My appointment as Director of the Center on Democracy in a Multiracial Society at the University of Illinois at Urbana-Champaign is an opportunity to realize a major goal of my professional life; i.e., to create the links between scholarly research and social action that will help increase equity and the quality of life for racialized minorities in the U.S.* Specifically, I would like to see CDMS build upon its previous work and develop a set of research, teaching, service, and funding activities typically directed by UIUC faculty but also include the active participation of students, community members, and service providers. This participation combined with the resources available at UIUC can form the basis for CDMS becoming an UIUC center of excellence with a focus on the following areas:

- Developing series of publications
- Research and advocacy on diversifying higher education, especially at UIUC
- Multidisciplinary research on democracy in a multiracial society
- Engagement and service with communities of color in Illinois

A key aspect of achieving excellence involves publishing our work. CDMS has started a series of occasional publications that will be available through our website. I am also pleased to report that proceedings of a CDMS-sponsored conference will be published in a forthcoming special issue of the Landscape Journal (Spring, 2007) titled, “Constructing Race: The Built Environment, Minoritization, and Racism in the United States,” with Prof. Dianne Harris as the special guest editor. We are also supporting the publication of the papers from the CDMS conference called “Education or Incarceration? Schools and Prisons in a Punishing De-

(Continued on page 2)
Interdisciplinary research is a major component of the CDMS. With generous support from the Ford Foundation, the Center on Democracy in a Multiracial Society launched the “Documenting the Differences Diversity Makes” multidisciplinary research project in order to document empirical evidence of diversity’s benefits. In regards to the focus on diversifying higher education, we are writing the final report for project and partnering with the Committee on Institutional Cooperation to gather diversity-related data on other universities in the Midwest. We are also in the initial stages of planning a major higher education diversity conference in Spring 2008. At this very early point in time, the theme of the next conference could be “Documenting the Practices that make a Difference in Achieving Diversity.”

Furthering the Center’s advocacy on diversifying higher education, I recently had the privilege of making a presentation to the Illinois Board of Higher Education about the educational barriers and opportunities faced by Latinos in Illinois and beyond. While noting there is much variation, many Latinos do come from backgrounds that make educational success more difficult. These backgrounds may include low income levels, single-parent families, lack of full English fluency, parents with low lev-
The Center on Democracy in a Multiracial Society is proud to announce its 2006-2007 Fellows. The four faculty members and six advanced graduate students chosen as fellows enjoy a semester free of teaching responsibilities and participate in a year-long monthly fellows seminar around the theme “What is Multiracial Democratic Research?”

This year’s group represents the continuing interdisciplinary growth of the center, with fellows representing 11 departments and three colleges.

CDMS practices and procedures are currently being evaluated. The fellowship program and procedures will be changed to reflect the evaluation findings. We will prepare new guidelines and circulate them for comment to our advisors and other interested parties. The Center will announce the revised procedures in the Spring semester.

**Faculty Fellows Spotlight**

**Elizabeth M. Delacruz**  
Associate Professor  
Art and Design & Gender and Women’s Studies

Dr. Delacruz’s (Ph.D., University of Florida) CDMS Fellowship concerns community life in Rantoul, Illinois, giving attention to education, village leadership, civic friendships, cultural expressions, and public works among Rantoul’s increasingly ethnically diverse residents. Research questions are posed toward community life and democratic/public policy issues. Study outcomes will include a cultural history of Rantoul leading up to and since the 1993 closure of Chanute Air Force Base; an analysis of facets of civic life; brief selected biographies of Rantoul’s diverse residents; a photographic documentary; and selected video recorded oral histories. Findings will be organized into an interactive electronic archive, and available to community members and scholars.

Dr. Delacruz intends for her work to be directly useful to Rantoul residents, and to have a positive impact on Rantoul’s collective identity/identities, character, people, and public projects. She anticipates that her study of notions of community, cultural expression, and civic participation at the local level will inspire her future research and teaching at UIUC.

**Travis L. Dixon**  
Assistant Professor  
Speech Communication

Professor Dixon’s (Ph.D., University of California, Santa Barbara) socially relevant research interests center around the portrayal of people of color in the mass media and the effect of these images on audiences. His research incorporates psychological theories of stereotyping, critical theories of race, and communication theories of media effects. Professor Dixon’s methods typically rely on quantitative content analyses, experiments, and surveys.

As a fellow at the Center, Dr. Dixon will investigate the content and effects of exposure to Hurricane Katrina news coverage. The first goal of the current project is to undertake a content analysis to assess whether network television news’ coverage framed African Americans in New Orleans as deficient people who were largely to blame for their own plight in the aftermath of Hurricane Katrina. The second goal of this project is to utilize experimental research to investigate the effects of such coverage on viewers’ stereotypes and empathy towards Katrina survivors.

**Laura Lawson**  
Assistant Professor  
Landscape Architecture

Dr. Lawson’s (Ph.D., University of California, Berkeley) research seeks to address cultural diversity and activism in the reshaping of the urban public landscapes by communities. The parks and streets that make up the public landscape reveal ongoing negotiations of representation and public resource acquisition in a multicultural democracy. Their design, programming, and maintenance evolve in light of changing social ideals and community socio-economic and racial composition. In low-income urban communities, these often-

(Continued on page 4)
distressed public spaces are being re-envisioned as resources to address concerns about the environment, health, safety, services, and identity. Through case studies in East St. Louis and Chicago, that provide opportunities for comparisons within each city as well as between them, Dr. Lawson’s research documents new visions for the public landscape as revealed through community activism engaged in design, programming, and implementation strategies. While addressing how democracy is experienced in everyday life and shifting experiences of rights and citizenship, the research also has implications for policy regarding public investment in maintaining public landscapes as resources and community control over product and process.

Cameron McCarthy
Professor
Institute of Communications Research, Curriculum and Instruction, & Educational Policy Studies

In the project titled “Globalization Cultural Studies: Ethnographic Interventions in Theory, Method, and Policy” Dr. McCarthy (Ph. D., University of Wisconsin, Madison) aims for a conversation between US minority and majority students and scholars like himself and international students about the impact of post 9/11 US policy in areas such as immigration, scholarly research, the freedom of expression, and the movement of students coming from Africa, Asia, the Caribbean, and Latin America (as well as United States). This project takes as its topic of research focus the status of the “the global” within Cultural Studies, particularly in relation to the intersections of language, power, and identity in 21st century, post-9/11 culture(s). Designed as an interdisciplinary, cross-campus collaboration with senior graduate students, the project seeks to think through the interiority of globalization—its meaningfulness at the level of marginal selves and marginal experiences produced in the minoritized dimensions of global exchanges and global forces. Combining micrological and macrological perspectives, this project offers new autobiographical, ethnographic, textual, postcolonial, poststructural, and political economic approaches to the practice of cultural studies. It will culminate with the publication of an edited volume under the same name in 2007.

Matthew J. Gambino
Medical Scholars Program and History

The focus of Matthew’s dissertation Mental Health and Ideals of Citizenship: Patient Care at St. Elizabeths Hospital (Washington, D.C.) in the Twentieth Century is a single psychiatric institution – St. Elizabeths Hospital in Washington, D.C. He argues that American psychiatry’s cultural project in the modern era has been the reconstitution of mentally distressed men and women for proper citizenship, and that the implementation of this project has been shaped by deeply-held assumptions about differences across lines of race, ethnicity, and gender. By examining the definitions of disability, improvement, and recovery employed by physicians at St. Elizabeths, Matthew hopes to challenge universalist conceptions of mental health and illness, and to place these notions in the context of contemporary debates about the dynamics of inclusion in the common culture. According to Matthew, with the support of the CDMS, he will be able to place U.S. race relations at the center of his dissertation and also better articulate the importance of racial identity in his teaching at the College of Medicine, where students recognize the importance of race in contemporary political discourse but have little opportunity to incorporate this understanding into their education. The financial support will provide him opportunity to interact with scholars from diverse fields and also allow time to read widely in political and critical theory in order to more fully develop his analytical framework for his research and teaching.

(Continued on page 5)
Graduate Fellows...

(Continued from page 4)

Erin Murphy
Sociology

Erin’s dissertation entitled *Resisting Violence in the Age of Empire: Anti-Imperialism and the Philippine-American War* studies resistance to imperialist violence in the United States during the Philippine-American War (1899-1902). Exploring the Anti-Imperialist Leagues—the undisputed vanguard of the movement against the Philippine-American War and the subsequent occupation—this project examines the role gender, race, and class played in the organization of a highly contentious political coalition. This research investigates the role of women in the anti-imperialist movement, ignored in previous historical research, and how resistance to violence galvanized a broad opposition movement. This will be examined through analysis of both discourses and practices for the way violence was resisted.

This work will address a gap in the social movements literature by addressing issues of sustainability and cooperation with the organization of groups that are heterogeneous across social categories. Additionally, this work takes up Mary Jackman’s (2002) call to study violence at the level of the social, rather than understanding violence only as perpetuated by, or on, the individual. As a fellow at the Center, Erin will continue to study multiple racial groups’ resistance to imperialist violence.

Michael K. Rosenow
History

Michael’s dissertation *Worked to Death: The Rituals of Dying and the Politics of Death Among Workers, 1877-1924* stands to benefit from a better, more critical, understanding of how physical spaces figured into living and working in multiracial communities. From 1877 to 1924 tens of thousands of workers died on the job. The violence of industrial death forced working communities to reassess their worth in the multiracial society of the industrial era. Variables of race, gender, nationality, religion, and skill all factored into the calculus of ritual in remembering the dead. By focusing on rituals of death and dying, this dissertation shows how nativism, racism, and economic exploitation eroded free labor ideals and forced working communities to rearticulate beliefs and reorganize social relationships—a process that fueled reform movements of the period. Through interaction with the CDMS scholarly community, Michael hopes to gain further understanding of how constructions of race mediate people's experiences of democracy. He seeks to better understand how everyday activities fostered cultures of resistance, to collaborate to bring voices to the silences coerced by racialized oppression. Michael intends to put the critical insights learned from the CDMS at the center of his teaching of U.S. history—to relate how freedom dreams have thrived and the struggles continue.

Aisha L. Sobh
History

Aisha’s project *Identity and (Be)-longing: Muslim participation in American Society: 1965-2001,* a part of her dissertation, examines how Muslim immigrants during the last third of the twentieth century sought integration within American society, while establishing mosques and Islamic schools, as well as numerous institutions from anti-defamation groups to political action committees. Muslim American communities have developed out a melding of diverse populations in an American context with strong transnational influences. The project interrogates how families and the mosque in one community have changed their religious interpretation and practice, and attitudes about the desirability of an American identity, family and gender roles, and participation in civil society over three decades. It is important to see how Muslims themselves experience American democracy, particularly in the light of conversations about democracy in the Muslim world. This community allows us to see how important issues for Muslims locally are writ large on the world scene, their historical background, and how these American Muslims imagine their future. As a fellow at the Center Aisha wants to connect her work with those of scholars working on other groups, and concepts about pursuing equality. Aisha, who sees herself as a scholar com-

(Continued on page 10)
Although the affirmative action cases of *Gratz* and *Grutter* limited the formulaic use of race in college admissions decisions, the University of Michigan’s core argument prevailed. As a result, colleges and universities may implement affirmative action policies in which race is used as a factor in admissions decisions to create a diverse environment that leads to positive, educational outcomes. The task of documenting these positive educational outcomes entails attending to various elements of the organization, including campus climate, leadership, interaction dynamics, curriculum and other aspects of the environment.

Given the complex nature of campus environments, uncovering evidence that demonstrates the contributions of racial/ethnic diversity or the differences that diversity makes is not an easy task. However, there is a growing body of literature that points to the significance of and need for racial diversity on college campuses to affect educational outcomes, curriculum, and racial attitudes and behaviors of students. These changes can ultimately transform predominately white institutions into increasingly inclusive environments that promote a culture and climate that prepares students to live and work prodigiously in a multiracial democracy.

Knowing the positive impact that racial/ethnic diversity can make on college campuses, the aim of the *Documenting the Differences Diversity Makes* project was to document empirical evidence of diversity’s benefits. The project examines a new collaborative effort between five program initiatives that address four aspects of the campus environment - teaching, research, leadership, and student life. Although both quantitative and qualitative data were collected, the overall research design was that of a case study, using as a guiding framework Hurtado, Milem, Clayton-Pedersen, and Allen’s (1998) four dimensions of campus climate: historical legacy of inclusion/exclusion, structural diversity, perceptions of diversity, and behavioral dynamics.

Given the overarching case study design, the *Documenting the Differences Diversity Makes* Ford Foundation project at the University of Illinois at Urbana-Champaign (UIUC) was a multifaceted project examining how racial/ethnic diversity influences or affects aspects of the University of Illinois community. As such, the project sought to achieve the following objectives:

- Develop a preliminary diversity model;
- Transform teaching and the curriculum;
- Establish a Web-based archive; and
- Examine students’ beliefs and attitudes regarding diversity.

To achieve these outcomes, the Center on Democracy in a Multiracial Society (the Center) formulated and directed a cross-campus collaborative research team comprising administrators, staff, graduate students, and faculty who direct several campus initiatives. These initiatives include Ethnography of the University (EOTU), Intersections (a living learning community), the Program on Intergroup Relations (PIR), and the Freshman Diversity Project. Together, these programs engage faculty, staff, and students in a comprehensive effort to study, discuss, and live with diversity.

For the first year of the project, much progress has been made and many lessons learned regarding the importance of racial/ethnic diversity and the differences it makes on the UIUC campus. The central findings to date reveal that racial/ethnic diversity as it manifests itself in different contexts, (i.e., organizational culture, teaching and curriculum, co-curricular activities, and students’ attitudes and beliefs) potentially has a very powerful influence on the campus environment.

**Lesson 1 – Diversity and the Organization:** The preliminary model reveals that diversity has the potential to transform organizational culture, specifically institutional policy and practice. However, support from executive leadership, funding resources, and pertinent research are critical to unlocking diversity’s transformative influence.

**Lesson 2 – Diversity and the Organization:** The prelimi-
nary model also underscores that the Center on Democracy in a Multiracial Society, along with other campus units, is needed to advise campus leaders, shape policy, and inform institutional practices to facilitate a more inclusive and diverse environment that leads to positive, cultural changes.

**Lesson 3 – Diversity and Organizational Change:** Racial/ethnic diversity benefits the campus community because it serves as both the impetus and goal of organizational transformation.

**Lesson 4 – Diversity and Teaching:** Courses that focus on race and the university enabled instructors to bring a critical pedagogy to the classroom that enabled students to think critically about university culture, policy, and practices. This also affords these same students physical and intellectual spaces that they might not have otherwise have.

**Lesson 5 – Diversity and Curriculum:** Placing diversity central in the curriculum can potentially expose racially/ethnically exclusionary or insensitive policies and practices of the university. As such, this level of exposure can provide opportunities for programmatic, policy, or institutional change.

**Lesson 6 – Diversity and Student Dialogue:** Dialogue courses can potentially change student behaviors and viewpoints such that majority and minority students become more critical in their thinking about diversity issues, leading to increased awareness, increased communication with others outside their racial/ethnic group, and increased openness to career goals and activities that promote social justice awareness.

**Lesson 7 – Diversity and Student Interactions:** Through providing diverse environments and co-curricular opportunities for students to confront perpetual and simplistic stereotypical worldviews, students may engage in intense conflicts. This process allows them to evolve in their thinking such that students think more critically about diversity, understanding to a greater degree what it means to live in a diverse democracy.

**Lesson 8 – Diversity and Student Attitudes/Beliefs:** Increasing structural diversity among the student population creates the optimal environment for learning more about other racial/ethnic groups and their contributions to society. However, increasing understanding in this arena does not guarantee that students are convinced that race-conscious affirmative action is socially acceptable; nevertheless, on average students will be supportive of affirmative action for those who have special talents and are economically disadvantaged.

**Lesson 9 – Diversity and Campus Culture:** With UIUC’s large decentralized campus, the working team understands that it is best to have multiple activities and initiatives operating at once to reach various campus constituencies, primarily students, faculty, staff, and local community members, in order to change institutional culture.

In one form or another, each lesson learned illustrates or speaks to how racial/ethnic diversity in the form of organization behavior, pedagogy, dialogue, and student interactions can potentially make differences in multiple spaces of university life, research, and teaching. For further information on this research project and to view conference presentations, please visit [http://edms.ds.uiuc.edu/Research_CDMS/Diversity_Group/Diversity.htm](http://edms.ds.uiuc.edu/Research_CDMS/Diversity_Group/Diversity.htm)

*Project summary authored by Denise O. Green <dgreen3@unl.edu>*
SEXUALITY PANEL

Sexuality and Democracy in a Multiracial Society was a panel discussion in two parts, organized by the Center targeted at engaging members of the university and the public in contemporary discussions of sexuality and democracy within a multiracial society where sexuality is often bracketed, or not discussed at all.

This panel aimed to unpack issues relating to sexuality, race, and democracy by asking such questions as: How do we talk about democracy in a diverse sexual and racial social context? How do issues of class and race relate to queer, gay, gendered, and transgendered identities? What stake do queers of color have in defining democracy when heteronormative discussions of racism predominate? By addressing the interrelationships of sexuality, race, and democracy, a stronger understanding of how democracy is shaped within multiracial contexts is possible.

The first panel included panelists Siobhan Somerville, Martin Manalansan, C. L. Cole, and Richard T. Rodríguez from the University of Illinois at Urbana-Champaign. The second panel brought external scholars to discuss the same set of issues. Panelists included Sergio de la Mora (University of California at Davis) and Sharon Holland (Northwestern University). The Center is planning to continue the sexuality and democracy programming series in the spring of 2007.

PRISONERS ART FESTIVAL

On 21-22 April 2006 the Center on Democracy in a Multiracial Society and the OPENSOURCE art gallery hosted Breaking Down the Walls: The First Annual Champaign-Urbana Prison Arts Festival. Contrary to the “get tough on crime” hysteria that portrays prisoners as inhuman monsters, the Festival organizers believe that the vast majority of our imprisoned neighbors are capable—given the right community conditions and personal care—of leading productive, beautiful, happy lives. Indeed, the Prison Arts Festival demonstrated that incarcerated individuals are human beings first, prisoners second. Moreover, the vast majority of prisoners will return to our communities; when they come back, we want them to believe in their own humanity and the humanity of others. Making art can help us achieve that goal. Hence, the Festival sought to counter the mass imprisonment of our neighbors, to encourage frank conversations about the causes and results of crime, and to help us begin to envision a way of living free from racist stereotypes, class privilege, sexist discrimination, and the deadening effects of the prison-industrial complex’s brutality.

The Festival opened on Thursday afternoon with a roundtable discussion entitled “Globalizing Abu Ghaib.” Featuring presentations by Professors Behrooz Ghamari-Tabrizi (History), Zsuzsa Gille (Sociology), Ellen Moodie (Anthropology), and Michael Rothberg (English/Unit for Criticism), the session sought to historicize the U.S.’s use of torture both at home and abroad, thus drawing connections between the domestic repression of the prison-industrial complex and the international consequences of U.S. imperialism. Shifting from analysis to a celebration of art-making, Friday night featured a “Prison Arts Festival Opening and Party,” where hundreds of guests viewed drawings, oil paintings, and mixed-media constructions made by Illinois and Michigan prisoners.

Saturday’s events included a free screening of What We Leave Behind. A remarkable documentary produced by the Beyondmedia collective from Chicago, What We Leave Behind was written, filmed, and edited by for-

(Continued on page 9)
PRISONERS ART FESTIVAL...

merely incarcerated women to portray how the prison-industrial complex destroys families. That afternoon the Festival hosted a panel discussion entitled “How to Fight The Prison Industrial Complex,” which included presentations on activists strategies by William Patterson (UIUC African American Studies), Judith Tannenbaum (Bay Area activist), Edward Hinck (Central Michigan State University), Sandra Ahten (Books 2 Prisoners), Cherrie Green (Critical Resistance), Andrea Brandon (Students for Sensible Drug Policy), William Young (John Howard Association), and Carol Aamons (C-U Citizens for Peace and Justice). The Festival closed Saturday night with a rousing poetry reading featuring performances by Aaron Aamons of Champaign-Urban’s Citizens for Peace and Justice; Janie Paul of the Prison Creative Arts Project; Judith Tannenbaum from San Quentin Prison; Tori Samartino, the founder of Voices Unbroken; and Suzanne Linder, reading pieces from To the Door, the prison arts zine produced especially for the Festival.

Part of the Center on Democracy in a Multiracial Society’s ongoing commitment to building peace and justice by fighting the prison-industrial-complex, the First Annual Champaign-Urbana Prison Arts Festival thanks everyone involved with making this event such a success, including especially Tim Green, Carol Inskeep, Suzanne Linder, Sandra Ahten, and the wonderful staff of the CDMS. To volunteer your time organizing next year’s Festival, please contact Stephen Hartnett at hartnett@uiuc.edu.

THIRD ANNUAL MULTICULTURAL CONFERENCE

On October 25, 2006, the University of Illinois at Urbana-Champaign hosted the third annual Multicultural Youth Conference. This year’s conference was open to students and their families and took place on the fourth floor of the Illinois Terminal (45 E. University Avenue) from 6:00-9:00 p.m. This community event organized by a committee of UIUC students and staff members targeted 7th-12th grade low income, first generation, and/or underrepresented students from the Champaign-Urbana community.

The planning committee selected a target population for particular reasons. Students of color as well as first generation and low income students are too often underrepresented on campuses throughout the United States. It was the planning committee’s intent that MYC III play a significant role in increasing access to higher education, enhancing student knowledge about resources/support services, and ultimately empowering and strengthening youth, families, and communities.

If you have questions regarding this conference, please contact the Center at (217)244-0188 or cdms@uiuc.edu.

(Continued from page 8)
GRADUATE FELLOWS...

(Continued from page 5)

mitted to turning scholarship into activism, looks forward to expanding her theoretical background and knowledge of race/ethnicity to other disenfranchised identities that also remain under the radar of consciousness in American society (e.g., disabled, sexuality, colonized).

Sujey Vega
Anthropology

Sujey’s research Significant spaces: Mexican Immigrant Settlement and Non-Immigrant Perceptions in Greater Lafayette, based on her dissertation examines the experiences of Mexican immigrants and the responses of the pre-existing non-Mexican community in Lafayette, Indiana. By exploring the everyday transnational negotiation of Mexican immigrants, Sujey hopes to locate how they make sense and appropriate the spaces they inhabit in Indiana in coordination with the cultural citizenship they maintain with Mexico. In addition, this research examines the relationship between the Mexican and non-Mexican community and will include both their narratives to gain a multifaceted ethnographic understanding of this transnational inter-change. Ultimately, the study will contribute to a contemporary awareness of transnational negotiation and global interaction in smaller non-traditional urban locales. As the discipline of anthropology continuously struggles between the biological basis and social construction of race, Sujey finds herself facing the problem of presenting the topic of race to students in such a way that does justice to the latter while recognizing the fallacy of the first. A fellowship at the center will provide Sujey the opportunity to explore how other scholars approach race, multiculturalism, and inequality both in the classroom and in their research.

Rachel Leibowitz
Landscape Architecture

Rachel’s dissertation entitled Constructing Window Rock: Landscape, Power, and Representation at the Navajo Capital is an interdisciplinary study drawing from landscape studies, architecture and art history, geography, and U.S. and Navajo history. This dissertation examines the Bureau of Indian Affairs’ creation of the Navajo capital at Window Rock, Arizona, during the New Deal, providing a spatial analysis of the complex issues of racial discrimination, environmental justice, colonial occupation, and indigenous sovereignty in the Navajos’ homeland. Using archival documents, visual and material culture, and interviews with former and current residents, this project follows the history of the town from 1934 – when it was established to centralize federal authority on the reservation – to the present, as the people of the Navajo Nation work to decolonize their capital city and remake it on their own terms.

CO-SPOSED EVENTS

Each year, the Center on Democracy in a Multiracial Society proudly co-sponsors several UIUC public events. In keeping with the Center’s mission to support interdisciplinary research, groups submitting requests for co-sponsorships are encouraged to develop collaborative and diverse partnerships in the planning of each event.

The Center on Democracy in a Multiracial Society invites requests for co-sponsorship for the 2006-2007 academic year. Requests should be submitted by the following semester deadlines: September 15, 2006, November 15, 2006, February 15, 2007, and April, 15 2007. A CDMS Co-sponsorship Committee, working in conjunction with the Center’s Director, will review all requests for co-sponsorship support. Requests must be submitted on or before the deadlines in order to receive full consideration. Requests for support should be submitted using the "Co-sponsorship Request Form" located on the Center’s website http://cdms.ds.uiuc.edu/. Forms should be sent either electronically to cdms@uiuc.edu or via campus mail to: CDMS, 1108 W. Stoughton, MC-253. Decisions regarding support will be sent to applicants within two weeks of each semester’s deadline date.
FAREWELL TO THE INTERIM DIRECTOR

The Center bids a fond farewell to its former Interim Director, Kent A. Ono. Over the past year, Dr. Ono directed an active CDMS programming schedule, including playing a key role in the "Documenting the Differences Racial and Ethnic Diversity Makes" conference and initiating two workshops for graduate students seeking grant support as well as a symposium on sexuality and democracy. Additionally, Dr. Ono convened and led the CDMS faculty and graduate student fellows seminar that met bi-weekly throughout the year and worked closely with the Faculty Advisory Council, the co-sponsorship committee, and several of the Center's Interest and Working Groups.

Dr. Ono's service was invaluable to the strengthening and continuation of CDMS. The Center thanks Dr. Ono for advancing the efforts toward building CDMS and furthering its prominence on campus. CDMS wishes him the very best as he returns to full-time Director of Asian American Studies.

WORDS FROM THE DIRECTOR...

(Continued from page 2)

...Community around criminal justice and democracy. The Center recognizes that with more than 2 million of our citizens in prisons, and over 5 million on probation or parole, and millions of incarcerated and formerly-incarcerated men and women disenfranchised, the prison-industrial-complex dis-empowers the poor and people of color, thus undermining the quality and integrity of our democracy. CDMS has focused on this problem by sponsoring a series of events: a major national conference in 2004, panels about the death penalty in 2005, and a prison arts festival in 2006. In an effort to build on these past events and develop a multidisciplinary research, teaching, service and funding agenda CDMS started the Criminal Justice Action Network (CJAN) this fall. The goal of CJAN is to introduce interested community members, service providers, faculty, and graduate students to each other, to identify areas of mutual interest, and to enhance the local services for and research about imprisoned and formerly imprisoned people.

This newsletter covers several of the events mentioned above in more detail. It is with great excitement that I look forward to working at the Center and reporting to you in future newsletters.

* I would like to thank Prof. Sundiata Cha Jua for suggesting this usage.
ANNOUNCEMENTS

Calendar
For a complete listing of CDMS events visit the website at and click on Event Calendar at http://webtools.uiuc.edu/calendar/Calendar?calId=315

Immigration Event
CDMS is working with the Latina and Latino Studies Program, Women and Gender in Global Perspectives Program, the Institute of Government and Public Affairs, and the Institute of Latino Studies at the University of Notre Dame to plan a short conference with the working title, “How to Live and Work With Immigrants.” The event will be held at the Illini Center in Chicago on April 12, 2007. A coordinated, simultaneous broadcast of the event will be held in Champaign-Urbana. Any UIUC groups, faculty, or units interested in assisting in the planning are welcome to contact the Center.

Reading Room
Read a book at the Center. All CDMS visitors are invited to borrow a book from our newly created reading room. Books included in the collection are related to the Center's mission and the research it supports.

CDMS Wireless
Campus Information Technologies and Educational Services installed a new UIUCnet Wireless access in the Center. Coverage includes the first and second floors. Center visitors and guests are welcome to use this technology service.

Latest CDMS News...

(Continued from page 1)

ter's program coordinator. With a background in cross-cultural studies, Ruth coordinates the Center's business affairs, programming, and outreach efforts. Jared Collins also joined the staff on a part-time basis assisting with the Center's marketing and providing technology support. Additionally, the Center welcomes several new Advisory Council members, Soo Ah Kwan (Asian American Studies), Giraldo Rosales (Office of the Dean of Students), and Siobhan Somerville (English and Gender and Women's Studies).

For the latest on CDMS news, please visit the Center's soon to be re-designed website at http://cdms.ds.uiuc.edu/.