CONNECTIONS

CONNECTIONS is the official newsletter of the CENTER FOR THE STUDY OF RACE AND RACE RELATIONS (CSRRR) at the University of Florida, Levin College of Law.

FROM THE DIRECTOR: Katheryn Russell-Brown

This past year has proven that new beginnings can create new possibilities. This has been an amazing first year for the new Race Center staff. Our plate has been full trying to balance the goals of building the Center's infrastructure and initiating programs and activities. With the help of many - staff, faculty, students and community members - the Race Center has been fortunate to get off to a great, renewed, start.

We kicked-off this semester with the Faculty Reading Initiative (FRI), a project we co-sponsored with the UF President’s office. As part of the FRI, all UF faculty (more than 4,000 people) were invited to read Why Are All the Black Kids Sitting Together in the Cafeteria? - a book that addresses issues of race, racism, and racial identity. The FRI culminated in a symposium featuring a thoughtful roundtable discussion by 12 faculty members and a provocative lecture by Dr. Beverly Daniel Tatum (the book’s author and President of Spelman College).

This past April, George Washington University law professor Paul Butler gave our inaugural Spring Lecture. As usual, he did not disappoint. CSRRR now has on board a diverse group of faculty affiliates working with the Center to carry out its mission. We recently named UF law student Megan Saillant the first Evan Yegelwel fellow. She will study hate crime and prejudice. Last but not least, we are in the final stages of planning our first Race and Law Curriculum Workshop. The workshop, which already has enlisted a stellar group of race scholars to participate, will be held February 24 to 26, 2005.

More on each of these stories in this issue of CONNECTIONS.

Please join us in our work.

400-Plus Participants Discuss Racial Issues at CSRRR Symposium

An innovative symposium co-sponsored by the University of Florida Office of the President and Levin College of Law Center for the Study of Race and Race Relations (CSRRR) drew 400-plus participants from UF and the Gainesville community for a spirited discussion of race-related issues. The event was held Sept. 9 as part of UF President J. Bernard Machen's inauguration celebration. Machen has identified increased diversity on campus as a top priority for his administration.

President Machen asked UF's 4,000-plus faculty members to participate in a Faculty Reading Initiative (FRI) by reading, "Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race" (Basic Books, 2003) by Dr. Beverly Daniel Tatum, clinical psychologist and President of Spelman College. Like many universities who assign reading to incoming freshmen, the FRI selects books for faculty members to provide a common reference point and facilitate discussion on important issues. Tatum's book addresses racial identity, race-related curriculum development, and the need for cross-racial dialogue.

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"We saw the Faculty Reading Initiative as a big step toward our goal of putting issues of race and difference up front and center at the University of Florida," said Professor Russell-Brown. "We are pleased that President Machen has identified diversity as a central issue for his administration."

The symposium, held at the Phillips Center for the Performing Arts, featured a moderated discussion among a dozen faculty members - representing UF colleges as diverse as Medicine, Fine Arts, and Design, Construction and Planning - who shared their thoughts on Tatum's book and insights into issues of race and race relations in their teaching, on campus, and in the Gainesville community. Law Professors Berta Hernandez-Truyol, Kenneth Nunn, and Sharon Rush served on the faculty panel, which was moderated by UF Associate Dean for Minority Affairs, Terry Mills.

Dr. Tatum then delivered her keynote address, in which she challenged audience members to reconsider their preconceived notions about race relations and to talk openly about race issues. "There's too much 'shhh-ing' going on," Tatum said as she demonstrated the level of discomfort many people have with discussing race relations. Many in the audience voiced their agreement with applause.

"Diversity and racial issues are important to all of us," said law school Dean Robert Jerry. "We are very proud that our Center - through the dedicated efforts of Director Dr. Katheryn Russell-Brown and Assistant Director Melissa Bamba - has been able to play such a key role in focusing the attention of the university and general community on how we can work together to address them."

CSRRR's theme for 2004-05 is "Race, Curriculum, and Education for the New Millennium: Shaping the Future, Charting a New Course." Several programs are planned to highlight the theme, including a Race and Law Curriculum Workshop and Spring Lecture Series featuring law professor and race scholar Paul Finkelman.
Goodbye to a Friend and Colleague:
Joe Feagin Joins Texas A&M Sociology Department

By Professor Sharon Rush, Levin College of Law

I remember attending a talk by Joe Feagin in 1998 and feeling some pleasant dissonance between what I imagined I would learn about him and what I did learn about him. I had imagined that because he is an icon in the field of race and racism, he would be too busy to talk with me. Imagine: He has authored over 40 books on race and always has at least one, if not more, books in process. He has written hundreds of articles on the topic. As if his rate of production were not amazing enough, even more remarkable is that each of his books and articles introduces new insights into the research on race. In turn, his ideas inspire countless other scholars and practitioners, often in immeasurable ways. For example, he was nominated for a Pulitzer Prize for his book, *Ghetto Revolts*. His cutting-edge, progressive thinking about race has earned him hundreds, perhaps thousands, of invitations to give talks, or testify as an expert witness in trials, or consult with various organizations about race. He was President of the American Sociological Association, one of the highest honors that a Sociology Professor can achieve in his or her career. His research and writing have literally transformed the way many people, especially Whites, think about race.

How did I ever think Joe Feagin would have time to talk with me? The answer lies in understanding that Joe is a teacher/scholar extraordinaire. As a Graduate Research Professor at the University of Florida (the highest honor for a full professor), he was not obligated to teach at all. But he voluntarily taught undergraduate and graduate classes because he believes educating people about race and racism is central to the achievement of racial equality. He is enormously successful at attracting the best and brightest graduate students who come from all over the world to study with him. And he invests in his students; he gives them his time, he shares his ideas, and he listens to theirs. He is never too busy to talk about race with his students or anyone else.

Joe is interested in the work of anyone “doing antiracism” because he is totally devoted to achieving racial equality by exposing the realities of what racism has done, and what racism continues to do to prevent society from reaching this goal. Whites who are committed antiracists, those who cannot even think about resting because of all the work to be done, are rare. Joe is one of the leading white antiracists in the world and undoubtedly one of most creative and industrious scholars in the field. He shows no signs of letting up and, in fact, his recent move to Texas A&M indicates he is willing to make radical changes in his life to optimize his working environment.

I will forever be thankful that I mustered up the nerve to email Joe Feagin in 1998 and tell him how much I had enjoyed his talk. Within seconds, literally, he wrote me back. Since then, we have not stopped talking about race. I am blessed to say that he and his wife Clairece have since become cherished friends and colleagues. I know I speak for many of us at Florida when I say that our environment will never be as enriched as it was when Joe and Clairece were here. Their departure saddens us and we miss them dearly. Not surprisingly, though, Joe still has time for us. He is indefatigable in his quest for racial justice and will make time for anyone who shares this goal.

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2005-2006 Evan Yegelwel Fellowship

The Center for the Study of Race and Race Relations (CSRRR) is accepting applications for the 2005-2006 Yegelwel Fellowship. The Fellowship award is $2,000 and supports UF student research and scholarship toward the goal of reducing crime motivated by hate, prejudice, or stereotyping. The deadline for applying is February 4, 2005. See the Center’s website for further details: http://www.law.ufl.edu/centers/csrrr/.
Seven Questions with Professor Christine Zuni Cruz

1. Why study race? Race affects us whether people will admit it or not. I consider race because race centers itself in the study of U.S. Federal Indian Law and in the everyday lives of Indigenous Peoples. For me as an indigenous person, being race conscious is a way of resisting racial oppression. For Indigenous Peoples race factored prominently as an issue in our initial encounters, and continues as a factor in our continuing relationship with non-Indigenous Peoples.

2. What interests you about race? I am interested in culture and race, namely in how law manages race. For me, the study of Indigenous Peoples necessitates the study of race relations. The historical encounter and the continuing relationship between Indigenous and non-Indigenous peoples continue to affect Indigenous Nations and Peoples.

3. How do you incorporate race into your teaching? I teach Indian law related courses and teach in the clinics. Race is there naturally. It is in the history of the first encounters with Indigenous Peoples. Federal Indian law emerged largely from the inter-racial relationship between Indians and non-Indians. It is there in the modern context, how Indian people are perceived and how they perceive themselves in the American racial hierarchy. How this translates into the practice of law for and on behalf of Indigenous Peoples is the challenging part of incorporating race into clinical teaching. Cases and the clients themselves bring race into the clinic and can teach about race, but it is the conscious awareness of race that can get lost in the handling of cases.

4. Can you suggest a book for “beginners”—those who are interested in reading about race and race relations but don’t know where to start? The unadulterated histories of what happened to the indigenous population at the time of first encounter in the area one currently lives is where I suggest beginning. These histories provide a historical account of race and race relations. Acknowledging the first peoples that were wherever one now calls home is an important atonement for the immense loss of culture, land, and often times existence that can be undertaken by anyone.

5. What book or article caused you to think about race in a new way? Actually, I have recently read both an article and a book that have caused me to think about race in a different way. The Law of White Spaces: Race, Culture, and Legal Education [51 J. of Legal Ed.15 (2001)] by Peter Goodrich and Linda G. Mills helped me to understand the resistance to race as a topic of discussion both at an institutional level and by students in law school. The Meeting of the Waters: The Hindmarsh Island Affair by Margaret Simons is a chronicle on the construction of a bridge to Hindmarsh Island, South Australia, over the objections of Indigenous Ngarrindjeri women in the 1990s. The book documents the complex interrelationship between politics, media, academia, economics, race, and gender in respect to Indigenous knowledge.

6. What’s the best part of your job? The favorite aspect of my job is the ability to reflect. Reflection on the subjects I teach, the cases and clients we handle and serve, and the issues confronting Indigenous communities allows me to see issues emerging from the existing law and the operation of federal, state and tribal justice systems.

7. What’s your take on how the legal academy is doing regarding incorporating race into the curriculum? What grade would you give it? Right now, I see it occurring on an individual basis; as individual professors are willing to incorporate race into the curriculum, it is being incorporated. I do not see a concerted effort in the legal academy to incorporate race into the curriculum. The individual grade for individual professors is an A+. The group grade for the legal academy is an F.
**ANNOUNCEMENTS**

### Megan Saillant Named 2004 – 2005 Evan Yegelwel Fellow

CSRRR is pleased to announce the recipient of the 2004-2005 Evan Yegelwel Fellowship. Law student (1L) **Megan Saillant** will receive $2,000 to research crime motivated by hate, prejudice, or stereotyping. Megan graduated from Indiana University in 2001 with a degree in Policy Studies before serving for a year as an Americorps VISTA in Denver and Atlanta. As a VISTA, Megan helped students in schools in low-income communities with issues relating to literacy and college preparedness. Megan has also worked as an investigator with the Montgomery County Public Defender’s office in Rockville, Maryland. Megan would like to pursue a career in either civil rights or criminal law.

The Yegelwel Fellowship is made possible by a generous gift from UF Law alumnus (1980) Evan Yegelwel. Mr. Yegelwel is a partner in the Jacksonville, Florida law firm of Brown, Terrell, Hogan, Ellis, McClamma, and Yegelwel.

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### RACE AND LAW CURRICULUM WORKSHOP

*Inaugural Conference*

February 24-26, 2005
Hilton - University of Florida Conference Center
Gainesville, Florida

This inaugural meeting is designed to bring together law professors across the nation to discuss how issues of race are incorporated into law school teaching and curriculum. Panels, led by some of the nation’s leading race scholars, will address:

- The place of race in the law school curriculum
- Race in required and elective courses
- Race and pedagogy
- The consequences of teaching race

Through roundtable and panel discussions race scholars will discuss how race is introduced and integrated into teaching – lectures, course materials, and class discussions. A law student panel will discuss students' experiences and views on race in the classroom.

The Workshop is designed to provide participants with an opportunity to network, exchange ideas, discuss issues and problems, and share successes with colleagues interested in the intersection of race, law, and curriculum development.

**CONFIRMED SPEAKERS**

Opening Address and Charge given by: David Troutt
Professor of Law, Rutgers - Newark and author of
*The Monkey Suit and Other Short Fiction on African Americans and Justice* (1998)

Keith Aoki (University of Oregon)  
Alfred Brophy (University of Alabama)  
John O. Calmore (UNC)  
Kim Forde-Mazrui (UVA)  
Tanya Hernandez (Rutgers, Newark)  
Sherrilyn Ifill (University of Maryland)

Angela Mae Kupenda (Mississippi College)  
Cynthia Lee (George Washington University)  
Margaret Montoya (University of New Mexico)  
John a. powell (Ohio State)  
Gerald Torres (University of Texas)  
Gloria Valencia-Weber (University of New Mexico)
CSRRR 2004 SPRING LECTURE

MUCH RESPECT: TOWARD A HIP-HOP THEORY OF PUNISHMENT

The hip-hop community has a message about criminal justice.

Paul Butler, Professor of Law at George Washington University, shared that message with the University of Florida community during the CSRRR’s Spring Lecture held April 12, 2004.

“The hip-hop community is divided on most issues. But it is united on one: criminal justice. And if we listen to hip hop, we can have a criminal justice system that works better, is safer, and treats people more fairly,” said Butler, who teaches and writes in the areas of civil rights, criminal law, and jurisprudence.

Using a boom-box, Butler played samples of popular hip-hop music throughout his lecture, ranging from Nelly’s “Nellyville” and Tupac’s “Dear Mama” to Nas’ “If I Ruled the World”. As Butler played the songs, the more than 80 members of the audience - comprised of UF administration, faculty, students, and community members - nodded their heads with the beat. Many audience members even lip-synched along with the words of the songs.

The hip-hop community, Butler argued, is representative of the community most affected by and most often subject to the criminal justice system. Therefore, the perspective of this community is valid and valuable.

Butler contends that the hip-hop community views the criminal justice system as a rite of passage that does not punish deviant acts but rather criminalizes systemic problems like poor education and poverty. Imprisonment is also overused, according to Butler, and as a result, the criminal justice system is not viewed as a deterrent to crime.

Butler went on to explain that the hip-hop community has three main views about how the criminal justice system should be reformed.

“First,” Butler said, “people who harm others should be harmed in return. Second, criminals are people who deserve love and respect. Third, communities can be destroyed by both crime and punishment.”

Arguing that the hip-hop community would advocate weighing the costs to the community against the need for punishment, Butler said, “The hip-hop community would use prison sparingly.”

“And since sixty percent of the consumers of hip-hop culture are white,” he added, “the message has the opportunity to seep through to the larger community.”

All they need to do is listen.

Professor Butler’s lecture was based on his recently published article, “Much Respect: Toward a Hip-Hop Theory of Punishment” which is available at 56 Stanford Law Review 983 (2004).
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RACE AND LAW CURRICULUM WORKSHOP

February 24-26, 2005
Hilton-University of Florida Conference Center, Gainesville, Florida

Are you teaching any of the following courses?

* Race and the Law
* Race Relations and the Law
* Racism and the Law
* Critical Race Theory
* Immigration and the Law
* Human Rights and the Law
* African Americans and the Law

Do you include a significant component on race in a first year course?

Do you teach any other courses in which issues of race are addressed?

The Center for the Study of Race and Race Relations (CSRRR) is collecting syllabi for electronic and hardcopy distribution as part of its inaugural *Race and Law Curriculum Workshop*. The Center’s goal is to facilitate the incorporation of race into the law school curriculum by sharing ideas among those who teach existing courses as well as providing templates to those who might revise an existing course or teach a new one.

**Syllabi Submission Information**

Syllabi should be submitted via email as an attachment. Please err on the side of inclusion of any courses you are currently teaching or have taught on race and law, or that incorporate in a significant way race and law. If you do any exercises or projects in your class, please include details about what you do.

The Syllabi should be sent to the CSRRR via email at: csrrr@law.ufl.edu

In the subject line write: “RLCW Syllabi”

If you have any questions please contact:

Melissa I. Bamba
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Email: bamba@law.ufl.edu
The **Center for the Study of Race and Race Relations (CSRRR)** is an academic research and resource center. The Center’s mission is to create and foster communities of dialogue on race and race relations and to promote historically and empirically based thinking, talking, research, writing, and teaching on race. The University of Florida is one of only five law schools in the nation that houses a center devoted to the study of race.

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