program that provides faculty with resources, training and incentives to transform their practice so that it is increasingly informed by multicultural pedagogy.

The project focuses on helping faculty infuse multicultural content and perspectives into their practice. We also support the expansion of strategies that seek to meet the needs of CCSF's diverse student population and increase equity throughout the College.

For more information, visit www.ccsf.edu/mip.

— Sue Homer and
 Lynda Hirose
 (co-coordinators), and
 the MIP Leadership Team

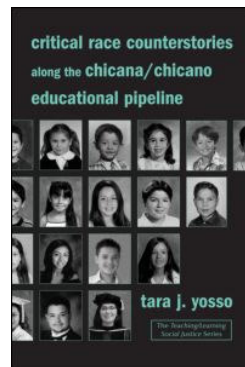
Upcoming Chicana theorist on educational pipeline

Dr. Tara Yosso Addresses CCSF

For every 100 Chicana/o children who enter elementary school in the United States, only 26 enroll in college and only 7 of those graduate—this according to U.S. census data, which also shows that some other groups go to college and graduate at significantly higher rates. Last September, Dr. Tara Yosso spoke about this issue at CCSF and about what we might do to improve the success of all our students. The event was sponsored by the Multicultural Infusion Project, Latino Services Network, and the Latin

American Studies Department. Yosso is Associate Professor of Chicana and Chicano Studies at the University of California, Santa Barbara, but she grew up in San Jose, where she saw first hand the difference that educational opportunity and access can make. Yosso became concerned that standards of academic English and middle class “values,” she told the audience, lead to “cultural deficit thinking,” which she called “the most profound

and persistent form of racism in schools” today.



To counter this deficit ideology, Yosso calls attention to the “inspirational, familial, social, linguistic, navigational, and resistant capital” that our students

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Issue 1

February/March 2008

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Coming soon!

Look for news about upcoming speakers and events, including **Sonia Nieto** on April 9th.

Kip Fulbeck on Multiracial Identity

Filmmaker, advocate, and author charms students and faculty

“What are you?”, the ever-present question that virtually every multiracial person has been asked, was the question that anchored a November presentation by Kip Fulbeck, award winning filmmaker, multiracial advo-

“What am I? Shouldn’t you be asking my name first?”

cate, and author of *Part Asian, 100% Hapa*, and *Paper Bullets: A Fictional Autobiography*. The presentation, sponsored by the Multicultural Infusion Project, centered on identity—how we are perceived and how we define ourselves.

It was a full house in the Diego Rivera Theatre on November 16 for Fulbeck’s multimedia presentation, which incorporated video, music, spoken word, stand-up comedy, and political activism. Students in particular responded to Fulbeck’s style and message. Afterwards, Fulbeck greeted students, who took photos with him and shared their thoughts and experiences as multiracial people.

An avid surfer, guitar player, motorcycle rider, ocean lifeguard, and avowed pop culture junkie, he began with two short films. The first, “Sex, Love, & Kung Fu” (2000), is a fast-paced comic dialogue about Asian American masculinity, featuring clips from popular TV shows, films, and martial arts movies.

“Some Questions for 28 Kisses” (1994) was created, Fulbeck explained, by walking into a Blockbuster video store and in the first 10 minutes finding as many examples of Asian men and white women pairings as he could. It’s described as a “hyperkinetic exploration of Asian Female/White Male pairings in mainstream media and its effect on gender relations, interracial dating, and Hapa identity in the U.S.”

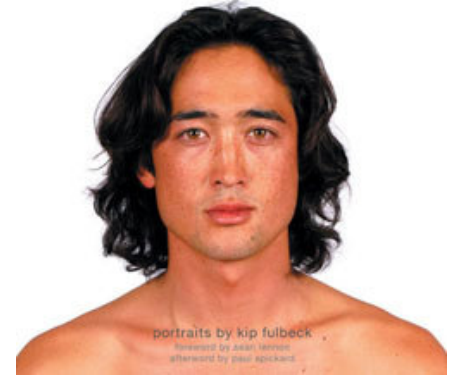
At the center of Kip Fulbeck’s presentation is his challenge to the notion that multiracial people have to choose only one way to identify themselves. He talked about the fact that until seven years ago, the census form only allowed people to select one racial identifier. For Fulbeck, born to a Chinese mother and

Born to a Chinese mother and a Caucasian father, the census was a “Sophie’s choice.”

a Caucasian father, the selection was a “Sophie’s choice,” requiring him to choose between his mother and his father.

Fulbeck’s research on multiracial identity shows that “Hapa,” is a reclaimed term for individuals of mixed heritage that includes Asian and/or Pacific Islander, and was once a demeaning name based on the Hawaiian word for “half.” His research led him to photograph and collect writings from folks who

part asian • 100% hapa



answered the question, “What are you?” In their own handwritten words with a simple head-shot portrait, a myriad of individuals “– from babies to adults, construction workers to rock stars, gang bangers to pro surfers, schoolteachers to porn stars, engineers to comic book artists” —define themselves:

“I am 100% Black and 100% Japanese.”

“What am I? I am exactly the same as every other person in 2500.”

“What am I? Shouldn’t you be asking my name first?”

And, from a one little girl, “I am a person.”

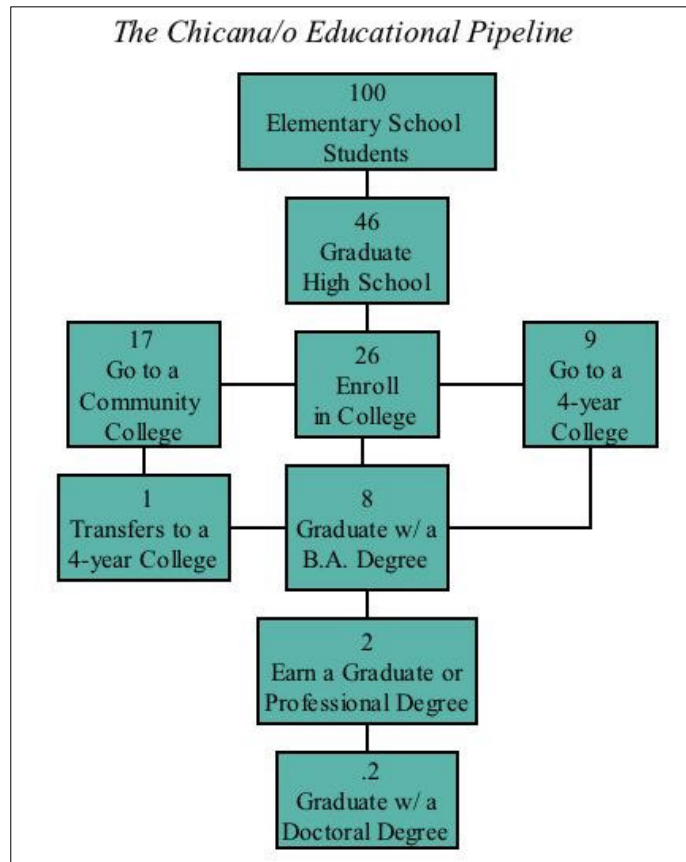
The audience at Diego Rivera was treated to a big screen presentation of the images, along with Kip’s sly and witty editorials and pop culture references. He rounded off the presentation with images of tattoo portraits, and an inspiring spoken word performance.

(Yosso, continued from page 1)

posses, a model encompassed by the term “community cultural wealth.” It is such cultural wealth that has supported thousands of students on their educational path.

Yosso was also encouraged to note that, between 1990 and 2000, fully a quarter of the Latina/os that received Ph.D.s began their college career at community colleges, making the work we do here at CCSF all the more essential.

You can read more about Yosso’s talk at the MIP website www.ccsf.edu/mip. Yosso’s scholarship on her concept of cultural wealth can be found in her book, *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline* (Routledge 2006).



January 9 and 10, 2008

Faculty Join Dr. Geneva Gay for Teaching Institute

Forty faculty gathered for two days of professional development in January, as Dr. Geneva Gay shared her thoughts, experiences, and scholarship on multicultural education and teaching. Faculty from a cross section of disciplines, such as Early Childhood Education, Math, English, Social Sciences, Chemistry, Ethnic Studies, and counseling participated in the first teaching institute presented by MIP.

Drawing on her own experiences, Dr. Gay’s vivid examples helped to clarify theories and practices in teaching multicultural and diverse students.

Through her storytelling style, Dr. Gay illustrated such ideas as: the

significance of starting with students’ strengths and identifying educational capital, institutional capital, and human capital. Participants also had valuable time to design a classroom or practice-based activity to improve their cultural competence about ethnic diversity. In so doing, we were instructed to answer the question: “Why is this activity imperative for educational development?”

Participants left with a lot to say about the highlights of the institute. One appreciated “having the opportunity to work on curriculum development and learning from an expert who is so accessible, knowledgeable and practical.” Another said that the

“research data and classroom instruction of the presenter resonated with my classroom experience.”

“I have a better sense of how to incorporate theory into my discipline and other disciplines too,” reported one happy faculty member.

As one participant reported gaining “courage, competence and confidence to revise my courses/ curriculum/class activities to include multiculturalism and diversity.” Others wanted even more: “The whole 2 days were perfect...I could easily have gone for 5 days in a row in continuing this work.”



Announcing the First MIP Mini Grant Awardees

Spring 2008

MIP launched a new component to its program this year, the MIP Mini Grant, which provides faculty with stipends to incorporate diversity into curriculum offerings, current teaching methods, counseling, or library practices. Eight grants were rewarded; here's an excerpt from each of the proposals:

Mary Bravewoman, Math

A Math 840 elementary algebra course with a gender and Women's Studies focus will examine how attitudes and expectations of mathematical ability are linked to gender and its intersection with culture, class, race, age, and disability. My hope is to enhance the learning experience of students taking Math 840, by bringing an awareness of how societal attitudes and beliefs about math ability have influenced their self-efficacy with respect to succeeding in Math.

Kim Keenan, Social Sciences

My project would be the incorporation of additional multicultural education principles and materials into my American Government class. This would be developed during the Spring 2008 semester to create a course offering that would address the relation of the concepts in American Government to multicultural perspectives in historical and contemporary issues.

Andrew King and Alexandria Leyton, English

The purpose of this project is to address the needs of students and faculty members in the English

Department for new and relevant materials that can be implemented in the basic skills English classes.

Jen Levinson, English

I propose to design and teach a unit for my English L class (Basic Reading Skills) this Spring that meets the seven goals for multicultural education outlined by Geneva Gay in "A Synthesis of Scholarship in Multicultural Education," in addition to learning objectives stated in the course outline (such as summarizing, categorizing info, and making inferences).

Tessa Henderson Brown, Continuing Student Counseling

I intend to invite a speaker from a diverse background and expertise to come to CCSF to present multicultural programming & student retention, models, training, dialogue, and techniques to provide insight and awareness into various aspects of diversity as it relates to counseling students.

Lillian Duck, Social Sciences

I intend to address current historiographical critiques of traditional modern US history courses and texts, focusing on the relationship of the US Southwest with Mexico and the experiences of peoples who live on both sides of the border. Methods of addressing these shortcomings will also be explored.

Rodolfo Padilla, Business

The project involves the infusion of multicultural graphic elements into web advertisement portfolio course work utilizing Adobe Flash. Students will produce animated banners with imagery selected and/or produced by the student.

Cindu Thomas George, Speech

I propose to create a portfolio of activities, assignments, projects, readings, and teaching strategies that are relevant to speech and communication curriculum. This portfolio will be informed by multicultural pedagogy and will include the voices of the "other."

Want to Join MIP?

Come to an orientation to learn more!

MIP will hold two orientations this spring:

4/30 Wednesday 1-2pm

and

5/1 Thursday 2-3pm

Both sessions will take place in the Multicultural Resource Center, lower level of the Student Union. Orientations provide insight from the perspective of both the newer participants and returning MIP members. This is an opportunity for faculty to learn more about MIP and decide if they would like to participate in MIP the next academic year.