



BLACK RAP

AFRIKAN STUDENTS FOR AFRIKAN LIBERATION

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SUMMARY

THIS ONE'S FOR YOU, THE GAME CHANGER.

Sawubona. Bonjour. ¿Cómo estás hoy?

I was motivated by a vision to create a captivating issue that simultaneously embraces diversity, celebrates cultural differences, welcomes unconventional opinions and shows that YOU, YES, YOU CAN achieve anything that you set your mind to. This vision was made possible by an Editorial team inclusive of like-minded game changers from Chicago to Zimbabwe to Canada to Nigeria and all the way to Haiti.

This monthly issue is for you- the rebels who paint and shape the world, the game changers, the leaders that see one closed door as a path to a bigger door, the leaders who step up to the challenge and grab the bull by the horns.

As you slowly unwind and flip through the sections in this magazine, hopefully you will feel inspired by the content that makes up this magazine--interviews of successful Lake Forest College Alumni, stories of global citizens melting our pot, poems that question the common narrative, 70's art, hidden history and politically active youth--that will get your wheels turning. 33 years later--with 20/20 vision--our Editorial team has officially brought back Black Rap with a similar quest: to empower, inspire and challenge the norm. The original first Black Rap publication was launched by African American student leaders at Lake Forest College in 1968 after the assassinations of Robert Kennedy and Dr. Martin Luther King, Jr. The student leaders worked towards a culturally diverse paradigm through their advocacy for change, focusing on local, national and international injustices around the peak of the Civil Rights movement. I value your feedback. The good, the bad and the downright nasty. After all, this magazine can only get bigger and better. So tell me, what do you love about this issue? Now that you've got my full attention, what would you like the next issue to feature? Email me or scan the QR Code below to send feedback.

Until next time, later gator,

Rudo Ellen Kazembe

Editor-In-Chief

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A NOTE FROM THE TEAM.

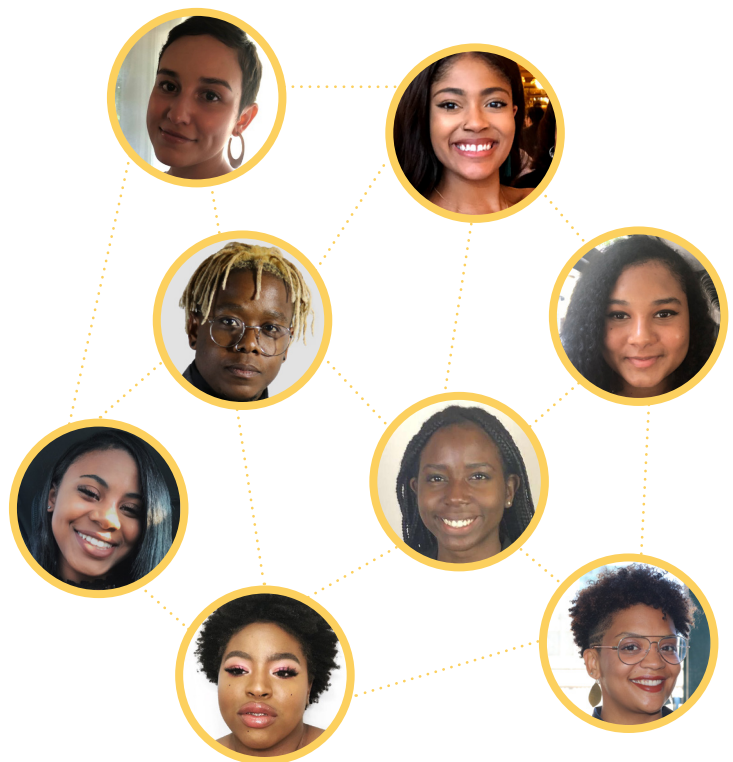
We, the Black Rap Editorial Team, dedicate our efforts to embrace and celebrate the diversity of students, faculty, and alumni of African descent. We stand together in unity, power, and love with a dedication to uphold Lake Forest College's Forester Five Foundation. Our vision is to be diversity leaders within the community by embracing and celebrating differences. Black Rap is a student publication. The submissions in Black Rap do not necessarily represent the views of the Editorial Team members. Letters to the Editor are encouraged; submissions for the next issue will be accepted up until February 10th at 5.p.m. Letters to the Editor should be signed.

Any anonymous submissions will not be accepted. Black Rap reserves the right to edit all submissions for the publications. Submissions from everyone are always welcome .

As always UNITÉ , AMANDLA & UPENDO.

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ELLEN KAZEMBE '20

EDITOR IN CHIEF

ALUMNI SPOTLIGHT

The Path to Success

Bill Lowry '84



“..He puts himself to work for others. It’s not something he does; it’s who he is. And that is a person to admire!”

ALUMNI SPOTLIGHT

Bill Lowry '84 is the Cook County Board Commissioner for the 3rd district in Illinois. He is a member of many Cook County Board Committees that include: Contract Compliance, Criminal Justice, Business and Economic Development, Environment and Sustainability, among others. He is also the President and Managing Shareholder at Nyhan, Bambrick, Kinzie & Lowry P.C. and a Lake Forest College Trustee. In 2009, he won the Lake Forest College Outstanding Alumni Leadership Award.

During his four years at Lake Forest College from 1980 to 1984, Lowry was proactive within the community and he made a positive change through his student involvement on campus. He played basketball for one year. After he stopped playing basketball he became an active member of the radio station, as the color commentator for basketball games, with his fellow peer Craig Marchbanks '84. Around that time, he was on a finance committee that worked hand-in-hand with the Executive Officers of Student Government to allocate budgets for student organizations on campus. He was also a proactive member of Black United Concerned Students (BUCS).

Lowry's continuous positive impact within and outside the Lake Forest College community has been resounding with his peers. President Schutt said that, "Bill is remarkable. As a lawyer, pu-

blic servant, trustee, and humanitarian, he has experienced great success, shown total integrity, and been a source of inspiration for me and countless others. His good works -- large and small -- are beyond number. I feel very fortunate and proud to call him my friend." Dean Schneiderman added that, "Bill Lowry is one of the most public service -minded people I have ever encountered. He works tirelessly to improve the lives of those in his Cook County district and beyond. Bill's selfless service on the Board of Trustees at Lake Forest College, and in his many other volunteer capacities, remind me time and again of how he puts himself to work for others. It's not something he does; it's who he is. And that is a person to admire!" The positive impact that Lowry has had on individuals has been reflected both inside and outside the Lake Forest community. Kazembe spoke to him about his passions, his journey from undergrad to post grad, and his life experiences.

Kazembe: What did you study at Lake Forest College?

Lowry: I majored in history with a minor in political science.

Kazembe: Did you have any particular class that you remember from that time that stuck out to you in your majors?

Lowry: Yeah, there were a number of classes that stood out to me. First of all, I would say that I am so fond of many of the Professors that I had at that time. I was in the History Department and I took a num-

ALUMNI SPOTLIGHT

ber of courses with Michael Ebner and his influence on me was not just in the classroom but outside the classroom. His influence on me has been very lasting and is truly one of my blessings. I also had several courses with Steve in the History Department and similar to Michael Ebner, he had a lasting effect over me. On the political side, I had a number of courses with Professor Paul Fisher and likewise he had a great impact and he continues to be a great impact and a good friend up to this day. There were just a lot of wonderful influences on a daily basis. You know, Lake Forest College is a place whereby you get to know your Professors and you get to receive life lessons from them.

Kazembe: That's pretty great that your Professors taught you great life lessons.

Lowry: Yeah. I remember one life lesson where Steve Rossworm sat me down and he was serving as my temporary advisor for some time because Michael Ebner was involved in a sabbatical. In a very loving way Rossworm said to me, "you have many gifts but always strive to be in integrity" and I don't know if you have had any dealings with Steve but he is a very straight shooter. However, I am not sure whether he used that exact terminology. But the sum was be yourself, be who you are and don't allow yourself to engage in B.S. That was a very important lesson that I kept for the rest of my life.

Kazembe: What's your fondest memory of Lake Forest College?

Lowry: Well, I have had many fond memories; for me Lake Forest College has been a forty-year love affair because I landed on campus in 1980, and I really immersed myself in every facet of the community from the start. I was born and raised in Chicago, so I was able to fully utilize not only everything the College offered but to come home and extend campus life to Chicago whenever needed. As you know, I serve on the Board of Trustees of the College. I have been on the board for almost ten years. So really for the last forty years I have been closely tied to Lake Forest college in some kind of way.

Kazembe: How would you describe your undergrad years at Lake Forest College to becoming the Cook County Commissioner?

Lowry: After I graduated from the College in 1984, I went directly to Loyola Law School. I graduated from Loyola Law School in 1987 and I started practicing law as a litigator in 1987 at the age of 24. I joined the workforce and became a practicing attorney, carrying a lot of what I received at Lake Forest College. Lake Forest College was a place where I came to believe that I should be confident with taking risks and pursuing more knowledge and that I should be very comfortable with communicating whether it was by writing or speaking. Those gifts that I was able to hold onto from Lake Forest College served me in my early years of law practice and I have continued to make use of those gifts. So, for the last 12 years or so I have served as President

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and Co-Managing Shareholder of Nyhan, Bambri-ck, Kinzie & Lowry P.C. We have 50 attorneys at the firm. I have always felt as though I had to do more than just practice law and part of that was an extension of Lake Forest; as I said, I was involved in many things at the College both inside and outside of the classroom and that has continued in my professional life. So until I decided to run for office I served on 14 different boards trying to give back to the community. I also tried to help others as I was helped when I was younger and those boards included Lake Forest College and Loyola Law School and what I am most proud of is relative to both my service at Lake Forest College and Loyola where I helped start a scholarship fund for students of color. There is nothing unique about me; I was just given opportunities and that's what I am trying to help to present for our youth of today. When our youth are given opportunities, they will move mountains and that's my job to make that happen.

Kazembe: I definitely agree with that, when young people are given opportunities they can make positive contributions within our communities.

Lowry: In Kenilworth where I live, someone was shot just from my backyard. After the shooting, one of my three kids challenged me. He said, "What are you going to do about the violence that has reached our doorstep?" And I said "I don't know. I will talk to your mother and I will pray on it." At that moment, it was put on us to have about fifty friends at our

home the next Saturday. Our friends represented all facets of sorts of the community. We had business folks, educators, entrepreneurs, people in health-care, people in law enforcement and I even had a friend there who was a former gangbanger. And at the end of talking about the violence of the community in Chicago, I challenged myself and my friends and stated that, "it is time for us to stop hiding in our homes and it's time for us to try to stop this issue of violence around the city." My friends and I then created The It's Time Organization (TITO) to combat violence and we worked with different schools and different nonprofit organizations within the area. We also provided after school programs for high school youth. After years of being behind the scenes, I decided that I needed to be upfront and really try to be more impactful. One of the several high school students that were working at the firm always had an untucked shirt. Since we were going to see the Mayor and members of the city council, I told him that he was going to have to tuck his shirt in. The next day when we went over to the city hall, I gifted him a belt and the young man looked at me and he smiled and cried at the same time. Something as simple as gifting one of our youths a belt can make a difference in their lives. I realized that I needed to be able to touch more of our youth. It was at that point in August of 2017 that I decided to run for office because I had never run for office before then. I won the Primary in March 2018. I ran against 6 other

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individuals and then I went to the General Election against a Republican in November and I garnered 90% of the votes so I served as Cook County commissioner for 3rd district. I think that we really need to have all hands-on deck. We really need to work all together. We need to work to promote economic opportunities throughout the entire city, while it's important to have businesses flourishing within our communities. We need to work together to create the same opportunities for our kids after the school day like when I was growing up. We had a lot of different ways for a child to be exposed to positive activities and we need to provide that to our children and our families again. These are all things that I am trying to work on at this point.

Kazembe: Out of everything you have done so far, what would you say you are most passionate about?

Lowry: I would say what I am most passionate and proud of is what my wife and I created. We have three amazing children. My oldest child Bill started practicing at my law firm, and my middle child, who encouraged me to do something after the shooting in my backyard, ran track and graduated from DePaul University. He is doing a gap year now, modeling and doing some TV work. My daughter, Clark, is currently in her senior year at USC in Los Angeles. All three of our children are smart, honest, and spiritual young people; my wife and I are so blessed to have our family. Everything else comes from that core.

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Kazembe: What would you give a 15 minutes presentation on without preparation?

Lowry: I would say that we are here for two reasons--to serve and to love. I can talk about that for 15 mins without any preparation because those two things manifest in every single thing that we do during our lives.

Kazembe: What advice would you give undergraduate students at Lake Forest College?

Lowry: My advice would be: experience everything you can. Be active and be engaged while at the college. Make use of all the offerings of Chicago through our Center for Chicago programming. Make yourself available for internships and externships, travel abroad, don't be shy or afraid to be really engaged, and experience life because people are just people. When you really engage within the community and experience life, that's how you truly find out what you are passionate about. Then, after that your work becomes your life.



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ELLEN KAZEMBE '20

EDITOR IN CHIEF

ALUMNI SPOTLIGHT PT.2

What Everyone Ought to Know



Barbara J. Holden-Smith '73

“During class, she makes it obvious that she cares about her students’ development not because she cuts them slack, but because she pushes them to and beyond their limits...”

ALUMNI SPOTLIGHT PT.2

Barbara J. Holden-Smith is a Professor of Law at Cornell Law School in Ithaca, New York. She graduated from Lake Forest College in 1973, and she is well-renowned for her groundbreaking work in Supreme Court history and practice. According to her former Cornell Law School student, Alec D. Smith '16, "Professor Barbara Holden-Smith is one of the sharpest and smartest people" he has "ever had the pleasure to learn from. During class she makes it obvious that she cares about her students' development not because she cuts them slack, but because she pushes them to and beyond their limits unlike any other professor can."

During her time at Lake Forest College, Holden-Smith was a prominent figure of the Black Rap Editorial Staff when the publication was published by the 1968-1969 first-year class. During that time period, she was also a part of the Lake Forest College Black Students for Black Action Group

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(BSBA) which advocated for community action and academic reform in the Black Studies program. In 1970, BSBA pushed for more Black faculty to be hired at Lake Forest College. BSBA was a part of the Steering Committee that facilitated black education & awareness and social events at Lake Forest College. The Tutorial Project in Waukegan and Chicago

IT WAS A BIG CULTURE SHOCK FOR ME.

was also a branch of the committee. The Tutorial Project was launched at Lake Forest College in 1963, after "The Crisis in Race Relations," conference. The aforesaid project enabled students at Lake Forest College to unite and address the crisis in race relations at that time. In 1968, Holden-Smith '73 and her peer, Cheryl Chisley '72 were commended by Black

leadership at Lake Forest College for their work with the Tutorial Project in Chicago. Here, Holden-Smith shares her experiences at Lake Forest College, as well as her passions and career trajectory.

Kazembe: What was your experience when you started at Lake Forest College?

Holden-Smith: I grew up in the inner city of Washington D.C. which had a predominantly African American population. In the housing project where I grew up, I almost never saw people who weren't black. I thought it was a myth that there were more white people in America than there were black people. I was in for a great surprise when I arrived at the airport and realized that there weren't any people that looked like me. When I got to Lake Forest, it was a big culture shock for me. At the time, it was the second richest suburb in the whole country and so different from where I grew up. My classmates were different from the people that I'd grown up

ALUMNI SPOTLIGHT PT.2

with. The black students were more middle class than my former classmates. I think I spent my first night at Lake Forest College mostly under my bed. It was kind of traumatic, but what saved me there was the support I got from other black students.

Kazembe: What did you study at Lake Forest College?

Holden-Smith: Just like you, I studied economics and political science, except I did it in reverse. I majored in political science and I had a minor in economics, but I took a lot of history courses because of a history professor named Pauline Slaughter. She was one of the first African American professors on campus and she taught a lot of History classes.

Kazembe: Which organizations were you involved in when you were still a student at LFC?

Holden-Smith: So mainly, I was involved in Black Students for Black Action, which was a black student organization on campus. We went to Waukegan to do after-school programs for kids there. We focused on food drives and clothing drives. BSBA also worked with the Black Panther Party's Breakfast program and tutorial program. We also brought political figures to the campus, such as Fred Hampton who was one of the leaders of the Black Panther Party who was murdered by the Chicago police when he was 19 years old. At that time, he wasn't any older than any of us. His murder affected us a lot. I

also worked with a different organization that brought speakers and music groups to campus. One of my proudest moments was bringing Alice Coltrane to campus. She was a famous jazz musician. I actually got to lay down under the piano whilst she was performing on the stage. That was one of the greatest moments of my life at Lake Forest College. I was also a part of a black gospel choir that performed at churches and along the suburbs from the south of Lake Forest towards Chicago.

Kazembe: Is there any particular moment or memory that stands out to you from your time at Lake Forest College?

Holden-Smith: No, there were too many different moments to stick to one particular memory. I recall one moment where I had a really cold winter. I remember not having sufficient clothing to deal with those winters. So, walking back and forth from Deerpath Hall to the cafeteria was a challenge during the wintertime. Another memory I remember is of the job that I had as a work-study student. One year, I worked in the library back room and I helped out with cataloging and pasting the back of the books. I also checked out several books. Another year, I worked in the cafeteria cleaning off the trays in the back of the kitchen. Another year, I was in the Student Center and I worked at the information desk. I do recall those kinds of jobs. There are too many memories to recount.

ALUMNI SPOTLIGHT PT.2

Kazembe: How would you describe your journey from your undergraduate to becoming a Law Professor at Cornell?

Holden-Smith: When I graduated from Lake Forest College, I spent some time working in a community and I tried to help youth from the westside of Chicago find jobs. Then afterwards I moved back to Washington D.C. to my hometown. There were only fifteen black students from my graduating class at Lake Forest College. Some of us who were interested in education thought that the public education system was severely broken, so we tried to start our own private school, so I moved back to D.C. to do that. After a while I got involved with other progressive organizations. I worked with food organizations to provide better food to inner city neighborhoods. I was also involved with the group that sent North Americans to Cuba to show solidarity to the Cuba revolutions and I went there. So, in other words I continued my activist work that I did at Lake Forest College, and I thought that was going to be my life, but I always wanted to be a lawyer even when I was a little kid. Once I stopped doing activism work I decided to go to Law School. I went to University of Chicago Law school because I thought that I would make a difference if I became a civil rights lawyer like my hero, Thurgood Marshall. But after being in Law School for a while, I realized how much I enjoyed the academic part of Law. I was captivated by

Theory of Law and the Philosophy of Law, so I decided to become a Law Professor after spending five years in practice in Chicago and two years clerking for Hon. Anne C. Williams of the U.S. District Court for the Northern District of Illinois. Then I moved back to Washington D.C. where I worked at Arnold and Porter Law firm for three years. After that, that's when I started working at Cornell Law School.

Kazembe: Is there an achievement or contribution that you are most proud of?

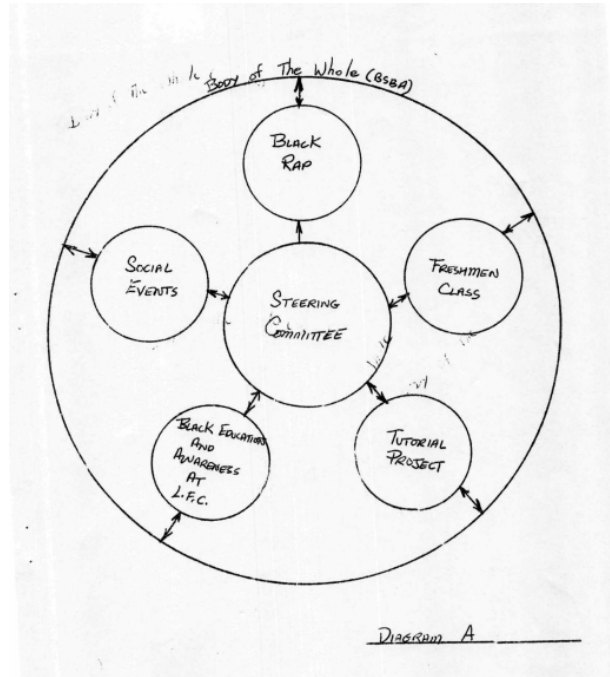
Holden-Smith: I think it is teaching for the past twenty-five years or so, teaching law students and opening up their minds to another way of thinking. I am also on the Board for The International Association of Law School as the General Secretary and the Treasurer of the organization. I have been working with them since 2011. Our purpose is to improve legal education globally and so we have been able to work together with faculty from all over the world to make a contribution to law education and that has been incredibly rewarding. IALS has also given me the chance to teach students in South Africa and Kenya. It has also given me the opportunity to travel to at least ten African countries, some of them more than once. So, making connections and improving legal scholarship in Africa, Asia, South America, Europe and the United States has been rewarding.

Kazembe: What have you learned during your lifetime that you would like to share with students at

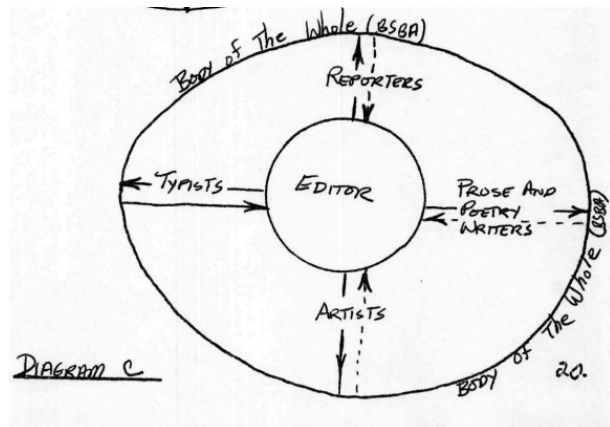
ALUMNI SPOTLIGHT PT.2

Lake Forest College?

Holden-Smith: I'd say that what I've learned is that life is a journey and not a destination. When I was young, I thought it was about a destination--getting somewhere and accomplishing something, reaching a goal--but over time I've learned that it is not a destination but the doing of it that matters; because to live is to continue to change, just like people change, seasons change. The most important lesson that I learned is that trying to make yourself a better person is just as important as giving back to the world. That thought essentially made me believe that the most important transformation is the one that you make within yourself.



BLACK RAP EDITORIAL BOARD, "BLACK RAP 1968 (REVISED)," DIGITAL COLLECTIONS - LAKE FOREST COLLEGE



BLACK RAP EDITORIAL BOARD, "BLACK RAP 1968 (REVISED)," DIGITAL COLLECTIONS - LAKE FOREST COLLEGE

KULT- URE

你好！

“When I say I’m from Hong Kong, people that don’t know me well often have a confused look on their face...I will add that I’m originally from Belgium and Swaziland.”

The question ‘Where are you from?’ should be fairly easy to answer. However personally, it has always been a very conflicting question; are they asking for my race, my ethnicity, my nationality, where I was born, or where I grew up? For me, the answer to all these questions are different.

I was born in Kenya and soon after moved to Tanzania, then Qatar, and finally to Hong Kong. I come from a biracial family, my mom being from Swaziland and my dad from Belgium. As a result, I’ve been exposed to many different cultures from the moment I was born and I always found it difficult to box myself into one cultural identity.

I lived in Hong Kong for 12 years before moving to the US to receive my college education. Hong Kong is one of the world’s leading financial cities, and I always found it to be the perfect blend between traditional Chinese culture and modern wes-

KULTURE

tern influences, especially from Europe. I consider Hong Kong my home, as most of my family and childhood friends still reside there. My fondest memories and experiences growing up happened in this leading world city, whilst simultaneously being exposed to a completely culture that wasn't my own.

When I say I'm from Hong Kong, people that don't know me well often have a confused look on their face. This probably pertains to the fact that I am not Asian by race or ethnicity. If I receive the confused look from someone, I will add that I'm originally from Belgium and Swaziland. I have a confusing relationship with these two countries because while both my parents were born and raised there, I have never lived in either one. So by blood and according to the nationality on my passport, I am Belgian and Swazi, however I have no emotional attachment to these places.

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My family and I travel back to Swaziland at least once a year to visit family, usually during Christmas. While it's nice to visit my mom's childhood home and meet her friends from when she was younger, my sisters and I can't help but feel out of place whenever we visit. This stems from a multitude of factors, for example that we don't speak siSwati fluently and our fa-

I CONSIDER HONG KONG HOME

mily members have to use their broken English to communicate with us. Additionally we are mixed race and often stand out in public places.

While confusing and frustrating at times, I'm beyond grateful for the multicultural life I have lived thus far. I believe that living in such diverse countries and coming from a bicultural home has

made my sisters and I extremely tolerant, independent, and versatile individuals. My experiences have allowed me to make friends for life across the world in every continent so that wherever I travel to in the future, I know there is a home waiting for me.



Recalling The Pan-Africanism Ideology

DENZEL MARUFU'23
CONTRIBUTOR

One Africa is often the slogan used to embody the togetherness that African nations aspire to reach, and it provides a simplified understanding of what Pan Africanism entails. Pan Africanism is the idea that those of African diaspora should unite and form a single African nation in which the inhabitants of this nation should develop in accordance with African values as opposed to Western ideals of development.

The notion first circulated in the United States in the 19th century and was spearheaded by Martin Delaney and Alexander Crummel, both of whom were African Americans. They were further aided by Edward Blyden who was of West Indian descent. Delaney strongly believed that blacks could not coexist with whites, and that a new order had to be estab-



lished to segregate the two races. Crummel and Blyden were contemporaries of Delaney and wrote a detailed outline on what the "New [African] Nation" would look like. Under their vision, African descendants were to return to their homeland and collaborate to combine western teachings with African values in order to develop the nation and the society as "it was meant to be developed" before colonization. Interestingly, they aimed to use Christian values as a system to unite Africa.

However; while Delaney, Crummel and Blyden were significant in the prominence of Pan Africanist ideologies in the west, prolific writer William Edward Burghardt Du Bois was the most influential in the dissemination of information concerning African history and culture. Du Bois was of Ghanaian descent and argued that Africans simply cannot live under European colonization any longer.

Now that the history of Pan Africanism has been established,

PAN-AFRICANISM IDEOLOGY

we can now address the relevance of its ideology in the 21st century. The wave of xenophobic attacks in South Africa as well as Botswana's plan to introduce a local visa which would restrict access into the country for its neighbouring countries show that Africa is far from united. The lack of trade between African countries in favor of Western goods underlines the lack of cooperation in the continent. Pan Africanism assumes that all African states have the same goals and operate in similar ways, however, the influence of Europe in Africa has exacerbated the pre-existing cultural division present in the motherland. Because a variety of European nations controlled different regions in Africa, the techniques they used to conquer countries differed.

The most significant difference was the influence on the cultures of each colony. As an example, Belgium used ethnic tensions to divide the Rwandan population, making it easier to control the disillusioned population whereas England used the promise of economic prosperity and Christian Missionary values to conquer Zimbabwe and parts of Southern Africa. Inevitably, these methods have influenced the two nations cultures in radically different ways, with language being a key contributor to the division. These were only two examples which underline the extent to which colonization has divided the interests of African nations and has led to cultural divisions. Given that 52 of the 54 countries in Africa

were colonized at some point in their history (Liberia and Ethiopia being the only exceptions) and the variety of European nations had different methods of controlling their colonies, it is clear to see why there is such a division in how African nations operate from a cultural and economic perspective.

Overall, Pan-Africanism is founded on sound moral values. However, in hindsight, the ideas that aimed to bring it to life seem extreme and are unrealistic given the global dependence on western ideals to develop.

HAVE YOU HEARD? STUDY ABROAD IS A VIBE

NOMBUSO DLAMINI'20
CONTRIBUTOR



Before I embarked on my journey, people used to ask me where I was going to study abroad. And I would respond, "The United Arab Emirates (UAE)." Most times I would get the same puzzled response, "Where is that?" And I would give one of two responses, "You know Dubai?" And then a light bulb would go off - "Oh! That sounds awesome." Or I'd say, "In the Middle East" and most often I'd sense the puzzlement in people's response - Why would I want to go to a region that's a big, dry desert where women wear hijabs?

I have many reasons for my choice in studying abroad in the U.A.E. Outside of my preference of taking the road less travelled, I am an economics major and my interest lies mostly in international and development economics. Lake Forest College

does not offer courses geared in the aforementioned direction. Additionally, the United Arab Emirates has been rapidly developing and because of that, there are rising opportunities, particularly for entrepreneurs. I wanted to see development and innovation in motion, especially since the World Expo 2020 will be held in the U.A.E. I will also admit that I am enticed by luxury, gold and Lamborghinis and, well - Dubai is one of the best places to get a taste of all luxurious things.

I was hoping to take an Economics of the Middle East course, however, that class was cancelled due to low registration. This forced me to take my learning outside of the classroom, which I have thoroughly enjoyed. I have had the privilege of attending prestigious conferences, including the

STUDY ABROAD

Alleem Marketing and Branding Conference led by Dr. Rashid Alleem (shook hands with him!) and the World Tolerance Summit which brings together people from all parts of the world to discuss political and economical world issues.

Its a unique destination that awaits being discovered. On top of being a growing tourist destination, the UAE is a huge cultural melting pot. As a culture lover, it's been culture heaven! While I still get to experience the Bedouin culture, I also got to indulge in multicultural traditions such as Halloween, check out a Bollywood movie, go to a K-Pop club or grab a meal at an African restaurant. One way or another, you are rubbing shoulders with people from all over the world, and there is not a better way to learn about culture. And it is okay that there is no path to citizenship – all of us will leave when we have achieved our goals or when we are ready to go to the different places we call home.

BLACK RAP

Being away from America has taken me outside of a mindset that I hadn't realized I was adapting. America constantly emphasizes that as a woman and a person of African descent, I am a minority in all negative aspects. That energy f**s *[Editor's note: word altered]*, with you more than you actually think. I had become demotivated by constantly seeing the white man telling me how to be successful, only to later find out that his company doesn't even employ people on Visas. It has been empowering to see people from all parts of the world thrive, regardless of their background, gender or race.

The one thing I will definitely take away from my experience in the U.A.E is that opportunities exist anywhere - even in the middle of the desert. Where there's a will and drive, there is a way. Of course, being here has also taught me to embrace my culture. Outside

THAT ENERGY FKS
WITH YOU MORE THAN
YOU THINK.**

of the cold Chicago winter, I hope you will catch me in my traditional attire more often. The Arabs do it with so much drip!



ELLEN KAZEMBE '20

EDITOR IN CHIEF

“Unfortunately, there was no future there for me or my family. I would have stayed there but that was not a feasible option.”



Daniel Di Martino recently graduated from Indiana University in the 2019 fall semester. He has been featured on various TV networks and radio stations including but not limited to; Fox News, CNN, Fox Business, and i24 News English. According to FOX59, he met with President Trump in 2019 to discuss political issues pertaining to Venezuela. He has used the media as a platform to raise more awareness about political issues that matter to him. Kazembe interviewed him to learn more about his interests and his political involvement.

Kazembe: What did you study at Indiana University?

Martino: I recently graduated from Indiana University. I studied economics. I also had three different minors. One was in mathematics, one was in political science and the other one in honors leadership.

Kazembe: Which organizations were you actively involved in on campus?

Martino: The two main organizations that I was involved in were Model United Nations (MUN) and the debate team. I created the Model United Nations team we had. During my

**POLITICAL
YOUTH:**

**IS IT TIME FOR US TO TALK
MORE ABOUT POLITICAL
ENGAGEMENT?**

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first year, I was also president for the residential council for the honors president.

Kazembe: Who would you say is your biggest inspiration?

Martino: I would say my biggest inspirations are my grandparents from my mother's side.

Kazembe: Is there any particular reason why your grandparents are your biggest inspirations?

Martino: My grandparents from my mother's side of the family inspire me because of their story. They were born just before the Spanish Civil War. The war was devastating for Spain. My grandfather was left as an orphan after the Spanish Civil War. After the war my grandparents migrated to Venezuela on a boat by themselves at the age of 19 to build a life for themselves. Both of them did not have an elementary education. My grandmother started cleaning homes. My grandad started off by cleaning cars. After years of working hard they ended up buying their own garage. Then they started selling clothes. Then they managed to acquire their own building to do so and they started renting out apartments then my mother went to college. My dad's side of the family has a similar story, the only difference is that they were from Italy. That's why I can relate to them. I had to leave my own country at a similar age to get a better life. The only difference is that I was fortunate to have had a high school education. I wouldn't have left Venezuela if it wasn't because of the socia-

list government. Unfortunately, there was no future there for me or my family there. I would have stayed there but that was not a feasible option.

Kazembe: What keeps you motivated?

Martino: My goal in life is to ultimately end these terrible regimes that oppress so many people. The dictatorship regimes in countries such as Venezuela, Cuba, Nicaragua and even North Korea. My aim is to bring freedom to all of those places.

Kazembe: What led to your passion for politics?

Martino: I was born in Maracay in Venezuela. I went to school with Raul who you know. He is one of the reasons why I am passionate about politics. I actually met him in preschool and he is one of my best friends. Whilst growing up in Venezuela, my family went from being well-off to not being so well-off. We were previously able to take vacations and we always had food on our plates. We didn't worry about making ends meet. If you read my USA Today article you will see that my parents were making several thousand dollars a month in the early 2000s which was great at that time. We would have been considered a middle class family in America. Then we went to barely making 100 dollars a month or even 2 dollars a day. This change happened within the space of 15 years. There are many different reasons that resulted in changes to economic well-being to different people in Venezuela. In my family's case it was because we privately owned a gas station that

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became subject to government control. The gas station was previously an extension of British Petroleum and we had a profit share agreement with them and it was great. However, the terms and conditions changed when the government nationalized our gas station. We couldn't privately manage the gas station and set the price anymore. The government cut down the price of gasoline. The inflation was also high at that time. Gasoline was basically free, it cost less than a cent. The government had to pay us to keep on working.

Kazembe: What's one area or project that you have worked on to make a change?

Martino: Well I have worked on several projects. I would say the greatest one was working with Model United Nations. By the way, I first got involved with the Model United Nations when I was in 5th grade, thanks to Raul. I think that the Model United Nations (MUN) is great because it is educational. MUN teaches you about leadership, persuasion, diplomacy and the rest of the world. When I was in high school in Venezuela, I expanded MUN to public schools which I cooperated with. The main reason why I expanded it was because not many people had access to MUN. In College, I have used media exposure to make a change. I have written for newspapers and online outlets to raise more awareness about what is happening in Venezuela and to inform the international community about what steps they

can take to free Venezuela from its current situation.

Kazembe: What inspired you to write for Young Voices?

Martino: When I did an internship program at the Manhattan Institute, one of the directors from Young Voices came as a speaker and he informed us about it. I saw Young Voices as an opportunity to express my political opinions and to raise more awareness about Venezuela. That's what motivated me to apply to Young Voices. The people at Young Voices also saw potential in me and that has allowed me to make an impact.

Kazembe: Why do you think that young people should be involved in politics?

Martino: I think that everyone should be involved in politics and not just young people. Everyone should have a right to say what they think. I think that anybody with a strong informed opinion should make their voice heard. Everyone always talks about how young people should be involved in politics but I think the reason why some of them are not involved is because some of them don't care and that's a problem, they need to care. At the same time, I don't like how the left likes to co-opt issues of youth involvement in politics. I think people on the right, and those of us who are pro-liberty need to reach out to more young people.

ELLEN KAZEMBE '20

EDITOR IN CHIEF

“I did not envision myself in politics, however that changed when I took a course in poverty studies my freshman year.”



Jacob Lollis is a student at Furman University in South Carolina. He is currently engaging in Elizabeth Warren's 2020 presidential campaign in Iowa. During his internship in Washington D.C., he worked with, Jim Clyburn, who is the third-ranking Democrat in the U.S. House of Representatives. Kazembe interviewed him to learn more about his interests, motivations and to find out his thoughts about youth involvement in politics.

Kazembe: What are you currently studying at Furman University?

Lollis: I am a politics and international affairs major and a poverty studies minor

Kazembe: Which organizations are you actively involved in on campus?

Lollis: Last year I was the organizer for TEDxFurmanU which was my university chapter for TEDx. I am also involved in some small service work organizations but my biggest commitment is TEDxFurmanU.

Kazembe: Why TEDx?

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POLITICAL YOUTH

Lollis: It's something that I started my freshman year in college. It's all about giving people a platform to spread big ideas that might otherwise not be spread.

Kazembe: Who would you say is your biggest inspiration?

Lollis: I spent some time working with U.S representatives in the United States Congress in Washington D.C. I worked with Jim Clyburn at that time. He was essentially a role model for me because of the work that he did at constituent meetings and how he advocated for those who needed legislative change. It really made me view him as an inspiration.

Kazembe: What keeps you motivated?

Lollis: I just have an internal drive to keep doing things. The more that I study politics, the more I have become conscious of structural inequalities that's what motivates me to keep on continuing my political work and my campaign work.

Kazembe: What led to your passion for politics?

Lollis: Yeah, it was super strange. I came to college as a pre-med major. I did not envision myself in politics, however that changed when I took a course in poverty studies my freshman year. When I took the poverty studies course, I became aware of all these social inequalities. Prior to taking the course I thought of different ways that would enable me to understand social inequalities and ways that I can play a role in fixing them and that's what inspired me to get involved in politics. I essentially saw politics as a

medium that would enable me to resolve social inequalities.

Kazembe: What's one area or project that you have worked on to make a change?

Lollis: I think my work with the Warren campaign. I started as an intern and I ended up flying to Iowa. Working as an intern gives you a platform to different people and to listen to the issues that matter to them. So I think being a part of a campaign is a way to make a change.

Kazembe: What inspired you to do volunteer work for Elizabeth Warren?

Lollis: As a volunteer of course, her platform really spoke to me. She is a candidate that focuses on an anti-corruption message. She gives a voice to those who want a change. Her plans and messages really speak to that.

Kazembe: Why do you think young people should be involved in Politics?

Lollis: Young people should be involved in Politics because it's such an important area and it affects everyone in some way. Your entire life is affected. Whether that's your health care or marriage or finances.



A HISTORICAL TIMELINE

ALICIA MAYNARD '20
EDITOR

LFC STUDENT EQUITY MOVEMENT

“The demands listed above are by no means exhaustive nor final, but a set of goals to guide administrative action to address inequalities in Lake Forest College. We request that you respond to this communiqué by Wednesday, April 24th, 2019.”

EQUITY MOVEMENT

Editor's Note: This is a snapshot of the student activism during the 2019 Spring semester. Some names have been redacted to protect the privacy of students and Staff members who actively engaged in incidences related bias that have not yet been made public.

4/2/2019: The flashpoint of the current student activism began on this date. The incident occurred in the POLS 251: Family Structure & Political Theory course taught by Professor Siobhan Moroney, Associate Professor and Chair of Politics. During this class Professor Moroney read out the racial slur "N*****" *[Editor's note: This word has been altered]* while reciting a passage from Uncle Tom's Cabin.

4/4/2019: Professor Moroney discussed with her POLS 251: Family Structure & Political Theory course about their feelings over her use of this word. Several students voiced their discomfort over the use of this racial slur. Professor Moroney then voiced surprise over students' discomfort, saying that she had done this for several years. She continued saying that sometimes it is good to feel uncomfortable. Some students advocated for the use of the word on academic grounds, but the three black students in the class felt deeply uncomfortable.

4/5/2019: Ellen Kazembe '20 raised this aforementioned

incident with the Krebs Provost and Dean of the Faculty, Davis Schneiderman and the Vice President of Student Affairs and Dean of Students, Andrea Conner through an email. In this email Kazembe suggested two possible amendments to the Faculty Handbook.

"A. Changes under the "Teaching regulations" in the Faculty Handbook that would require Professors to disclose that they will be using racially charged language in a course so that students can make well-informed decisions of whether they should take the course or not.

B. For Professors to be explicitly held accountable for using racial slurs in the Faculty Handbook just as much as students are explicitly held accountable in the Student Handbook."

4/8/2019: Dean Schneiderman then replied to Ellen Kazembe '20 over email assuring her that Professor Moroney will forthwith put a warning in her syllabi and that her raised concerns will not detrimentally affect her grades. However, this email also states that the current "Equal Opportunity Statement" and the Bias Incident Response Process have not been violated. It instead offers a meeting between Kazembe, himself, and Dean Conner.

4/11/19: Ellen Kazembe '20 met with Dean Schneiderman and Dean Connor to discuss the incident

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and to advocate for changes in policy.

Tyree Singleton'20 joined the POLS 251: Family Structure & Political Theory course to ask Professor Moroney why she felt it necessary to vocalize this slur.

4/17/19: Kotch Mmopi '20 organized a meeting for Student leaders to discuss incidents of racial bias on campus.

4/18/19: Students begin drafting the LFC Demands as resolutions to the incidents of racial bias occurring on campus.

These became the LFC Student Equity Demands, and were edited and drafted by Rodrigo Sanchez '19 and Kotch Mmopi '20. They then sent the following email to the student leaders including; Ayesha Quraishi'19, Naomi Morales'20, Taylor R. Jackson '20, Jordan Moran'19, Annie Keller'20, Ellen Kazembe '20, Zora Pullen '20, KeAnthony Thompson '19, Peter Simmeth '21, Che Raoul '20, Chris Edomwande' 19, Nombuso Dlamini '20, Deja McClellan '20 and Guadalupe Ornelas '19

4/19/19:

1. Students posted this letter across campus at 5:00AM
2. In response to President Schutt's email titled "Email to Campus" these same sixteen student lea-

ders sent out a mass response at precisely 9:00 AM to all the Senior Administrators, thus expressing a unified front.

Names of Senior Administrators:

Vice President of Student Affairs and Dean of Students, Andrea Conner

Vice President for Enrollment, Christopher J, Ellertson

Vice President for External Enrollment and Secretary of the College, Philip Hood

Chief Information Officer, Martin Sean Riedel

Krebs Provost and Dean of Faculty, Davis Schneiderman

Vice President for Career Advancement and Athletics, Jackie Slaats

Vice President for Finance and Planning, Lori Sundberg

Editor's note: The email below was sent to all the Senior Administrators by all the student leaders at 9:00AM with an attached file with LFC Student Student Equity Demands:

" Good morning,

Please find the file attached.

Thank you. "

Editor's note: The letter below with LFC Student Equity Demands was posted around campus by student leaders

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"To the Board of Trustees, the President, the Deans and Directors, and all senior administration of Lake Forest College,

We, a collection of equity-minded student leaders, stand in solidarity with the students of color at Lake Forest College, as well as those organizing similar initiatives for complete equity at educational institutions across the nation. We write to you to voice our grievance and disappointment concerning the College Administration's reaction to what is described as follows:

"In a class session last week, as some of you may know, a text section from a novel that included an offensive, racist term was read aloud. Several students felt unprepared to encounter the offensive term, and felt insulted and injured to hear it in class."

The email that was sent by the College's President, Stephen Schutt, goes on to present two responses; a discussion held by The Office of Faculty Development and the reintroduction of the Intercultural Advisory Group. We find this passive response from the College to be inadequate in understanding of the core problem at hand, and as such reluctant to make an efficient and timely change that ensures that such a shameful occurrence never happens again.

The aforementioned incident highlights one of many past occurrences where the College has demonstrated a lack of initiative in addressing systema-

tic racial and cultural issues. The student handbook prohibits and protects students from abusive language, however due to the theme of academic freedom, the faculty handbook does not include the same protection measures stating the following instead:

"The fact that speech or a particular expression is offensive is not, standing alone, a sufficient basis to establish a violation of this policy. To constitute a violation of this policy, speech or expression taking place in the teaching context must be severe or persistent, not germane to the subject matter, and must impair or impede the College's educational mission or be used to disguise, or as a vehicle for, prohibited misconduct."

This essentially protects and allows faculty to use derogatory terms in classrooms with the excuse of there being an educational value. However, we pose to you the following question, to what extent should students be made uncomfortable, and for who's educational benefit? And more so, who exactly are we making uncomfortable in these classrooms?

Students of color are, and have been historically, under-represented, ignored and abused within academia. Students of color nationally have and are continuing to reclaim their space and their power at their respective educational institutions – we, the student leaders of Lake Forest College, will follow suit. The following is a list of demands, drafted by a

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diverse group of students, with the intention of remaining intersectional in our construction of revolutionary change.

Initial Goals & Objectives

- Protection from offensive language pertaining to race for faculty and students in the Faculty Handbook
- Growth and increased support of the Office of Intercultural Relations such as increasing staff to mirror student demand and relocating the office to a wheelchair accessible space.
- Employment of diverse faculty and administrators reflecting campus and national populations. Transparency of ongoing efforts to recruit diverse faculty and administrators and obstacles encountered.
- Ongoing and semesterly diversity training for students, faculty and staff pertaining to and reflecting contemporary systematic inequalities; including required BIAS Assessments approved by the IAG for the 2019-2020 and following academic years.
- Inclusion of students in problem solving
- College feedback and reporting on benchmarks, results, and action plans from faculty discussions and workshops, especially after campus-wide bias incidents.
- Creation of curriculum for historic and contemporary Latinx, Middle Eastern, African and Indigenous studies.
- Periodic assessments of professors ensuring pro-

fessors are up-to-date with material they are teaching.

- Reassessment of campus responses and sanctions for students and faculty who commit biased incidents; including assessing the effectiveness of current educational approaches.
- Bi-weekly publication of bias incidents and resolutions while protecting the identity of those involved to increase campus awareness and accountability.
- Disclaimers for courses with sensitive content including the justification of educational value.

The demands listed above are by no means exhaustive nor final, but a set of goals to guide administrative action to address inequalities in Lake Forest College.

We request that you respond to this communiqué by Wednesday, April 24th, 2019.

Submitted Respectfully ... "

3. President Schutt responded with an email assuring the students of a fitting response.

4/22/19: The growing movement received two emails:

The first from Dean Conner offering a meeting.

The second from the faculty at 10:47 P.M. proffering support from 22 faculty members.

4/23/19: President Schutt, Dean Schneiderman,

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Dean Conner, and forty-four students were present at the aforementioned meeting.

4/24/19: Deja McClellan '20 sent the minutes of this meeting to student leaders.

4/26/19: The Stentor published an article detailing the flashpoint of the LFC Student Equity Movement. However, this article had certain inconsistencies. The first being the fact the the article referred to the student leaders as "A group of concerned students," and did not list their positions on campus. The second being the the article states that these same leaders "created a document as a response to the situation," rather than as a response to a series of racially biased grievances. This article can be retrived from <http://stentornews.com/reevaluating-academic-freedom/>.

4/29/19: President Schutt sent out an email outlining the LFC Student Equity Movement on campus and delineating the steps which Lake Forest College intends to take during the summer to ensure that such incidents no longer occur and that if they do, that there are proper channels through which they can be addressed.

Editor's note: This email was sent by President Schutt to the campus community via email at 10:08 A.M.

"Dear Students, Faculty, and Staff,

This has been a difficult April. As the end of the spring semester has approached, our campus has been challenged to examine whether we are truly an inclusive community, and I believe the month has shown that we have real work to do in order to meet this challenge. I also believe we are fully capable of doing the work, and this message will convey my thoughts on some of the steps ahead.

Most of you probably know by now that the month began with a class in which a faculty member read aloud a section of text from the Civil War novel Uncle Tom's Cabin that contained the racially offensive "N-word." The class served to prompt a series of responses including a student's bias complaint; a letter from 16 student leaders calling on the College to meet key goals and objectives; a meeting that the Dean of Faculty, Dean of Students and I held with those student leaders and numerous other students; a faculty discussion that drove home the deep pain caused by use of racist terms; and a silent protest by more than 40 students.

The class session was a prompt, but our issues of diversity and inclusion go beyond that class. In their meeting with the deans and me, students said it's not uncommon for them to encounter racist lan-

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guage, international stereotypes, and cultural or religious hostility on our campus. Their accounts certainly challenged whether we are living up to the College's commitment – pronounced in our Mission Statement for more than 25 years – to “embrace cultural diversity.”

The Mission Statement also rightly calls on members of our community to “solve problems in a civil manner, collectively.” No individual or single group can make our campus more genuinely inclusive. We must all work together to reach that critical goal.

With this in mind, the following paragraphs list several key actions that we need to take this summer, in preparation for the 2019-20 academic year. This is not an exhaustive list of the work that needs to be done. The student leaders' letter calls for further steps, and faculty and staff have suggested still more. The actions listed here are timely and important, however, and will strengthen our community. Several students, faculty and staff who will be on campus this summer have offered to work on one or more of these actions. I encourage others who are interested to contact me, Davis Schneiderman, Andrea Conner, Claudia Ramirez Islas, or André Meeks. After Commencement, we will form work groups to initiate and complete these actions.

The College must improve education about diversity and inclusion for faculty and staff. Past efforts have included two large faculty-staff summits, much hard work by the Office of Intercultural Relations (OIR) and the Intercultural Advisory Group (IAG), numerous campus lectures and discussions, and still other initiatives. These have been worthy, beneficial efforts, but we need to do more. Here are two further steps: (i) the College will provide this summer, for all students, faculty, and staff, a required multi-cultural training module prepared by Everfi, a highly regarded online training firm; and (ii) our third Diversity and Inclusion Summit, and related programming in the year ahead, will be scheduled and structured to include students so they can directly share their actual campus experiences. IAG will also survey other colleges to identify new, effective training practices that go beyond online modules and summit programs.

The College must appoint more faculty and staff of color. The Faculty Diversity Recruitment Subcommittee (FDRS) has labored diligently in this regard – and our teaching faculty is much more diverse than a decade ago – but we must redouble our efforts. FDRS must both continue its work and seek new ways to make our faculty searches maximally inclusive. On the staff side, the IAG must refine and clarify our recruitment process so that it mirrors the FDRS

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process. New students, faculty, and staff will be appointed this summer to the IAG, which will be co-chaired by Professor of Philosophy Daw-Nay Evans and OIR Director Claudia Ramirez Islas.

Last Friday, faculty met to discuss the question of how to teach controversial subjects dealing with racial oppression while respecting the legitimate, understandable interests and emotions of students of color. Faculty witnessed first-hand the harm caused when white faculty voice racially derogatory terms – the “N-word,” in particular – because of the powerful, negative, education-obstructing effect such terms have on people of color.

To build on lessons from that meeting, the Office of Faculty Development (OFD) and OIR will schedule a gathering of faculty and students still on campus in the second half of May. Students and faculty will consider how to lead class discussions of race, among other things, and how to prepare students in advance for such discussions. This gathering and others to come will help OFD prepare new and continuing faculty for the 2019-20 academic year.

On a related front, students need a clear process to follow if they feel they have experienced unfair bias from a faculty or staff member. Our faculty and staff handbooks need explanatory language that clarifies

how a student can file a complaint and gain prompt review by the Dean of Faculty (for faculty) or the Director of Human Resources (for staff). Such a review – as in the bias response process for student complaints regarding other students – can help educate faculty and staff, and serve to prevent bias in the future. In particular, such a review can help surface and dispel one or more of the implicit biases that we all carry.

We must also continue to improve campus communication. In more than one instance this month, our communication has been inadequate, and I take responsibility for that. In particular, the College must do a more complete job of informing students, faculty and staff about campus developments, good or bad, affecting diversity and inclusion.

As a concluding point in this message, I am pleased to report that OIR will receive additional financial resources in the coming year and thereafter, thanks to a generous donor. I also know that OIR plans to confer with students on the most effective ways to use those resources.

I look forward to working actively on these measures with students, faculty and staff over the summer and thereafter. By joining together in a dedicated, collective effort, we can ensure that our campus li-

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ves up to our well-established mission of embracing diversity, and that the Lake Forest College community is one in which we can all take pride.

Stephen D. Schutt
President
Lake Forest College"

5/20/19: Ellen Kazembe '20 was given an ultimatum by a Lake Forest College Staff member *[Editor's note: name redacted]* that she could either take part in racial activism or retain her position as the Features Editor for the Stentor Lake Forest College Newspaper.

There was a Faculty/Student Forum Meeting moderated by the Associate Dean of Faculty Anna Jones, Professor of Art History, Ann Roberts, Assistant Director of Intercultural Relations Andre Meeks, and the Director of Intercultural Relations, Claudia Ramirez-Islas. It was attended by 35 faculty members and 15 students. This meeting determined a basic structure for how such subjects should be addressed in class.

6/7/19: The Director of... *[Editor's note: name redacted]* at Lake Forest College informed Ellen Kazembe '20 of the exact words which the Lake Forest College Staff member, *[Editor's note: name redacted]* had stated she employed "I am not sure what journalist

morals are in your country. But you as a journalist can not be an activist." The Director of...*[Editor's note: name redacted]* at Lake Forest College also stated that the Lake Forest College Staff member had regretted these words and that the Staff member had been met with. The Director of ...*[Editor's note: name redacted]* at Lake Forest College also informed Kazembe that she could certainly continue, both in her post at the Lake Forest College Newspaper The Stentor, and with her racial activism.

8/23/19: Dean Conner sent out an email explicating in great detail Lake Forest College's summer plans to combat racial incidents on campus

Editor's note: This email was sent by Dean Conner to the campus community via email at 11:49 AM

Dear Students, Faculty, and Staff,

Near the end of the spring semester, on April 29, President Schutt wrote to tell you about a number of actions the College would take over the summer to help make our community more fully inclusive. We are pleased to report on the good progress that has been made.

1) To facilitate student-faculty communication about issues of race on campus, a group of students and faculty met in late May to share and discuss their ex-

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periences. The meeting minutes can be found at my.lakeforest/administration/inclusion and diversity projects. The discussion demonstrated an ongoing need for students, faculty, and staff to have opportunities to speak together about important issues. Addressing that need, the Office of Faculty Development (OFD) and the Office of Intercultural Relations (OIR) will schedule monthly brown bag lunches, with the first to take place on September 10. More details will be announced via email prior to the events.

2) The College has obtained two key Everfi online training modules: "Diversity in the Modern Workplace" and "Managing Bias." On August 8, in an email to all faculty and staff, President Schutt provided directions for accessing the modules. All faculty and staff need to complete the training as soon as possible, ideally before the start of fall semester classes.

3) The Intercultural Advisory Group (IAG) has been reconvened and will be co-chaired by OIR Director Claudia Ramirez Islas and Assistant Professor of History and African American Studies Courtney Joseph. Other IAG members will include the following students, faculty, and staff: Professor of Spanish Gizella Meneses, Volwiler Professor of Mathematics DeJuran Richardson, Assistant Professor of Environmental Studies Brian McCammack, Assistant OIR Director Andre Meeks, Interim Assistant OIR Direc-

tor Karen Taboada, Athletics Program Coordinator Amanda Walker, Zaria Sydnor '20 (fall), Kotch Mmopi '20 (spring), and Sydney Mudd '20. Vice President of Student Affairs and Dean of Students Andrea Conner will also serve as an ex officio member. IAG will address a number of important topics, challenges and opportunities this year, including, among others:

- a. increasing and improving educational training opportunities for faculty and staff
- b. researching and promoting effective ways to recruit and retain faculty of color
- c. researching and promoting effective ways to recruit and retain staff of color, including development of a hiring process that will echo, as appropriate, the Faculty Diversity Recruitment Subcommittee process for faculty appointments
- d. researching advanced training opportunities for faculty and staff who would like to provide leadership as allies/advocates for racial justice
- e. engaging directly with students, faculty and staff. The IAG will meet biweekly and will open the meeting for a "Community Caucus" once a month, on September 26, October 24, and November 21, at 11:00am in Meyer Auditorium (Hotchkiss Hall).

4) To clarify the process students should follow if they believe they have experienced unfair, biased treatment from another student, faculty or staff member, the Student Handbook, Faculty Handbook,

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and Staff Handbook are updated to include clear language about how to file a report and what the report will generate. To keep our community informed about the frequency and nature of bias complaints, and their results, OIR will maintain a log and periodically report data from it to campus, while maintaining confidentiality where necessary.

5) The Faculty Diversity Recruitment Subcommittee (FDRS), chaired by Associate Professor of Education Desmond Odugu, continues its work supporting the College's search process for new tenure-track faculty. This year, FDRS will, among other things, provide resources to address implicit bias to ensure that our search processes are fair and effective.

6) The College's next Diversity & Inclusion Summit will take place on Saturday, January 25 when students, faculty and staff can participate. A planning committee has been formed to organize its sessions, and will be co-chaired by Associate Dean of the Faculty/OFD Director Anna Jones and OIR Director Claudia Ramirez Islas. Other members will include the following faculty, staff and students: Visiting Assistant Professor of English RL Watson, Professor of Anthropology Holly Swyers, Associate Professor of Communication Linda Horwitz, Associate Director of Residence Life Karl Turnlund, Interim Library Director Anne Thomason, Assistant OIR Director André

Meeks, Associate Dean of Students Erin Hoffman, Zahra Nadeem '22, Esther Kim '22, and Taylor Jackson '20.

7) OIR has consulted with students – and will continue to consult – on best ways to utilize \$50,000 in additional funding that a donor has provided to spend over three years. After reviewing possible options for a new location, OIR has decided to remain in its present Rosemary House quarters for the coming academic year, and to maintain the Intercultural House on South Campus.

8) The OFD has developed a series of weekly workshops for new, tenure-track faculty that will feature three sessions on inclusive teaching practices. OFD is also holding a year-long monthly programming series entitled Diversity and Inclusiveness in Teaching, which will invite faculty to consider and discuss numerous approaches to make their classrooms the most productive possible learning environments for all their students.

We thank all those involved in summertime work on these projects and initiatives, and encourage everyone in our community to join together in a collective effort to make our campus the most inclusive, fair, and inspiring place it can be. If you have questions or suggestions, please feel free to direct

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them to either of us, to President Schutt, or to OIR Director Claudia Ramirez Islas.

Davis Schneiderman

Krebs Provost and Dean of the Faculty

Andrea Conner

Vice President of Student Affairs & Dean of Students



FEA- TURES

FACULTY LETTER TO TRUSTEES

“... We argue that the most effective strategy for the College is to make a concerted effort to increase the racial and ethnic diversity of our faculty.”

Editor's Note: The email below was written by President Schutt on January 21st, 2020. This letter was signed by Faculty in support of diversifying the faculty body.

To the Lake Forest College Community,

I am pleased to forward the message below at the request of faculty who signed a recent letter to the Board of Trustees, calling on the College to increase the ethnic/racial diversity of our faculty.

Stephen D. Schutt
President
Lake Forest College

Dear students, faculty, and staff,

Last November, a significant number of faculty signed a letter to the Board of Trustees outlining a plan to increase the

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ethnic/racial diversity of our faculty. The Board of Trustees responded positively to the letter, and stated that they planned to make it a topic of discussion at their next meeting in February. We are heartened that this effort toward faculty diversity dovetails with many efforts underway already to create a more inclusive campus.

As the spring semester begins, we wanted to make sure that everyone in the college community had access to the abstract of the letter (pasted below). We are eager to create opportunities on our campus to discuss the challenges we face in diversifying the faculty and how we can work together to overcome them. We are in the process of scheduling a faculty panel and discussion forum on this topic for February, but in the interim, we hope you will join faculty table talks on Tuesday, 1/21, in the Caf, and participate in the Diversity and Inclusion Summit on Saturday, 1/25.

We look forward to ongoing conversations around improving the inclusivity of our campus, and we hope you will join us in talking through strategies to achieve that goal.

Sincerely,

Carolyn Tuttle

DeJuran Richardson

Gizella Meneses

Holly Swyers

On behalf of 64 additional members of the faculty

Letter to the Board of Trustees of

Lake Forest College

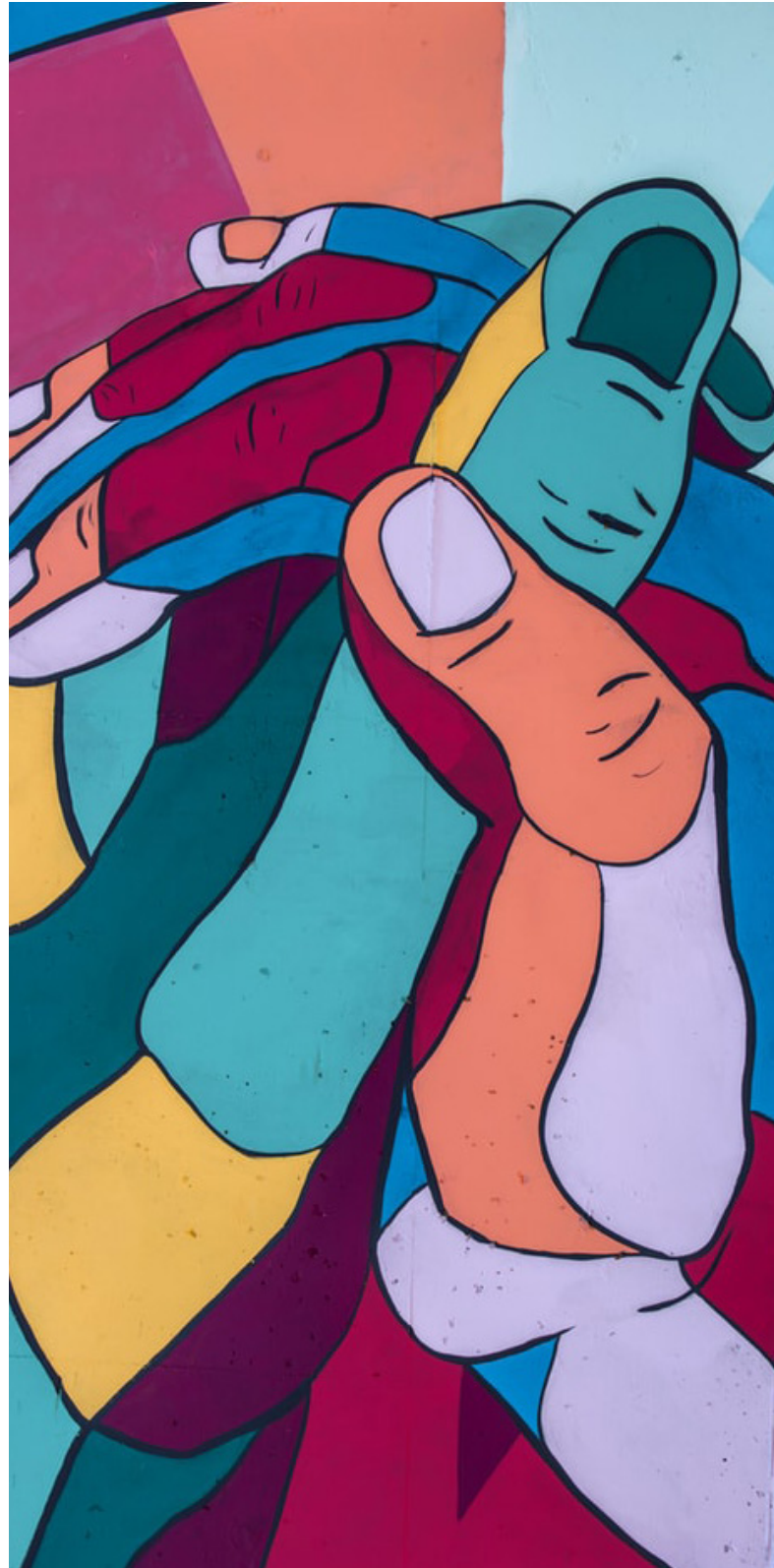
Abstract:

Given the real demographic challenges facing Lake Forest College in the coming years and decades, the faculty seeks to improve the viability of our institution and its responsiveness to the changing population of 18-22-year-olds, while remaining true to our mission as a liberal arts

college. To this end, we argue that the most effective strategy for the College is to make a concerted effort to increase the racial and ethnic diversity of our faculty. By doing so, we will ensure that our faculty mirrors the diversity of the student body, which will improve our retention rates for students of color. Moreover, over the long run, we will potentially be able to position ourselves as a Hispanic-Serving Institution (HSI) ahead of the growing wave of college-bound Latinx students. The proposed initiative will enable us to begin to leverage the power of a diversified workforce, including its ability to improve innovation and decision-making, to attract talented employees, and to increase long-term financial returns and stability for the College. Realizing these benefits will require strengthening our programs in Latin American and Latinx Studies and African American Studies. It will require an initial investment in hiring and support for faculty of co-

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lor, particularly Latinx and African American faculty. It will also require more sustained investment to ensure our retention of faculty of color. We recognize that the college needs to improve representation of many different marginalized groups on our campus. The focus of this letter is specifically to address the underrepresentation of Latinx and African American faculty, which we see as just the start of a longer process to become a more diverse and inclusive institution. We are all feeling the squeeze of our current budget limitations, which is why we believe that meeting this goal requires a separate and dedicated fundraising drive. We also believe that this specific investment now will increase our revenue in the future. This letter details a proposal for how and why to make this investment and requests that the Board of Trustees commit to making this part of the College's strategic plan and begin new fundraising initiatives toward these goals.



POETRY.

JENNIFER MORALES '22

CONTRIBUTOR

BLANCO Y NEGRO

Día y noche

A Color, A Nightmare

There is always a light

A light that grants us vision

I see myself and others

Wondering why my skin stirs up trouble

Café, Blanco y Negro

Is there a difference?

Why is any other color besides the color of my skin
considered beautiful?

Rojo like a beautiful rose

Blanco like an angel in heaven

Azul like the sky

Rojo, Blanco, Azul

The American Flag

It's my greatest nightmare

So peaceful and hateful

"Are you allowed to be here?"

"You can't sit here!"

"WHITES ONLY!"

"You don't belong in this country!"

White is part of the flag

White is in this country

White is something I'm not



My brown skin is beautiful

I am not dirty

I am not dangerous

I am not a rapist

I am not in a gang

I am a woman

A woman who cries and shouts

LISTEN TO ME

I'm like you

I am not dangerous, I am IN danger

In danger of being abandoned

Of being left behind by the country I was born in

I thought this was the land of the free

I guess it's just a trick for people like me

POETRY..

TARIK HALL '22

CONTRIBUTOR



I AM

I am black

I am black but don't get confused

I've been broken down and built back up again

They see me and say African but I am American't

I'm dark enough to be from somewhere I've never
been

I'm too dark to be part of the society I was raised in

I am

I am a product of the continuous pushing between
two lands

I was raised to believe that I would succeed but the
world teaches me I exist only to bleed

Fireworks only sound like gunshots to me because
there's no day in July where I ever felt free

I am a great mind feeling trapped in its expanse

Trapped in the same place with no hope to advance

Placed here on this earth to sing and dance

But somewhere deeper I have to believe in a chan-
ce



YESSENIA ALVARADO VASQUEZ '22

CONTRIBUTOR

MI BELLA CULTURA

Escuché los tambores,

Ticki ticki ticki ta

Mi cultura me llamaba que regresara

Ticki ticki ticki ta

Mis sentidos anunciaron y recolectaron el ritmo perdido

POETRY...

KWASI AKOWUAH '20

CONTRIBUTOR

I AM WHO I AM

I am primitive

At 13 years old I knew how to use a gun

I can only tell the time using the sun

I live a life of hunger, pain and stress

These are the stereotypes I fight to suppress

I am African, but first and foremost I am Ghanaian

At 13 years old I learnt how to program my first software

And when I got sick I had easy access to healthcare

I am ambitious, I am bold and my skin is made of gold

Gold because of my rich history in the Arts, Politics and Science

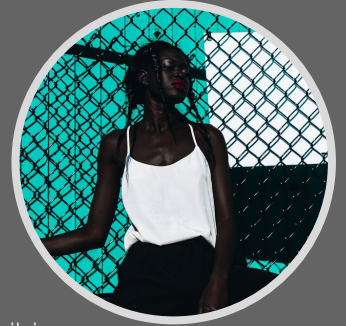
I am a defiance, in your preconceived perspectives and one sided stories

My heritage is filled with glory and a history of resilience

Because whether I am Asian, African, Hispanic or American, first and foremost I am Human

TEBATSO DUBE '22

CONTRIBUTOR



THE BEAUTY OF INTRICACY

Nomngqibelo Ncamisile Mnqhibisa

Look what they have done to my name.....

the wonderful name of my great-great-grandmother

Nomngqibelo Ncamisile Mnqhibisa

The burly bureaucrat was surprised

What he heard was music to his ears

'I'm sorry come again?'

'I am from Chief Daluxo Velayigodle of emalu podweni

And my name is Nomngqibelo Ncamisile Mnqhibisa.'

My name is simple

And yet so meaningful

But to this man it is just incomprehensible

He gives me a name

Convenient enough to be comfortable....

Comfort is an enemy.

I end up being

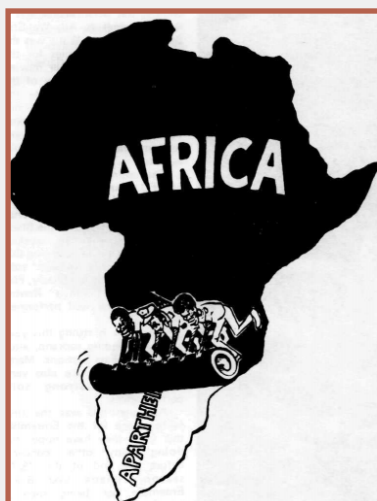
Maria....

I.....

Nomngqibelo Ncamisile Mnqhibisa

70's Art

Editor's note: In this issue of Black Rap, the Editorial Team has reprinted selected political artwork from the 70's by the Black Students for Black Action (BSBA) group and Afrikan Students for Afrikan Liberation (ASAL).



BLACK RAP EDITORIAL BOARD AFRIKAN STUDENTS FOR AFRICAN LIBERATION. "BLACK RAP 1978." DIGITAL COLLECTIONS - LAKE FOREST COLLEGE



BLACK RAP EDITORIAL BOARD BLACK STUDENTS FOR BLACK ACTION, "BLACK RAP 1970." DIGITAL COLLECTIONS - LAKE FOREST COLLEGE



BLACK RAP EDITORIAL BOARD BLACK STUDENTS FOR BLACK ACTION, "BLACK RAP 1972." DIGITAL COLLECTIONS - LAKE FOREST COLLEGE

70's Art



BLACK RAP EDITORIAL BOARD
BLACK STUDENTS FOR BLACK ACTION,
"BLACK RAP 1970." DIGITAL COLLECTIONS -
LAKE FOREST COLLEGE

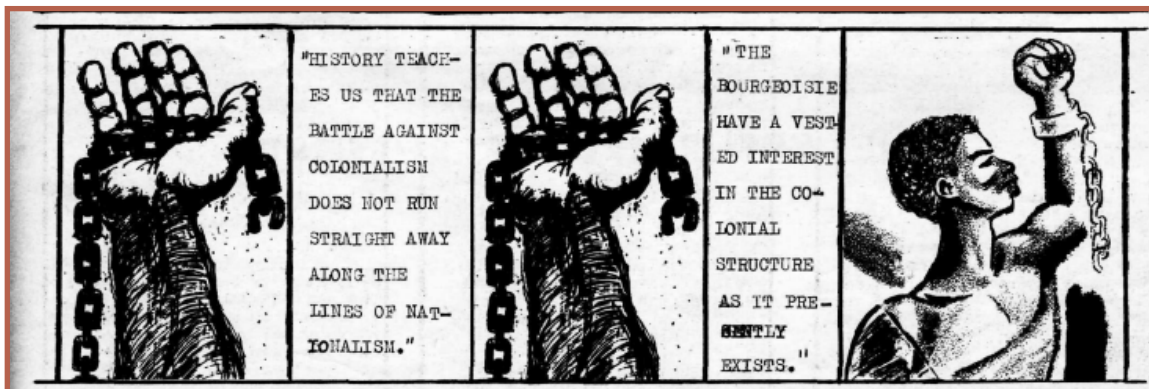


BLACK RAP EDITORIAL BOARD BLACK STUDENTS FOR BLACK ACTION,
"BLACK RAP 1970." DIGITAL COLLECTIONS - LAKE FOREST COLLEGE

BLACK RAP EDITORIAL BOARD
BLACK STUDENTS FOR BLACK ACTION,
"BLACK RAP 1971." DIGITAL COLLECTIONS -
LAKE FOREST COLLEGE



BLACK RAP EDITORIAL BOARD BLACK STUDENTS FOR BLACK ACTION,
"BLACK RAP 1970." DIGITAL COLLECTIONS - LAKE FOREST COLLEGE



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BLACK RAP



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LAKE FOREST COLLEGE'S , BLACK RAP MAGAZINE IS A STUDENT-RUN PUBLICATION. THE AIM OF THE PUBLICATION IS TO EMBRACE DIVERSITY AND TO CELEBRATE DIFFERENCES. THIS STUDENT-RUN PUBLICATION ALSO SEEKS TO CREATE AN AVENUE FOR COLLABORATION AND CONSTRUCTIVE DIALOGUE BETWEEN UNDERGRADUATE STUDENTS, FACULTY MEMBERS AND STAFF MEMBERS.

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