

AHANA Hotline

Spring 2005,
Issue 1
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Inside this issue:

| | |
|---|-----|
| Yellow Journalism | 2 |
| Interview with Dean Robert Scott | 2-4 |
| Black History, A MUST | 4 |
| Still Present Past... Interview with Professor Ramsay | 5 |
| Community Updates | 6 |
| Service Opportunities, Scholarships, & Others | 7 |

AHANA HOTLINE Staff 2004-2005

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Letter from the Editors

Hello again!

Happy February! This is a busy month for everybody on campus – Valentine's Day, UGBC elections, Dance Marathon, tons of culture shows, Chinese New Year, Black History Month, and most importantly Groundhog's Day. Just kidding.

First semester has come and gone, and second semester is in full effect (along with the winter season). We hope the freshmen are becoming more acclimated to the campus and are becoming actively involved in the organizations that the school has to offer. For the sophomores and juniors, it is not too late to partake in those organizations as well.

There are plenty of opportunities here at Boston College to further your education not just through academics. We encourage you all to seek them out. We here at the office are willing to help anyone from all years who seek out our advice. And for the seniors, your last semester has finally come. It is sad to know that you will be leaving us, but there are three more months left before commencement. Spend them wisely...with us.

February is Black History Month. And with all the culture shows and intercultural events happening on campus this month, let us encourage each other to attend these events to learn about one another, to re-

spect each other, to support each other in our struggles, to defeat ignorance together.



The co-editors, Biba and Romeo, eating...again.

What Does the Term AHANA Mean to You?

Let Us Know!

OASP Essay Contest

In celebration of the 25th Anniversary of the AHANA concept, the Office of AHANA Student Programs is hosting an essay contest.

Tell us **What the AHANA Concept means to you.**

Respond to this statement in 2-3 pages (double-spaced) by March 9, 2005 to oasp@bc.edu.

The winner will be announced during the Sr. Thea Bowman AHANA Scholars Reception on March 16, 2005, and will receive \$300 as an award.



Yellow Journalism in 2005

"Find them!" screamed the headlines of the Boston Herald. "Six sought after tip alleging 'dirty bomb'," said the Boston Globe. On January 20, newspapers across the country featured prominent mug shots of four Chinese nationals alleged on January 17 by an anonymous tipster to be involved, along with two Iraqis, in a vague plan to detonate a "dirty bomb" in Boston. These allegations later proved to be not only false, but not even worthy of follow-up. But with apparently nothing more to go on than an anonymous tip to the California Highway Patrol, the four individuals' faces were plastered nationwide.

This kind of irresponsible reporting may make a sensational story for the headlines, but comes at great cost to the Asian American, immigrant and other non-white communities that are easily targeted for scapegoating. It's not uncommon for any of us to hear "Go back where you came from" or some other reference to our "foreignness" at any time of the day. That same day, we heard reports of a bus driver in Somerville who notified the police that he had spotted the terrorists when some Chinese immigrant riders boarded his bus. It is a sad but well-known fact that Asian faces all look alike to a number of white Americans.

The January wave of media madness followed an earlier series of bi-

zarre reports by the Boston Herald alleging links between reported Salvadorean gang activity in East Boston and Al Qaeda. Between the 9/11 terrorists, the dirty bombers, the Salvadorean gangsters, and the sneaker bomber, it seems that all people of color now fit the terrorist profile.

Yellow journalism is nothing new to Asian Americans. The sensationalist media and its racist, satirical cartoons played a critical role in the growth of the anti-Chinese movement of the late 1800s which eventually led to the passage of the Chinese Exclusion Act of 1882, the first US law to block the entry of a particular ethnic group. Chinese immigration was illegal until the end of World War II, when Chinese American soldiers were allowed to bring in their war brides and immigration laws were eventually liberalized. During the war, the media ran articles on "How to tell a Chinese from a Jap" in order to help the American public distinguish between allies and enemies. More recently, Chinese American scientist Wen-Ho Lee and military chaplain James Yee were tried in the media as spies and traitors before any legal or administrative process could declare them innocent of charges.

This irresponsible reporting takes on new dimensions in our post-9/11 world, a world in which the public is conditioned to be fearful and civil liberties are sacrificed in the name of homeland security. Of course, the media alone cannot

Lydia Lowe & Chin-In Chen

shoulder the blame for this travesty. Since when does the FBI plaster mug shots nationwide to enlist the public in a manhunt on the basis of nothing but an anonymous tip? It is no surprise that the same government that is taking away our civil liberties through such acts as the Patriot Act is also negligent in thinking about how its actions may negatively impact its citizens.

Suspiciously, there was a void of follow-up articles for days after the headlines blasted the dirty bomb threat. Then, nearly a week later, came another headline: "FBI finds terror threat was fabricated." According to this new report, a drunken taxi driver in Mexicali made the call from his cell phone "purely as a joke," setting off the search for four Chinese nationals who apparently attempted to sneak over the border into the US in search of a better life.

As Michael Liu of the Institute for Asian American Studies said the day of the big headlines, "It's comical, except that it's tragic."

Reprinted with permission from Co-authors Lydia Lowe and Ching-In Chen. Lydia Lowe is the Executive Director of the Chinese Progressive Association, a community organization based in Boston Chinatown. Ching-In Chen is the Director of Programs of the Asian American Resource Workshop, which does arts, activism and education in the Asian American community.

An Interview With Dean Scott



Dean Robert O Scott

Robert Scott was born in New Jersey as the youngest, and as he considers himself, the over-protected child, of six, with two brothers and three sisters. The family moved to Virginia when he was very young and he grew up in the rural part of the state. He was a first generation college student and the first member of his family to ever attend college through the aid

of a science scholarship. He attended Norfolk State University with a full-scholarship and majored in Biology. Influenced by his rural, farm environment, Scott's intent was to be a veterinarian.

At the university, Scott conducted undergraduate research, and later applied for

Cont. on page 3

An Interview With Dean Scott (cont.)

graduate school at Georgia Tech as a Biology Ph. D candidate. It is here where he met his wife of almost seven years now. Scott realized that his passion laid in helping other students, be it tutoring or mentoring. When given the opportunity to become a professor at Norfolk State University, his alma mater, he quickly grabbed the chance and took on the role as a full-time biology professor. The professorship affirmed his love of teaching, advising, and mentoring students, as well as his love of performing research.

After five years at Norfolk State University, Scott left his professorship to further his research training at North Carolina Chapel Hill. Scott entered Chapel Hill as a visiting post-doctoral scientist and cell-biologist in training, performing research and advising students in a formal manner.

While at Chapel Hill, his research team identified a new gene, a protein, which interacts with a receptor that can turn on or off the protein's ability to create a secretory diarrhea event. His work at Chapel Hill led to the invitation by Procter and Gamble to work at their Ohio health science institute. The research works he had performed at Norfolk State University and at Chapel Hill were in line with the projects offered by P&G, hence, he took up the opportunity to move to Ohio and began his career in corporate industrial research. He enjoyed the administration, management, and the focus and direction of being in a corporate environment. Although Scott moved up in ranks to a managerial position during his three-year career at P&G, he knew that this job did not represent the kind of work he found most compelling. His passion still laid in advising and mentoring students, although he loved the adminis-

tration and management aspects of his job at P&G.

In thinking about raising a family and his employment, Scott and his wife thought of jobs that fulfill his love for the students as well as his fondness for administration and management. Their search led to the Boston College Associate Dean position in the College of Arts and Sciences. He had also considered other universities in other states due to family reasons, placing the Southeast in the top, the Midwest second, and the Northeast last. He decided on Boston College because the student and faculty search committee that interviewed him presented the university as having an apparent commitment to student development through its Jesuit mission. Although he did not have a grasp on what a Jesuit education really meant, he knew it sounded consistent with his own educational beliefs. The commitment to this type of education made his decision to leave the corporate level less difficult.

As an Associate Dean at Boston College, part of his job is to provide academic advising as well as career path advising, particularly to the junior class. Why advising? As a graduate student at Georgia Tech, Scott presented a real attraction to people to talk to him about anything, for example, navigating through the undergraduate process. As a professor at Norfolk State University, Scott offered general advice to those who came to his office in addition to his lectures. As a visiting post-doctoral scientist at Chapel Hill, he advised medical students, seeing the difficulty in transitioning from an undergraduate situation to a professional school education. He has a strong attraction to advising first generation college students, being one himself.

Before applying for the Associate Dean position at BC, Scott knew little

about the university besides its reputation as a distinguished undergraduate institution with a strong athletic department. He did not fully appreciate the graduate and professional colleges within the institution until he arrived here. He was not aware of the AHANA issues within the university, although he knew of the racial concerns of the greater Boston community through his friends, who were studying in the area. Scott first learned of AHANA related issues and the political/ social climate for students by reading one of the university newspapers, while waiting for his first interview. During that time, the student-led movement, O.N.E., had been very active, and their demands, such as the fulfillment of the Nelson Chair and the search of a dean of AHANA descent were published in the newspapers. Before then, Scott did not know the need of a dean of AHANA descent.

As Associate Dean Robert Scott in the College of Arts and Sciences, he sees his role as three-fold: 1) advising students academically, 2) advising students about decisions around their academic choices and how these decisions can impact their lives, and 3) evaluating academic programs, observing which are working and are not working for the students. He sees himself as not just the "AHANA dean," but a dean for all students. He knew once he accepted the position that his presence satisfied the desire of people to diversify the administration, and at the same time that there is an underlying responsibility that he represents the AHANA community. He is confident that the reason he was offered the Associate Dean position was because of the experiences that he brings

Cont. on page 4

An Interview With Dean Scott (cont.)

to the office, and “being of an AHANA descent is an added feature.” Dean Scott does see the need for administrators and staff of AHANA descent, to be more visible on the committees that he is on. He does not feel any pressure from his boss or from the boss of his boss to be the token person in the administration. He is not put on any token committees; rather he chooses to be on committees outside of his responsibilities and some of those committees happen to have a “flavor of AHANA interest,” which he welcomes. He plans to do many things that involve issues

around student concerns whether AHANA or non-AHANA related. He understands that most students on campus have a real social justice mission, which is “recognizing that all students need to be represented, heard from, appreciated, and respected.”

Dean Scott strives to make a significant impact in the life and history of Boston College through his interactions with the students, since he sees the students as the life and history of the university. His personal goal is “for the student experience of the students [he] interacts directly and indirectly to be better than it would

have been or than it had been” before he entered Boston College, that the students “interacted with a dean, who helped shape their decisions that impacted their lives.”

Dean Scott has two children with his wife of almost seven years, and is expecting their third child. We are thrilled to have him as a part of our BC community, and we wish him and his family the best of luck on the upcoming arrival of their new addition.

Black History, A MUST

In the spirit of Andre 3000’s, Happy Valentine’s Day song, I will confirm that yes, everyday should be the fourteenth. But I will go one step further and say that Black History Month which appropriately shares its month with Valentine’s Day, should be every month of our year.

Months like Black History Month are great and special things. But we cannot and should not see them as privileges or gifts to society. They are necessities. Doesn’t it seem funny to you that out of twelve months in a year, there is one month devoted to Black History? All of a sudden, on television everything and everybody has turned to a pseudo-sentimental remembrance of Black Heroes. People whom you had never heard of outside the span of 28 or 29 days, depending on leap years. Before or after February, you never hear about them again. Theirs is a problem with that once a year eventfulness. It allows us to forget that part of history for the rest of the year!

It’s a double-edged sword, much

like everything else that deals with modern racism. Black History Month is a wonderful celebration, but by designating one month for a group of people’s history encourages an attitude of seeing that group as “The Other.” We might get caught up in the idea that it is their history, not ours. Black History in America has been hidden enough as it is. Why can’t it become a part of mainstream American history? Didn’t and don’t the lives of Black Americans affect the formation of our country? It does and has for much longer than many of us actually know. So, why shouldn’t we learn about it in a way that would make Black History, our history?

Unfortunately, even this article about lip service, is lip service! Upon recognizing that, maybe I should decree that there be a historical piece in the Hotline every month.

So, how is it that we can solve this problem? Being a future educator, I always return to the basic and intrinsic importance of education. Representation in what we learn is so integral to how we as human beings develop schemas of society. It’s a simple concept that many experience and know well. If we were to learn about Black His-

Gabriela Fullon

tory throughout the course of our history classes as children, as high school-ers, as college students, then the history would become a part of us. History shapes our identities, and by leaving out significant parts of history we are denying ourselves and the truth behind the story of our country.

Many people justify the exclusion of Black History in our history courses because it is “too difficult” to achieve such a task. Surely, it will be something that must be worked at over time, but even though it’s not the easiest of solutions, it is still the right thing to do. Furthermore, we do not all have to be teachers in order to accomplish this task. Those of us going into the fields of policy, history, even business—we are all responsible. We can make this change. We cannot be discouraged.

Though I am not African American, I will say that as an American we must reclaim our heritage. It is one of the best goals we can endeavor in our complex society.



Professor Ramsay Liem of the Psychology Department is the director of "Still Present Pasts" –an exciting new exhibit about the Korean War and its survivors. This is an interview that we had with him about the exhibit.

What is "Still Present Pasts" about? What are you trying to convey through this project?

SPP is about breaking silence about a tragic and devastating period in Korean, Korean American, and U.S. history – the Korean War as experienced and remembered by ordinary people (Korean Americans) now living in the U.S. It accomplishes this by bringing together historical information, first account oral histories, and various forms of installation art and video. The idea has been to create a living, three-dimensional space where the memories of courageous Korean Americans, among the first to tell their war histories and stories publicly, can invite reflection by others – expanding our collective memory, fostering healing and reconciliation, and calling for all Americans to urge an end to Korea's division and the use of force as a means to resolve international conflicts.

What inspired you to put together such a project? Where did your idea come from?

The idea came from many places. The oral history participants themselves, other precedents for 'speaking out' from survivors of political repression and conflict in many parts of the world – Chile, Central America, South Africa, Northern Ireland, the U.S. (Japanese American internees), Europe after the Holocaust, etc. It was then deepened by the artists and other planning team members as we struggled to bring this idea to life.

Why was this project important to you? What does it mean to you?

As a Korean American and the son of parents who lived their lives fighting

antidemocratic forces in Korea and in Korea's relationship to the U.S., the exhibit fulfills a deep desire to contribute to the unfinished business of liberating Korea from the clutches of the Cold War and helping in a small way to create a progressive force in and outside the Korean American community. It has also been extremely gratifying for me to work with younger and older people to create a collective base for SPP that also values and affirms each individual's special talents and abilities. I hope others who have been part of this project take something away from our work together that will have a lasting influence on their professional and personal lives. I know I have.

How did you organize the project?

The short answer is by using word of mouth and my existing networks to find artists, historians, filmmakers, etc. who had already been committed to peace and reconciliation in Korea, as professionals and activists. This was extremely important if we were going to be able to work together in spite of our very different professional backgrounds and training. We then spent nearly 6 months hashing out our ideas about how to bring arts, history, oral history, and film together into a coherent, compelling exhibit. It was not easy, but we all learned a lot from the process. We then spent another year and a half working on the various elements of the exhibit, often helping each other by reacting critically but supportively to what each of us was doing. For my part, I had to learn a hundred new skills to help create some of the glue that holds SPP together.

What difficulties did you face along the way?

Besides what I implied in the previous response, one problem was that the art and history world did not fully understand what we were trying to do – especially our effort to do art collectively. This runs against the grain of what art is supposed to be in this culture. So, funding was tough as was find-

ing welcoming exhibit sites. Being so fully interdisciplinary and also have politics as a background issue for all that we were doing often made us like square pegs in a world with round holes.

How do you think that projects like this can positively affect Asian Americans and other AHANA groups?

Our hope is that all aspects of our experience can be shared with any community facing both histories of trauma, war, and conflict, and also contemporary struggles. We are very open to discussing our experience with any group who might be curious about our objectives and methods – whether in academia or in the community. Our closing program on March 19th will be an effort to have a dialogue with other immigrant, AHANA, and non-AHANA communities in the Great Boston area with whom we can share our work, but also from whom we can learn. One obvious topic will be the role of art in politics and social change.

What advice would you give to people who are interested in approaching topics like this in an interdisciplinary way?

Just do it. If we had thought too much ahead of time about what it would take to mount this exhibit, we may very well not even have started. Be clear about your mission and objectives; find others regardless of their particular discipline or areas of talent who share your purposes; try to put your ego aside so you can discover the power of a collective process; value the unique talents of each person. Then be sure to do your homework – understand as deeply and critically as possible the issues with which you are wrestling, the audiences with whom you hope to connect, and the work of the many others who no doubt have already made important contributions. And then from time to time, step back and learn from your own experiences of breaking disciplinary boundaries.

**Check out the website at
www.stillpresentpasts.org.**

Big-Ups!

CONGRATULATIONS TO:

AHANA Leadership Council Showdown

1st place winner: Fuego

2nd place winner: Synergy

Philippine Society of Boston College (PSBC)

13th Annual Culture Show

Maalaala—to remember

South Asian Students' Association (SASA)

9th Annual Culture Show

Dhadkhan—heartbeat

Order of the Cross and Crown

Sarah Ha-scholar

Chinese Students' Association (CSA) and Korean Students' Association (KSA) 5th Annual Culture Show

Know Roots, No Shame

Friday, February 18

Robsham Theatre, 7pm

Dance Marathon

Friday, February 18—Saturday, February 19

Organization of Latin American Affairs (OLAA) 6th Annual Culture Show

Alcanza Las Estrellas—Reach for the Stars

Saturday, February, 19

Robsham Theatre, 7pm

Save the Dates!!!

Black Student Forum (BSF) 2nd Annual Culture Show

Monday, February 28

Robsham Theatre, 7pm

Asian Pacific American Heritage Month (APAHM)

2005: "Expressing identity through art"

The Opening Event for the 3rd Annual APAHM Celebration will be on Friday, April 1, 2005 in Gasson 100 at 6:00PM. This year's theme is "Expressing identity through art." The keynote speaker for the opening is Ms. Arar Han, BC alumna and co-editor of [Asian American X](#).

Asian Caucus Culture Show

Wednesday, April 6

Gasson 100, 7pm

Southeast Asian Students' Association (SEASA) and Vietnamese Students' Association Culture Show

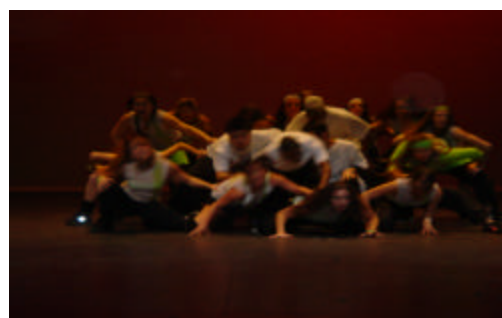
Saturday, April 9

Gasson 100, 7pm

Fuego



Synergy



Philippine Society of Boston College (PSBC)



South Asian Students' Association (SASA)



Service Opportunities

Christian Soldiers

Established in 1994, the aim of Christian Soldiers Inc. is to introduce participants to a variety of people, places, and possibilities they would not otherwise be exposed to. It is hoped that participants will be viewed as serious young men and women who exude confidence and discipline. It is also our hope that these young men and women will acquire an unquenchable thirst for knowledge, a desire to serve their community and, most especially, an unswerving belief in God. The program is for youths between the ages of seven and fifteen. They meet on Saturdays from 9:30AM to 2:00PM at the Massachusetts Avenue Baptist Church (146 Hampshire St. in Cambridge). For more information, please contact Dr. Donald Brown at (617)-552-3359 or Donald.brown.1@bc.edu.

Boston Chinatown Neighborhood Center

Boston Chinatown Neighborhood Center's Oak Street Youth Center is looking for volunteers to serve as academic tutors for inner-city middle or high school students, and mentors for middle school students. Requirements include: experience in working with youth, effective leadership skills, passion for community service. For more information, please call Fu Mei Cheng or Jenny Dang at (617) 635-5087 or (617) 635-5088. To learn about the agency, please visit their web site: www.bcnc.net.

Scholarships & Other Opportunities

Asian American Scholarship: The award recognizes a Boston College junior who has demonstrated superior academic achievement, community service, and involvement with the Asian American community and Asian American issues both on and off campus. To be considered, you must be:

- a Boston College full-time junior
- in good academic standing with a minimum cumulative grade point average of 3.3
- a citizen or legal permanent resident of the United States
- active in community service on or off campus
- involved with Asian American issues and the Asian American community

Completed application must be submitted to Dr. Joseph Burns, Associate Dean of Arts and Sciences, Gasson 106 by March 18, 2005. Application is available online at www.bc.edu/oasp.

The **Options Through Education** (OTE) Transitional Summer Program is accepting applications for Preceptors for Summer 2005. Information and application are available online at www.bc.edu/oasp.

The Environmental Careers Organization (ECO) is a national organization, dedicated to protecting and enhancing the environment through the development of diverse leaders, the promotion of careers, and the inspiration of individual action. As part of this goal, we offer various paid environmental internships in order to offer students the invaluable real world experience that makes a major difference with employers after these students have graduated. They are looking for 8 diverse undergraduate or graduate students to participate in the Boston Environmental Justice Leadership program this summer. This program offers the opportunity to work with Boston area non-profits and learn about environmental justice in collaboration with other summer interns. Interns will experience firsthand the successes and challenges of working on specific environmental justice problems. If interested, please contact Sabrina Parra-Garcia at 617-426-4375, ext 141; email-aparragarcia@eco.org. Website: www.eco.org

The Office of AHANA Student Programs

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We're on the Web!
www.bc.edu/oasp

*Enhance Learning Through
Diversity*

Tell us how we're doing!
[http://www.bc.edu/offices/
ahana/programs/hotline/](http://www.bc.edu/offices/ahana/programs/hotline/)

Mission Statement

The mission of the Office of AHANA Student Programs is to model servant leadership to students of AHANA descent and to provide a broad array of services that nurture their academic, social, cultural and spiritual development. While the traditional target group of the office is students who enter Boston College through the office's six week summer Options Through Education Program, the office's vision is to reach out and embrace all AHANA students in attempt to help them actualize their dreams, fulfill their potential and become servant-leaders. The Office of AHANA Student Programs provides quality programs and services aimed at responding to the continuum of needs of AHANA Students.

Programs and Services

- Comprehensive Academic Advisement Program
 - Performance Monitoring
- Options Through Education—Transitional Summer Program
- Benjamin Elijah Mays Mentoring
- Jaime Escalante Tutorial Program
- Father Ellacuría AHANA Resource Center
- Ladies Let's Talk
- AHANA Hotline
- Sister Thea Bowman AHANA Scholars Program
- Gospel Caravan