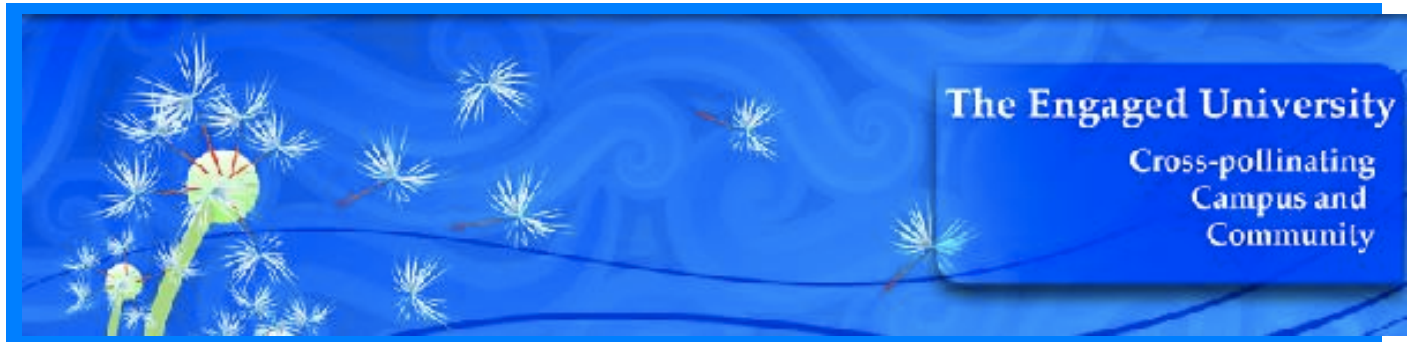


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News from the Engaged University September 2007

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Related Links

[Community Roots](#)

[Charles Carroll Middle School](#)

[Center for Community Technology Services](#)

Upcoming Events

Hispanic Heritage Month
September 15-
October 15

University of Maryland,
College Park

[Click here for a full schedule of events](#)

Solomon Sparrow's Electric
Whale Revival
September 28, 8:00-
10:30pm

Hoff Theater, Stamp
Student Union
University of Maryland
College Park, MD

Bowie International Festival
October 6, 2007
11am-5pm
Allen Pond Park
3330 Northview Drive
Bowie, MD 20716

Capital Bookfest 2007
October 6, 2007
10am-6pm
931A Capital Centre Blvd.
Largo, MD 20774

Free Electronics Recycling
for Hyattsville City
Residents
October 13, 2007
9am-12pm

The Department of Public
Works Operations Yard

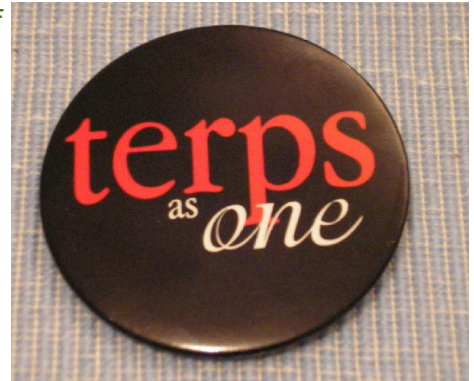
Renaissance Community Bike Shop Opens Fare Trading: Butternut Squash Bread



Letter from the Director: Strange Fruit, Revisited

By Margaret Morgan-Hubbard, Director

Given recent events on and off campus, I want to take this opportunity to depart from my usual greeting to talk instead about hate-an emotion diametrically different from the sentiment that drives the work of the Engaged University. I am responding in particular to the September 7, 2007, discovery of a noose hung from a tree outside the University's Nyumburu Cultural Center, which serves as a "forum for the scholarly exchange and artistic engagement of African Diaspora culture and history." The building's name, Nyumburu or Freedom House is derived from the Swahili words "nyumba"(house) and "uhuru" (freedom).



On reading the news that this powerful historic symbol of hatred was hung outside the campus' house of freedom, I wondered what was intended by this act?

Was it a "prank" meant to be "funny"? Was it supposed to inflame or to aggravate? Was it an attack on "political correctness?"

And I thought about how humor in this country is often conflated with ethnic slurs, racist stereotyping, sexual innuendo and misogyny. Too many of us do not take the time to understand one another and do not really--in our everyday practice--work to overcome and get beyond our nation's shameful history of slavery and the systemic oppression of women and people of color. Too often lately I've heard young people say, "that was the past, get over it!"

But the past cannot be done away with so easily. It certainly cannot be overcome without knowledge, desire and action. The

4633 Arundel Place
Hyattsville, MD 20781

Greenbelt Fall Fest
October 13, 2007
10am-4pm
Schrom Hill Park
6915 Hanover Pkwy
Greenbelt, MD 20770

Autumn Harvest
Celebration
November 3, 2007
11am-3pm
Center for Educational
Partnership
Master Peace Garden
6200 Sheridan St.
Riverdale, MD 20737

Riverdale
Farmers Market
Thursdays, 3pm-7pm
6220 Rhode Island Avenue
Riverdale, MD

Hyattsville
Farmers Market
Tuesdays, 2pm-6pm
Queens Chapel & Hamilton
(in rear parking lot)
Hyattsville, MD

Crossroads Farmers Market
Wednesdays, 3pm-7pm
7676 New Hampshire
Avenue
Takoma Park, MD 20912

Truth and Reconciliation Commission in South Africa, created after the end of the apartheid regime, is an example of what an authentic, collective healing process could look like. Our country has never made a comparable effort to systemically eradicate the social, economic, cultural and political ramifications of our apartheid. And its legacy stubbornly remains with us.

Students attending the University today may not realize that they now live in Prince George's County, the largest and most affluent predominately African American county in the country. Many of today's students went to schools that were very segregated. The majority of White students went to schools where almost 80% of the students were also White and who also most likely were of the same class and religion as well. Although a majority of Black and Latino students also attend schools that are predominately Black and Latino, it is likely that many of the non-White students who get admitted to universities across the country and here at Maryland attended predominately White schools as well. Many of these students already know what it means to be a representative of their race, ethnicity, religion or class-one of the onlies, one of the different, one of the few. And many of these students also know what it means to be "called out of your name," to be the victim of a racial, religious, class or ethnic slur, to be insulted and threatened due to something that has little to do with you personally-due to some wrong idea in the perpetrator's head.

Unless you have been sensitized to understand how much words and symbolic deeds can hurt, you may not understand the suffering that comes from verbal insults and deeds like the hanging of the noose. These acts are reminders that "these people" are not to be considered part of "we, the people."

However these various epithets came about, they were intended to create a division between "them" and "us". They were meant to describe a breach, to perpetuate a world of offense and defense, of conflict and chaos. When there are artificial divisions and confusion, building unity, finding commonality, is impossible. And unless we are able to learn what we have in common with others, and learn about their trials, joys and needs, we cannot establish the equitable and just society that the many who helped build this nation craved-from native peoples to enslaved peoples to refugees and immigrants the world over.

Being serious about peace-making and establishing an anti-racist/anti-sexist, non-discriminatory society means going out of our way to understand and appreciate "difference." We need to be alert to words and deeds that mock another person's culture,

language, heritage, condition or physical characteristics. And most important, we've got to behave as if all people can exercise the same rights and privileges, and are entitled to the same respect as we are-- not just those who look, sound or act just like us or in ways that feel familiar, safe and comfortable to us.

The work of the Engaged University begins with the desire to create a more responsive and responsible community of scholar/practitioners who are willing to put their learning in the service of improving the world around us. We seek to contribute to the youth and families of Prince George's County through programs like our summer Free Minds Collective where people of all ages worked and played together to enhance educational opportunities for students from William Wirt Middle School. In the following article on activism on campus, we seek to highlight some of the student organizations on campus who are interested in contributing to the local community in mutually beneficial ways.

We applaud this agenda and hope that, collectively, we can contribute to the eradication of hate, both on campus and off.



Maryland Students in Action

By: Henry Miller, Program Assistant

The hanging of the noose in front of the Nyumburu Cultural Center put the University of Maryland in the news across the country. What deserves far more attention is the work that students on campus are doing every day to promote workers' rights, combat racism, challenge homophobia and other forms of oppression.

One example is Students and Workers Unite (SAWU), which provides a space for students to support the concerns of University workers. This semester SAWU, with support from Community Roots and Terpoets, is back on the scene circulating a petition of demands and hosting a workers panel where concerns will be made public at Tydings 0101 on September 27th.

The Black Alliance Network (BAN), together with Community Roots, is collecting testimonials of racial discrimination occurrences on and around campus. Their report, to be released October 17th, demonstrates that the recent noose hanging hate crime on campus is not an isolated incident, but part of a larger social and systemic problem.

As co-founder of Terpoets, a student-led poetry organization that hosts a weekly open mic, I believe in the power of words to humanize people and bring about social change. Words are the building blocks of movements and ideas.

Terpoets, has teamed up with the Pride Alliance, an umbrella group for the LGBTQ community on campus, using mind-blowing poetry as a way to break down barriers. This year we've put together a Queer Poetry Series, which will kick off October 12th with Andrea Gibson, an international slam poet heavyweight champion. The Asian American Student Association has also joined the party by co-sponsoring Justin Chin, a brutally honest award-winning spoken word artist, on November 6th.

As students promoting justice, one of our strengths is recognizing what each of our groups share in common. This enables us to better mobilize our energies effectively and recognize the intersections of oppression and struggle.

If we do not find the bridges between communities, then we must find creative ways to build our own bridges. Not to all adhere to one way of thinking, but to recognize our differences and similarities. Not to give charity but to recognize that our success depends on our collective commitment to justice and equity for everyone.



Campus Profile: Kyle Carson and Barrie Adleberg

Co-Presidents of Community Roots (C-Roots) University of Maryland, College Park
[Interview by Genevieve Villamora, Assistant Director](#)

Q. Tell me a little bit about yourself.

Kyle: I'm from Silver Spring, Maryland. In 2004 I graduated from Paint Branch High School, and now I'm a senior [at UMCP] majoring in mechanical engineering. I'm interested in addressing issues of racism and classism in New Orleans, ending the exploitation of the incarcerated, ending gentrification, bringing democracy to America, revitalizing



positive hip-hop culture, and reconnecting human spirituality.

Barrie: I am a senior double degree candidate at the University of Maryland with a dual cultural curriculum of African-American Studies and Jewish Studies. I grew up in northern Virginia and was raised by two public school educators. I am active in action campaigns for social justice, both domestic and international. I am also a poet and lyricist with Freestar entertainment (a University of Maryland-based production company).

Q. What is Community Roots? What does Community Roots do?

Kyle: Community Roots is a [student] activist organization that unites all ethnic and cultural groups in the fight for social justice locally, nationally and globally. We are a community of persons from all walks of life. We have Christians, Jews, Muslims, Rastafarians, atheists, Sikhs, Buddhists and anything in between. We have members from all over the country with experiences from all over the world.

Every Thursday, students meet to talk about community issues, from the educational achievement gap to the corporate theft of hip-hop to spirituality and religion. Most recently, we have discussed recent campus incidents of police brutality and hate crimes, like the noose [incident at the Nyumburu Cultural Center].

Barrie: We currently run a free breakfast program for migrant workers in the immediate College Park neighborhood in order to evaluate the needs of our surrounding community. We have also pioneered a mentorship program - S.E.E.D.S. (Students Educating and Enlightening Determined Students) - with Langley Park-McCormick Elementary School to instigate critical thinking and encourage embracing ethnic identity.

Q . Why did you get involved with Community Roots?

Kyle: As a freshman I co-founded a group called Project M.O.S.H. (Make OurSelves Heard), which worked to bring progressive political opinions of the youth into the national political spotlight. At the beginning of my sophomore year, two of the Co-founders of C-Roots, Dan Espinoza and Daniel Lewkowicz heard of Project M.O.S.H. and wanted to work together. I attended my first C-Roots meeting and instantly became a part of the community.

Barrie: I was very involved in community service on Campus, being part of the CIVICUS program, and especially interested in African politics. Community Roots' first program was a documentary about the genocide in Rwanda, which led to our

divestment campaign on campus and the establishment of our STAND chapter. [STAND is a student anti-genocide coalition.] I found community in C-roots - a group of people from seemingly polar backgrounds who come together over a shared critical outlook on our social conditioning. The most salient aspect of this group and the people who fuel its momentum is that they don't *just* talk!

Q. Why should UM students care about local and global communities?

Kyle: Open ears and an open mind will bring one to the conclusion that all people share similar goals and experience similar struggles. The more we can understand each other the more we can work together. When we work together we can make unprecedented changes in the world.

Barrie: This question leads me to a Hebrew proverb spoken by Hillel, "If I am not for myself, who will be for me? But if I am only for myself, what am I? And if not now, when?"

I hope to dismember the complacent notion that "racism will always exist." I believe that it is our apathy and neglect for one another that divide us, and our true test of unity is not coming together only after crisis, but maintaining our bond to prevent further hate. How powerful are we dispersed and isolated?



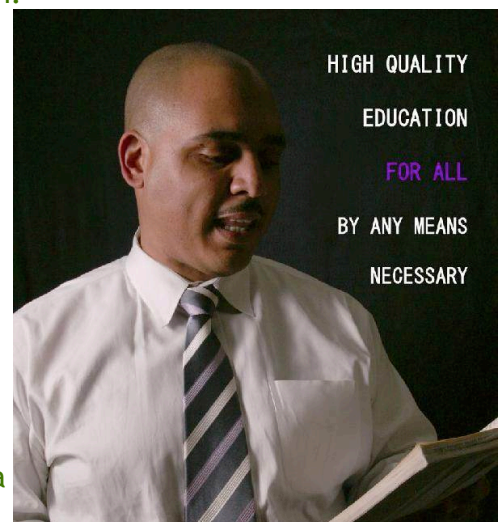
Community Profile: Dr. Eric Wood

Principal, Charles Carroll Middle School

Interview by Sonia Keiner Flynn, Community Education Coordinator

Q. Tell me a little bit about yourself?

I am a native Prince Georgian. I am a graduate of Largo High School, the University of Maryland-Eastern Shore, and McDaniel College, where I received my Master's. I just finished my Doctorate at Bowie State. My mother was an educator, and she gave me my passion for education. I'm 33 years young. I started out teaching special education at Parkdale High School. Then I coordinated a dropout prevention program



at Drew Freeman Middle School. I was selected as an assistant principal at Forestville Military Academy, and Dr. Ernest Everett Just Middle School. I was then selected as the principal of Charles Carroll Middle School.



Q. What did your ED.D (Doctor of Education) dissertation focus on?

School violence, specifically analyzing how intervention strategies have been used in schools. The four violence intervention strategies are in-school suspension, out-of-school suspension, expulsion, and behavior modification strategies.

I also looked at school demographics, like poverty, race, and ESL learners, to see if there was variance in the means for intervention strategies used in response to the incidents of violence. I found that schools with a high minority population used out-of-school suspensions the most. I also found a correlation, though lower, between schools with majority minority and high poverty populations and the use of out-of-school suspension. Even though behavior modification strategies are most effective in reducing violent behavior, they were used the least in those schools.

Q. Can you describe your educational philosophy?

I believe that all children are entitled to a high quality education, by any means necessary, and that equity means giving the most needy students the most services. So all schools would not look alike based on need. Mine is an evolving philosophy but predicated on the belief that all children are entitled to a world class education and a quality education that is challenging for them and also for teachers. We must focus on the social capital of the children. Education is not just a passport to the future. Education is life!

Q. How are you actualizing your philosophy at CCMS?

We are currently in the application phase for the International Baccalaureate Middle Years Program (IBMYP). At its core the IBMYP focuses on holistic learning and the creative arts, algebra, two foreign languages, humanities, and five areas of interaction. The children must all complete a community service project before exiting the 8th grade. The program also pushes the children to think about how what they do will impact mankind. For example, how the destruction of rainforests is impacting the environment, or how the melting of ice caps is

impacting world climate.

But the most important piece right now is the training for the staff. We are creating a professional standard, a professional learning community that is current on the latest research strategies and trends and understands what is working well in education universally. This IBMYP transition is a collaboration with four other area middle schools and the goal by the end of this year is to have at least 25 teachers trained in IBMYP.

Q. What do you see as the biggest crisis in education right now?

The disproportional allocation of resources for the education of minority children. There isn't enough talk about it.

Q. What have been some important lessons for you as a principal?

The best thing about being a principal is seeing an idea or a dream become a reality.

I wanted the school's mission to be "peaceful, positive, and productive," and it has become contagious. Students now say they are "Three P's strong". In all of our interactions, we want to ensure everyone is being peaceful, positive and productive, even with our parents.

If you are going to work in urban education you have to be prepared to talk about race and injustice. You have to be a renaissance principal that is well versed and at the same time politically savvy enough to bring in the resources. The district is really supportive of me, though. I fight for things that I want. I'm competent, articulate and know what I'm talking about. I can change a school. I can move a school.



Engaged University Launches New Website

By: Genevieve Villamora, Assistant Director

The Engaged University has a new virtual home on the worldwide web at <http://engagedu.umd.edu> . After many months of hard work and endless revisions, the website is now live, and includes an overview of our organizational history and programs, articles from our monthly newsletter, photos of our work in the local community, and more.

The Engaged University collaborated with the staff of the Center

for Community Technology Services (CTS) at the University of Baltimore to develop and design a site that captures the energy and creativity of the work we do.

We welcome your thoughts and comments on our new website. Go to http://engagedu.umd.edu/us/contact_us to send us your feedback.



Renaissance Community Bike Shop Opens

By: Adam Schwartz, Bike Program Coordinator



Last week the bicycle education program officially opened its doors to the community under its new name, The Renaissance Community Bike Shop. The bike shop is open to both youth and adults for drop-in repairs on Mondays and Wednesdays from 3:00pm to 6:00pm.

While we are not a full service retail bike shop, we offer mechanically sound tune-ups and basic repairs. Adults are encouraged to make a suggested donation on a sliding scale based on the amount of work done. Youth are eligible to participate in our Earn-A-Bike program, in which they volunteer to earn credits towards their own bicycle, built from recycled bicycles donated by the University of Maryland.

We do not merely fix bikes, but seek to empower our customers to learn how to work on their own bicycles. We ask participants to allow enough time to work on their own bike with guidance from our staff. Come ready to get your hands dirty. We reserve the right to refuse service to any bike if its safety is questionable or the repair is beyond the capabilities of our shop and staff.

The Renaissance Community Bike Shop is located at:

The Center for Community Partnership
University of Maryland
6200 Sheridan Street
Riverdale, MD 20737

For more information, contact: Adam Schwartz at (301) 405-0660 or via email at adamgs@umd.edu



Fare Trading: Butternut Squash Bread

By Jodi Balis, FSNE Nutrition Educator and Project Leader

As summer's memory fades into fall, food cravings change as well. While the humid air and relentless heat of summer diminish the appetite and minimize the desire for heavy foods, the coolness of fall does just the opposite. During this time, we tend to gravitate towards food that "sticks to your ribs." Rich foods, starchy foods, and warming spices call out when the blustery winds chill our bones.

The recipe of the month, *Butternut Squash Bread*, will hopefully satisfy your autumn cravings.

The featured vegetable in this recipe, butternut squash, is naturally sweet, creamy, and starchy, making it a satisfying addition to any quick bread, muffin, or pancake recipe.

If you have never used butternut squash, I urge you to set aside your fears. Believe me, once you cut it open and remove the seeds in the middle, your work is basically done.

Enjoy!

Butternut Squash Bread

From

<http://food.ivillage.com/recipefinder/display/0,,g8q3,00.html>

Serving: 10

Prep Time: 20 minutes **Cook Time:** 45 minutes

*1 1/2 cup all-purpose flour

1/2 cup brown sugar

2 teaspoons baking powder

1/4 teaspoon salt

1/2 teaspoon freshly grated nutmeg

1 teaspoon cinnamon



1 egg

1 cup milk

1/4 cup canola oil

1 tsp vanilla

1 cup cooked butternut squash, mashed with a fork

1 cup raisins (optional- for sweeter bread)

* Note: You can substitute 1/2 cup of all purpose flour with 1/2 cup whole wheat flour

1. Preheat oven to 375° F.

2. In a large bowl whisk together the flour, brown sugar, baking powder, salt, cinnamon, and nutmeg.

3. Beat the egg in a small bowl and mix in the milk, vanilla, and canola oil until well blended.

4. Mix the squash into the wet ingredients. Add raisins. Pour wet ingredients into the dry and mix until just moistened. Do not over mix.

5. Spoon the batter into greased loaf pan. Bake in center of oven for 45 minutes or until a toothpick inserted in the center comes out clean. Allow to sit for 5 minutes, then remove loaf from pan and allow to cool on baking rack.

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