

# Intercultural Happenings

Office of Intercultural Affairs

Volume 2, Issue 1

Fall 2009

We are excited to welcome the Class of 2013, new transfer students, faculty, and staff who are joining our Stonehill Community for the first time. And, it is always exciting for us to see familiar faces in our returning community members.

Diversity and inclusion have been the focus of conversations the past few years at Stonehill. With the start of the Strategic Planning period upon us, diversity is considered a major focus area in which the college will examine and implement new programs and procedures to better support and increase diversity.

We have planned an array of programs this academic year to help our community talk through some of the more challenging conversations about diversity, our community, and the people we are called to serve. We hope you can attend at least a few programs and be an active participant in shaping a more inclusive Stonehill. Please stop by our Intercultural Resource Center, located on the first floor of the Roche Dining Commons for more information about ways to get involved!

Liza A. Talusan

Director, Intercultural Affairs

Donna Vivar

Assistant Director, Intercultural Affairs



*Intercultural Experience Program  
2009*

## Why We Celebrate Heritage Months

Beginning in the early 1900s, specific days and weeks were set aside to honor particular groups in recognition of achievements, struggles, and accomplishments. The first actual heritage month was in 1976 when our country officially recognized Black History Month (February). Soon after, other designated days/weeks of celebration turned into month-long opportunities to highlight particular groups.

In 1987, National Women's History Month was established in March; in 1988, Hispanic Heritage Month was recognized in September; in 1990, May was selected as Asian/Pacific Islander Heritage Month, October was National Disability Employment Awareness Month, and November was National Native American Heritage Month. In 1999, President Clin-

ton issued a proclamation issuing June as Gay and Lesbian Pride Month.

Each month was chosen based on significant events that occurred within each month. For example, February was chosen as Black History Month because it holds the birthdays of both Abraham Lincoln and Frederick Douglass. The month of May is significant as Asian Heritage Month because it commemorates the immigration of the first Japanese immigrants (in 1843) and the completion of the Transcontinental Railroad.

Here at Stonehill, we use these heritage month designations to guide the themes of our programming. At the start of each month, the Office of Intercultural Affairs hosts a "Convocation Series" at which members of our Stonehill community share their personal experiences and/or insight into the particular month.

Intercultural Affairs also take the position that these months should not be the only times when our community reflects upon the contributions of all people in our history and our education.

Each heritage month is an opportunity to highlight the achievements and issues a particular community, and we advocate for the inclusion of diverse history, viewpoints, and issues to be raised and taught throughout the entire year.

*For questions about heritage month programs, please contact the Intercultural Resource Center at x1811.*

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## First Year Spotlight: Johan Dominguez



**Full name:** Johan Eduardo Dominguez Diaz

**Where were you born?:** I was born in Valencia, Carabobo in Venezuela.

**Where did you go to high school?:** I attended Bishop Stang High School in Dartmouth, MA.

**What is an interesting fact about you?:** I am actually half Cuban and half Venezuelan, though born in Venezuela. I lived there until I was ten years old.

**What is an interesting fact about your family?:** I am an only child and have always lived only with my mom. Because of this, we are really close!

**What have you most enjoyed about your Stonehill experience so far?:** So far, I can't get over how friendly everyone is. I can't pass by anyone without smiling and waving, even though I don't know most of them.

**Why did you run for Class President (2013)?:** I ran for Class President because I believed my ability to connect well with others and my leadership skills made me a suitable candidate for the role.

**Congratulations on the election! What are your hopes for your class as President?:** As Class President, I hope to encourage the freshmen class to connect with one another. Also, if I am able to better at least one person's college experience, than I feel I have succeeded.

**Why did you participate in the Intercultural Experience Program?:** I participated in the Intercultural Experience Program because I think it is important to know and understand many different cultures and people. I feel this knowledge is helpful in becoming successful as a human being.

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## Senior Spotlight: Anny Sanchez



**Full name:** Anny Sanchez

**Where were you born?:** I was born in the Dominican Republic and came to the United States when I was 3 years old.

**Where did you go to high school?:** I graduated from West Roxbury High School.

**Why did you choose Stonehill?:** In the decision making process, I had to choose between Stonehill and Bentley. I decided that Stonehill was far away enough from home but close enough to Boston. If I decided to go home, I could easily do so. Also, I was able to pursue a career in Business at Stonehill while also exploring other majors and courses.

**What is one thing you most appreciate about Stonehill?:** The thing that I most appreciate about Stonehill is the effort my business professors put into both helping us in the classroom and in preparing us for future jobs. I also enjoy taking advantage of the many opportunities Stonehill offers students, such as study abroad, internships, interviews with employees, etc.

**What are your hopes for Stonehill?:** I hope that one day Stonehill would be more diverse in several ways. I hope to see an increase in the diversity of faculty, staff and students.

**What advice would you offer your fellow Class of 2010?:** I would advise other seniors to work very hard because it is a tough year. But, we also need to enjoy the last few months of our college experience because the real world is only a few months away.

## First Year Leadership Through Diversity

Leadership Through Diversity is a discussion group for first year students who are interested in learning about intercultural issues. Throughout the year, students will be encouraged to share, challenge, actively listen, and engage their peers in conversations about identity, racism, and prejudice. The goal of the program is to encourage students to take an active role in creating a socially just environment.

On Thursday evening, September 24<sup>th</sup>, the First Year Leadership Through Diversity group met to talk about issues of “identity”. The discussion on identity began with an activity which was simple, but also allowed room for creativity and depth. Each person was instructed to write a 10 line poem about themselves. The only instructions were that each line had to start with “I Am.” It was a great exercise to see both the commonalities and uniqueness that each student brought to the group.

The next activity challenged students to think critically about racial identity and first messages of race. Incorporated in the activity was a lesson on active listening as an important leadership skill. Students asked each other questions such as, “When were you first aware of yourself as a member of a particular racial group?” and “When was a time you were proud of your racial identity?”

Although discussions about diversity issues can be difficult, students who are participating in Leadership Through Diversity are rising to the challenge. As a group they see the importance of understanding diversity issues in order to be a good leader. Ideally, first year students in this group will leave this experience more confident, socially aware, and active participants in the Stonehill community.

### Leadership Through Diversity Participants 2009-2010

Alana Melendez  
Alyssa Grigware  
Domenique Ciavattone  
Jack Bressor  
Jasmine Hall  
Kevin Herbert  
Lauren Dulieu  
Lindsey Bouzan  
Michelle O'Brien  
Nick Howard  
Paige Begley  
Rex Macapinlac  
Silvana Vivas  
Tiffany Tran  
TJ Horrego  
Wanny Munoz

## “I Am”

*Leadership Through Diversity is a 5-part discussion series for first year students. In the first session, students were asked to write a poem beginning with “I Am...” Here are two poems written during the Leadership Through Diversity session, by Kevin Herbert '13 and Lindsey Bouzan '13.*

### “I Am....”

**by Kevin Herbert, Class of 2013**

I am Kevin Herbert.  
I am African.  
I am West Indian.  
I am an old spirit in a young person's body.  
I am witty.  
I am self-motivated.  
I am a football fan.  
I am proud of where I came from.  
I am the youngest of 3.

### “I Am....”

**by Lindsey Bouzan, Class of 2013**

I am Linds Bouzan.  
I am colorless.  
I am an ever changing inhabitant of the universe.  
I am nitrogen, oxygen, hydrogen and carbon.  
I am the blade of grass waiting for the morning dew, bent in the direction of the rising sun.  
I am a dreamer, a student, a life-long learner.  
I am the writer, the artist, the athlete, the musician.  
I am not what the world tells me to be.  
I am who I tell the world I am.  
I am.

## Why I Became an ALANA-A Leader by Kara Boucher '11



I first heard about the ALANA-A Brothers and Sisters (ABS) Leadership Program when I attended “Traces of the Trade”, a film screening sponsored by the Office of Intercultural Affairs. I was hesitant about joining because I wasn’t sure what kind of role I could play as a white person in a group consisting mostly of ALANA students. However, the program interested me because I grew up in the diverse community of Harford, CT, where the population has a large number of Latinos and African Americans, as well as recent immigrants and refugees.

When I was accepted into the ABS Program, I wasn’t prepared for the training that we would receive. It was a very emotional experience for me because it brought me back to my years in the Hartford Public School system, a place where I never felt like I fit in with other students. I was worried that I would be placed in the category of “ignorant, white girl” and I was equally anxious that I would re-live the experiences of being marginalized in my high school.

The training went so much better than I could have ever expected because everyone was open and honest. There were moments when training was an uncomfortable experience, but those moments challenged me to look at the world through another viewpoint. nor was it meant to be. Personally, I believe it was meant to shake me up — shake us all up — so that I could understand just now much of a role white privilege plays in our lives.

Since training last semester, I have come to realize that I am really only beginning to understand my role in the work against racism and other discriminatory practices. I find it to be true that racism lives on if we do not put an end to it.

By joining ABS, I have found the opportunity to share my experiences, to learn from the experiences of others, and to help new students find their voices here at Stonehill. It is important that ABS and similar programs continue to support our growing population. Just think if everyone were to actively get involved in diversity, we would be a much more inclusive community.

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## Journal: My Thoughts On “Good Hair” by Margaux Fleuranges '10

A requirement for all students who work in the Intercultural Resource Center is to write a thoughtful journal entry each week on current events, a movie/television show that addresses issues of race, an issue on the Stonehill campus, or a topic related to globalization. Students may also write an entry in response to any blogs they read about race. This week’s journal entry is by Margaux Fleuranges '10 as she explores issue of “good hair”, a topic sparked from a blog post on Racialicious! ([www.racialicious.com](http://www.racialicious.com)).



I will be the first to admit that I hate my curly hair. *Loathe would be more like it.* I have heard the arguments about having “good hair” since I was a little girl. Dare I say, *I heard them in utero.*

I was born with a full head of curly hair, which is either a good thing or a bad thing, depending on how you view curly hair. My mother, who has always had problems with her hair, decided that she would try and make my hair as straight as possible. This led to my little kid self dreading Sundays. I spent my Sundays sitting underneath a hairdryer for up to four hours at the tender age of, well, four. I started chemically relaxing my hair at 10 years old and stopped right before I turned 20 years old.

How did we, as Hispanic/Black women, become so fascinated with the notion of having “good hair” or hair that is naturally straight or easily straightened?

I suppose I am fortunate that I can wear my hair two different ways. My roommate, who is Caucasian, expresses her jealousy every time I complain about my hair. I have friends who wear weaves because their hair grows too slowly, is too coarse, or is just too hard to straighten. From “The Tyra Banks Show” to conversations with friends, “good hair” is often the topic of conversation in my community.

At age 21, I decided that enough was enough. For the past six months, I have worn my hair natural—without chemicals, without relaxers, without treatment. In Chris Rock’s documentary “Good Hair”, women discuss issues about Eurocentric features and attributes that are prized in our community. Wearing my hair natural—something I never would have done in the past—is a new part of my identity that I am exploring. And, if I can get there, I’m sure many more of us can as well.

## Intercultural Experience Program 2009: We are the change we seek

August 28th was a beautiful and sunny day for the start of the Intercultural Experience Program. More than 30 participants were on campus eager to begin conversations about diversity, and more than 20 ALANA-A Brothers and Sisters were there to welcome them to Stonehill, help with the move-in process, and speak with their families.

The ALANA-A Brothers and Sisters, a selected group of Stonehill students, went through 5-days of intense training on how to facilitate difficult conversations about race, ethnicity, and inclusion. During the 1 1/2 day experience program, the ALANA-A Brothers and Sisters took students through discussions about race and ethnicity on the Stonehill campus and explored ways in which personal experiences shape how we interact with those who are both similar and different to ourselves.

Every student in the incoming class was invited to the Intercultural Experience Program. Once thought of as a program only for ALANA students, the Intercultural Experience Program actively seeks students who are interested in diversity, in meeting others from different heritage backgrounds, and in engaging in conversations about

social justice. This year, participants were from as close as Brockton to as far as Korea.

The program began with a kick-off event with families, faculty and staff. There were a few teary eyes as parents and guardians said “goodbye” to their new Stonehill student, but there was also great joy and excitement about the journey ahead of them.

The beautiful weather allowed the ALANA-A Brothers and Sisters along with their “Little Siblings” to do ice breakers and diversity related activities outside on the quad. Activities included “Concentric Circles” where participants have 30-seconds or less to share where they were raised, important moments in their lives, and goals for their futures. The day ended with a group trip to Boston Bowl, which was the highlight of the event for most participants. The next day, IEP participants spent the morning in intense diversity discussion that challenged definitions of diversity, racism, and privilege.

Participants in the Intercultural Experience Program know that diversity is an integral part to their education!

***How will you make diversity a part of yours?***

### ***Thank you, ALANA-A Brothers and Sisters!***

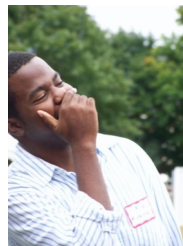
Anika Absar  
Nicole Alonzo  
Chris Berrios  
Kara Boucher, *Coordinator*  
Ariel Bowen  
Shannon Connor  
Karol Delgado  
Stephany Depina  
Margaux Fleuranges  
Alex Flores  
Jasmine Khubchandani  
Antonio Lebron, *Coordinator*  
Blayne Lopes  
Raul Martinez  
Ashley O'Donnell  
Melainy Stengel  
Anny Sanchez  
Janna Stanke  
Michelle Tineo, *Coordinator*  
Alisha Torrejon  
Lindsey Toth  
Chauncey Velasco



L-R: Nicole Alonzo '11, Alisha Torrejon '12, Ariel Bowen '12; Chris Berrios '11, Janna Stanke '11, Michelle Tineo '12



L-R: Eliseo Miranda '13, Shannon Connor '10, Brianna Lertora '13, Antonio Lebron '12



Michelange Saint Jean '13



L-R: Chris Berrios '11, Corey Thomas '13, Ariel Francisco '13



ALANA-A Leaders in their “We are the change we seek” shirts; Melainy Stengel '10, Anny Sanchez '10

# Conference on Diversity and Inclusion

Friday, October 16

11:15am-4pm in the Duffy Academic Building

The Conference on Diversity and Inclusion is an opportunity for sharing programs, teaching practices, student experiences and leadership in areas that create and improve a culture of belonging at Stonehill. The Conference will take place on Friday, October 16 with sessions running from 11:15am-4pm in the Duffy Academic Building. Merit Points are available for students attending at least 2 sessions.

Participants are encouraged to “drop-in” to different sessions throughout the day.

**KEYNOTE (11:15am-12:00pm)** in Duffy 210

## **SESSION I (12:00-12:45pm)**

**“THE COLOR OF FEAR”** is an award winning documentary about eight North American men of Asian, European, Latino and African descent, who spend a weekend together talking about racism. Out of their confrontations and a desire to understand one another, emerges a dialogue that most of us fear, but hope will happen sometime in our lives. Duffy 114C. Please note: this session is from 12-1:45pm. Liza Talusan, Director of Intercultural Affairs

**UNIVERSAL DESIGN** is the design of products, environments, and surroundings to be accessible and easily used by all people, without the need for adaptation or special design. Universal design allows for inclusion of all people by raising our level of awareness and instruction in how we live in an every day environment. Duffy 210, Martha Ucci, PhD, Director of the Center for Academic Achievement

**SOC 234: RACE AND ETHNICITY** Students in this class will discuss ways in which they have explored and experienced issues of race and ethnicity both in the classroom and in our Stonehill community. They will share a preliminary process of discovery and discussion about diversity at Stonehill. Duffy 135, Margaret Boyd, PhD, Assistant Professor, and students from SOC 234

## **SESSION II (1:00-1:45pm)**

**“THE COLOR OF FEAR”** Continued from Session I. Duffy 114C

**“INTERCULTURAL COMMUNICATION AND THE POST-GRADUATE PROCESS”** Beginning with personal testimonials and stories of our own students, get a first hand look at the challenges many of our graduates face today upon entering a diverse world. How do we prepare our students and ourselves for not only coping with these challenges but also embracing diversity on all levels? Duffy 210, Christina Burney, Associate Director of Career Services

**ALANA STUDENT PANEL.** Hear from a few ALANA students about their experiences in the classroom. From inclusion to tokenism to role modeling to feeling invisible, ALANA students share their personal stories about challenges and successes in the Stonehill classroom. Duffy 135, ALANA-A Brothers and Sisters Leaders

### SESSION III (2:00-2:45pm)

**“WHAT MAKES ME WHITE”** is a 15-minute documentary that examines the role of race in the daily lives of white people. Sometimes pointed, sometimes funny, the film provides a useful jumping off point for our own reflections on what whiteness means to us and those around us. Students of color and white students alike are welcome to this engaging conversation about “what makes me white.” *Duffy 114C, Stacy Grooters, PhD, Director for the Center for Teaching and Learning.*

**FORCED CHOICES** is an exercise that challenges participants to explore ways in which personal identity guides every day life. Through “forced choices”, participants discuss situations of privilege and opportunities for inclusion. *Duffy 210, Donna Vivar, Assistant Director for Intercultural Affairs.*

**THE HUNGER BANQUET** One in six people worldwide now suffers from chronic hunger. Around the world, poverty is growing fast. Inequality— coupled with the global economic downturn—is driving up the number of people in poverty. Few experiences bring to life the inequalities in our world more powerfully than an Oxfam America Hunger Banquet event. *Duffy 135, Maura Proulx Carpinello, Campus Minister.*

### SESSION IV (3:00-3:45pm)

**“GET ON THE BUS”: CITIZENSHIP AND IDENTITY** Sociologists teach that identities are socially constructed. This does not mean they aren’t real; but they are not naturally or biologically determined in rigid and immutable ways. One of the most effective ways to challenge such inequalities is to debunk the notion that identities are rigid and that they themselves determine inequalities. An effective way to challenge the false notions of immutable identities is to promote the notion of citizenship, both large and small. *Duffy 114C, Corey Dolgon, Director of Community Based Learning.*

**STUDENT ACTIVISM AT STONEHILL** Join leaders of the various diversity related clubs and organizations as they share their reasons for taking an active role in diversity and inclusion at Stonehill. *Duffy 210, Leadership of Diversity Clubs and Organizations*

**SUCCESSFUL STEPS: A SCIENCE PANEL** The Science faculty at Stonehill have led the way in recruiting and retaining diverse staff and students. Through grants, intentional hiring, and active role modeling, the department serves as a supportive community for diversity. Come learn from both science faculty and students as to how diversity has impacted their work and learning. *Duffy 135, Science Department Faculty and Students*

#### *Conference Planning Team:*

Stacy Grooters, PhD, Director of the Center for Teaching and Learning

Maria Curtin, PhD, Professor of Chemistry

Martha Ucci, PhD, Director of the Center for Academic Achievement

Liza Talusan, Director of Intercultural Affairs

Eric Nichols, Assistant Dean of Admissions and Enrollment

Nuala Boyle, Assistant Director of Career Services

Donna Vivar, Assistant Director of Intercultural Affairs

Darcy Lynch, Career Counselor

Shamika Walters, Admissions Counselor

Thank you to Jane Marinelli and Conference and Events for help with room reservations and scheduling.

## Soc 234: Race and Ethnic Diversity

Prof. Margaret Boyd is an Assistant Professor of Sociology at Stonehill College and the Co-Director of the Gender Studies Program.

**What sparked your interest in teaching this class?** I explain to my students, the first day, I am here to talk about, explore and discuss some of the research, theories and perspectives in Sociology around race, ethnicity, nationality and the intersection with other categories of difference - gender, religion, social class. Also, I am here to understand and learn — to share my experiences and to hear theirs.

**What goals do you have for the class?** To explore and understand the public discourse today around race and ethnicity and to be able to see it within a social, historical and political context. I would like the students to think critically about our readings and about their role in promoting and working for social justice and equality. We have an opportune moment in American history to listen and read about this issue from scholars and activists, and I want them to be able to draw from sociological theories and perspectives to be better informed and engaged in this dialogue.

### **What do you hope for our Stonehill Community around issues of race and ethnicity?**

Last year Tim Wise and Peggy McIntosh spoke to the Stonehill community and encouraged us to resist silence - to actively engage in dialogue and to think critically about our responsibility (individually and collectively) to promote and work for racial equity. Tim Wise challenges us in his book Between Barack and a Hard Place to begin by "critically assessing each and every policy, practice or procedure in place within the institutional settings where we operate, peeking under the hood of those structures to ferret out their inner-workings, and especially when those inner-workings are contributing to the maintenance of racial inequity and injustice." (p. 148). My students and I will be exploring, listening, asking questions and seeking answers to begin this assessment, and I hope the Stonehill community will share their views, ideas and experiences with us so we might learn and contribute to the on-going dialogue on campus and in our own communities.

## Intercultural Experience Program Spotlight



**Full name:** Julie Alexandra Kelly '13

**Hometown Description:** I am from Water-town, CT- very suburban area populated by mostly white, upper-middle class families. It is a nice place to grow up and raise a family, but not a great environment to learn about or experience different cultures.

**How would you describe your high school?** My high school was very much like my town: predominantly made up of upper-middle class white students. The classes were pretty tough depending on what you decided to take, but the teachers were all very helpful!

**Why did you participate in the Intercultural Experience Program?** In high school, I was an exchange student with Valladolid, Spain, so I witnessed diversity from both sides of the fence and was eager to see what other Stonehill students had experienced in their pasts.

**What was your favorite part of IEP?** My favorite part of the program was having the opportunity to meet new people who had a lot to say about diversity and where they come from.



**Full Name:** Rex Chadwick Barnes Macapinlac, '13

**Hometown Description:** I was born in the San Francisco Bay Area and lived there for ten years. For the past eight years, I have lived in Barnstable, Cape Cod.

**How would you describe your high school?** I attended Sacred Heart High School in Kingston, MA. My four years spent there were an enriching experience which motivated me to cultivate my passions. Because of my small class size of nearly 100 students, I was able to form close relationships with most of the students in my grade (teachers, too!). I served as a co-captain for the cross country team, Co-Editor-in-Chief of the school newspaper, and participated in yearly variety shows.

**Why did you participate in the Intercultural Experience Program?** I signed up for Stonehill's Intercultural Experience Program because I wished to be involved with a racially diverse program/club. Stonehill's Intercultural Experience Program gave me the chance to build relationships with a large variety of people of different cultures.

**What was your favorite part of IEP?** My favorite part was meeting people whose lives and stories paralleled my own. My eyes were opened, and I was able to realize the true significance of the idea that one is never alone in their experiences.