

THE GRIOT

A Griot is a West African story-teller who preserves the oral history of the village or clan.

Spring 2012 Foothill Student Edition

June 2012, Volume 12

Harambee 2012: Afrocentric Student Rites of Passage Ceremony

Pomp & Circumstance with Cultural Flair

The Foothill College Black Student Union and Foothill College African American Network will sponsor the annual Harambee Rites of Passage Celebration Friday, June 29, from 3 to 4:30 p.m. in the Campus Center Dining Room. Harambee honors all Foothill students of African ancestry who are graduating, transferring, receiving certificates or have served in leadership positions at Foothill College during the 2011-2012 academic year.

Harambee begins with a formal, vibrant procession set to the rhythm of African drums. Next, each honoree will receive a colorful kente cloth as part of the ceremony. Featured Foothill student speaker Hicham Larhnimi will then offer inspirational remarks followed by Ajene White, M.S., Foothill College alumna, Class of 2008. An informal reception with refreshments follows, and the ceremony concludes at 4:30 p.m. allowing graduates, guests, faculty and staff to participate in the 52nd Annual Foothill Col-

lege Commencement Ceremony, which begins at 6 p.m. in the Library Quad.

You're invited to bring guests-your family, friends and fellow students-to witness this special occasion and to share in the joy of your significant accomplishments.

If you intend to participate in the Harambee ceremony, plan to attend a brief orientation and rehearsal Friday, June 29, at 2 p.m. in Campus Center Council Chambers (Room 2018). To **RSVP** your attendance & number of guests or for more infor-



mation, call or e-mail Secretary Patricia Paulino at PaulinoPatricia@foothill.edu or (650) 949-7910 by June 25th.

Huge Cuts to Foothill Workforce of Color, Underrepresented Student Programs: What's the Affect?

By Melanie Hale, Co-Founder and First President of Foothill College African American Network

Foothill's black and brown workforce has experienced progressive major growth throughout the decades. Staffing and program decisions made by college and district leaders in response to the district's financial crisis have now obliterated that growth. Position eliminations, resignations and retirements have left a major void once filled by highly talented, hard working, innovative, dedicated faculty, staff and administrators of color. Many served as positive role models in key programs that supported the achievement of student equity, retention and success.

The article on pages 3-6 titled *AAN Challenges, Losses, Continued Dedication to Students* serves as a tribute to those who tirelessly served all Foothill students and demonstrated unwavering commitment to advocacy for underrepresented students and the programs that served them. They will forever remain a part of our rich history and by the students they cultivated, a promising part of our future. As Adam Clayton Powell Jr. said, "The glory of our past and the dignity of our present must lead the way to the power of our future." We are already in progress.



HABARI GANI!!!

Greetings From The Editor-In-Chief



In West Africa, a Griot is a storyteller who preserves the oral history of the village or clan. It is through this tradition that regions of West Africa have preserved their history in their original languages. Griots and Griottes are fearless leaders of society. They are bold, talented, wise historians who capture time so you and I can have a direct connection with the strength of our past.

At Foothill College, we are honored to be part of this heritage. We are students who walk in the path of our ancestors who dared to have a dream. We are leaders who aspire to be the change we wish to see in the world. We are the dancing rhythms of our ancestors' drums. We are connected. We are one.

In the spirit of the Griots who precede us, we dedicate this Student Edition to the members of the Foothill Community who exemplify leadership, those who wrapped their arms around our community and who remain courageous in a time of decimation.

With Peace and Love,

Porsche Williams, Foothill Student



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Get Involved in Campus Life Activities & Make Your Voice Heard

by Natasha Temple, Foothill Student

Foothill College offers a variety of educational opportunities and extracurricular activities that students can get involved with to make their time at Foothill beneficial and enjoyable. There are activities, clubs, programs, and sports that pertain to many interests or hobbies like the Foothill Art Society, Radiologic Technology Program, Business Club, Psychology Club and numerous others. Many students do not participate in these campus life activities or take advantage of the educational opportunities available through these activities and programs, which is un-

fortunate for them as well as the campus community. Regardless, if students stay for a few quarters or for a few years at Foothill, that time should be used efficiently. The lack of time is an issue of course, and many students have busy schedules and work while going to school, have other responsibilities, or face other situations on a regular basis that take up most of their time. Some students however, who have the time still do not participate in extracurricular activities or educational programs, and would just rather go to class and then leave campus immediately after-

ward. Students need to be more proactive in school beyond the classroom to exemplify the importance of keeping the various educational and extracurricular opportunities accessible for students. When your voice is heard and when you take action as a student through campus involvement, it helps you become a more knowledgeable person, it connects you to others, it makes Foothill a more vibrant college, and it makes your time at Foothill more meaningful.

18th Annual Martin Luther King Jr. Luncheon

by Porsche Williams, Foothill Student

In January, the Associated Students of Foothill College (ASFC) and the African American Network hosted the 18th Annual Rev. Dr. Martin Luther King Jr. Luncheon during college hour. The luncheon began with a historical protest demonstration that commemorated the 1963 March on Washington and featured Foothill student chanting and singing songs of freedom, peace and equality.

The ceremony was then welcomed by April Henderson, EOPS coordinator; Scott Lankford, English instructor and Gay/Lesbian Employees And Friends Association (GAYLEAF) representative; and Vivian Cohen, counselor and Jewish Heritage Month Planning Committee advisor.

Quoting Dr. King and American poet and social activist Langston Hughes, guest speaker Debra Watkins, founder and executive director of the California Alliance of African American Educators, shared inspirational reflections, discussed social injustice and asked the Foothill community, "Where do we stand in time of hardship and controversy?" Dr. Watkins called students and faculty to action; empowering us to participate in our communities, invest in youth and challenge budget cuts that are corroding the educational system.



Debra Watkins, Founder, President & Executive Director, California Alliance of African American Educators (CAAAE) presents keynote address



Arielle Roy, Foothill Black History Month co-chair leads students into the 18th Annual Rev. Dr. Martin Luther King Jr. Luncheon.



Student Orlando Peñalosa shares his views on Dr. King's dream.



Black Student Union volunteers.

African American Network Challenges, Losses, Continued Dedication to Students

by Porsche Williams, Natasha Temple, Foothill Students



Dr. Myers with her son Tai, a Foothill Alumnus

Dr. Rose Myers, Vice President Emerita, Student Development and Instruction

Dr. Myers has retired after 15 years of service to the Foothill community. She was Foothill's first African American Vice President. Dr. Myers started her Foothill career as dean of the Middlefield Campus. After three years at Middlefield she became the Vice President of Student Development and Instruction. In this position, Dr. Myers initiated and supported student success programs that were sensitive to the interest and needs of Foothill's varied student groups and continued strong advocacy for under-represented students. She created a vision for others to flourish and a warm and welcoming environment for all students to thrive. Dr. Myers institutionalized several programs on campus such as Student Success, Day on the Hill, Parent Orientation, Veterans Resource Programs, Mfumo, Pass the Torch, Puente, Cultural Networks and diversified campus staff to educate and serve Foothill's varied student population. Among her fondest memories were the Halloween parties, and celebrations that took place at the beginning and end of the year. She especially loved working with those who were committed to the optimal development of students. Dr. Myers believes that the Foothill community can continue contributing to student success by providing programming for students of color to significantly improve their transfer and success rates. She urges students to get involved on campus, ask questions, form coalitions, advocate through divisions and participate in academic senate.

She graduated with an Ed.D. in Educational Leadership from San Francisco State University in May 2012. As the eldest member in the cohort, she expressed her enjoyment in discussing social justice and equity issues with an extremely diverse, talented and committed group of classmates. Her insights were valued and recognized as she was selected as commencement speaker by her classmates to represent the class. Truly an inspiration to all, congratulations, Dr. Rose Myers, and thank you for the many contributions you have made to our college.



Herlisa Hamp, Former Dean of Student Support Programs & Services

Herlisa first worked at Foothill College as an Outreach Specialist for the Office of Outreach and Retention, a role she served for six years. In addition to recruiting students and serving as liaison to high schools and the community-at-large, Herlisa served a valuable role in providing admission and registration assistance for students. Herlisa's contributions included developing and implementing Foothill College's Early Alert program and expanding the Parent Orientation programs. She served as a strong advocate to students and provided mentoring to first-generation students in the Puente and Mfumo programs. In this role, she annually secured funding to help the students participating in the Puente and Mfumo programs to enroll in the Student Transfer Opportunity & Mentorship Program (STOMP) at UCLA. She also served as an active board member of the African American Network.

After holding a position as Director of Recruitment and School Relations at College of the Canyons, Herlisa returned to Foothill as Dean of Student Support Programs and Services in 2008. In this position she provided leadership in many areas, including Admissions and Records, Outreach, EOPS, Financial Aid, Assessment, Pass the Torch, Puente, and Mfumo. A champion for all students, she was especially committed to first-generation students. She created the Student Success Teams for first-year student athletes so that they could be connected with student services.

Unfortunately, the position of Dean of Student Support Programs and Services was eliminated in 2010. This was a huge loss to Foothill College and our students. The loss was more profound when Herlisa's request to transfer into a vacant counseling position was denied. The AMA Handbook allows a "program administrator who possesses the minimum qualifications or the equivalent to be offered a reassignment as a first-year probationary faculty member provided the administrator has served in this District a total of at least two years as an administrator." Herlisa was five days short of meeting the two-year period in management. Instead, she was offered a temporary consultant position to oversee Foothill College Admissions and Records during the transition period.

Today, Herlisa is the Director of Admissions and Records at West Valley College.

Thank you, Herlisa, for all that you gave to the Foothill community throughout the years. West Valley is fortunate to have you among their leadership ranks.



Maria Elena Apodaca, Former Outreach Specialist

Maria Elena Apodaca was a devoted Foothill employee for 12 years when her position as Outreach Specialist was eliminated. Maria was co-president of Foothill's African American Network, one of many executive board positions she held during her service to the college. With a passion for helping to develop young adult college students, Maria explains that working at Foothill was a dream come true. Committed to outreach and retention advocacy, Maria helped to cultivate a non-threatening, encouraging and forgiving environment that gave students the extra support to grow, blossom and then to help other students navigate the college system. Maria recounts that one of her memorable moments at Foothill was welcoming a group of high school girls for a campus tour. She believes that introducing the college experience at a young age, "plants a seed of desire for higher education and encouragement that they will one day become college students and successfully graduate." Maria gave tirelessly to Foothill students, faculty and staff with the many Foothill assignments that she took on throughout the years. Maria was a team player and quiet leader always with a cheerful smile and incredible collection of Foothill pins that she wore on the college keychain. We miss you, Maria.



Lyliana Hernandez, Former Outreach Specialist, Foothill Outreach & Retention Office

Lyliana Hernandez worked in Foothill's Outreach & Retention Office for five years and was truly committed to student success. No longer employed by Foothill due to the elimination of her position, her many contributions and legacy as a tireless advocate lives on. Her fluency in her native Spanish language was a major benefit for reaching out to Foothill's Latino/a students and their families. Hernandez says the best part of her job was, "working with the students." While at Foothill, she was involved with high school student recruitment, created the African American Network Food Bank, assisted in the development and implementation of student orientations, learning communities, Day on the Hill High School Student Conference, student ambassadors and many other outreach-related events and activities. She remains an advocate for underrepresented

students who need someone to help them progress through the educational system. While at Foothill, she observed that many underrepresented students who were very committed to achieving their academic goals did not have the support at home, or did not have a family member who had attended college and could identify with the challenges and pressures that are part of being a college student. As a result, some of these students felt profoundly isolated, and too often experienced financial and emotional difficulties while they tried to strike a balance between school, family, work and other responsibilities. Along with her Outreach & Retention Office colleagues, Hernandez conducted one-to-one and group orientations to education Foothill students from all walks of life about the variety of services available for each student's unique situation. Desperately missed by students and colleagues alike, she remains passionate about working in a community college setting because it is a place where anyone who is willing to work hard can complete a college education.



**Steve Mitchell, Intramural Director/
Community Service Coordinator,
*Position Eliminated***

Steve Mitchell began Foothill College on October 17, 1989, the day of the Loma Prieta Earthquake. His position as Intramural Director/Community Service Coordinator was officially eliminated on June 4, after 23 years of employment at Foothill. He was hired to start the intramural program and work with the Student Activities Office on projects that would embellish campus life activities and richly contribute to the development of students.

Steve also shared his many talents with the Foothill Kinesiology & Athletic Division where he mentored students and coached track, basketball and off-season conditioning programs.

He coordinated the student volunteer program and blood drives. Steve also assumed coordination of the African American Network Food bank when the former AAN secretary and founder left Foothill due to position eliminated. Steve was able to bridge the gap between his work at San Mateo County Juvenile Hall and Foothill College in a manner that significantly benefited young people at risk. Students at the Hall knew that Steve was a positive role model who encouraged their academic and social development. Consequently, many of these students attended Foothill College and went on to earn their degrees in higher education.

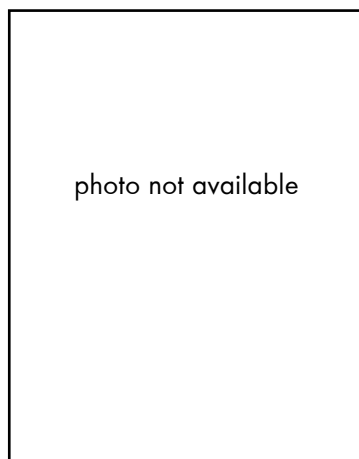
Along with Don Dorsey, retired dean of student affairs, Steve started Foothill's Brother 2 Brother. This program, originally designed to empower Latino and African American men, was expanded to include any and all Foothill males who could benefit from the program. A few years later, Steve founded the Sister-to-Sister program for women that was modeled after Brother to 2 Brother. As a staff person committed to student activities and campus life, he also served as advisor to the Foothill Pom Squad/Dance Team,

Steve says, "Throughout the years, I have worked with some great students, faculty, staff and administrators who have touched my life in many positive ways. Those who have will always be a special part of my life. Traumatic events will not stop me from continuing to advocate for the young people and future leaders of our state."



**Julie Brown, Administrative Assistant,
Pass the Torch, *Position Eliminated***

Julie Brown has been a key component of Pass the Torch operations for the past 12 years. She has worked tirelessly to build relationships campus wide while providing immediate staff and student support. One of her fondest memories is when she joined Pass the Torch as a young student. With the support of Pass the Torch, she was able to gain confidence and a supportive network that encouraged her success. She joined several clubs as a student such as APAN (Asian Pacific Association Network) where she helped to coordinate several Luaus. Julie also participated in the Christian Club where she had the opportunity to share her Samoan culture, meet students from all over the world and connect with other students who believe in sharing the "gospel" or "good news". Julie's position has been eliminated, so if you are a Pass the Torch student be sure to extend her your deep appreciation before the end of this Spring Quarter. Thank you, Julie, for all that you have given to our students and for helping to build Pass the Torch to the award-winning program that it has become.



**Maisha Haywood-Smith, Former
Outreach Specialist**

Maisha Haywood-Smith was an integral part of the Outreach and Retention team in the Student Success Center. Her responsibilities included recruitment and outreach to high school and community populations as well as "in reach" to many of Foothill's most vulnerable students. Maisha worked with the Mfumo program as a success coach, assisting students in overcoming academic and personal barriers to their success. She also helped out as advisor to the Foothill Pom Squad when the crew was selected to participate in a nationally televised cheer competition. Maisha was a quiet force among her peers, a beacon of light to students, a tireless advocate, mentor and positive African American role model with a big heart.



**Tiffany Rush, Former Tenure Track
Instructor, Respiratory Therapy
Program**

Tiffany Rush began her short career at Foothill in July of 2010. She was a dedicated, knowledgeable, enthusiastic and hard-working instructor dedicated to teaching and cultivating a new generation of respiratory therapists. As a female professor of African ancestry, she was of particular value in her position to serve as a role model and to encourage underrepresented student groups to succeed in the field of science and health care. We were saddened to learn that Tiffany left her tenure-track position in March of 2012. We appreciate the gifts that you did share with our students, Tiffany, and hope we cross paths in the future.



Davida Vance - Lee, Counselor, Retiring

Davida (Dee) Vance Lee will retire at the end of June. She leaves a proud legacy of innovation, stellar musicianship and commitment that extends far beyond her beloved counseling position at Foothill. Dedicated to serving students, Vance Lee has guided thousands of students throughout her many years of service during both individual counseling sessions, classroom teaching, campus life activities, community events and partnerships.

Vance Lee began her Foothill career in 1975 as a professor and helped to establish the Student Tutorial Evaluation Program (S.T.E.P). The STEP Program helps students with disabilities to receive extended educational support. In 1987 Vance Lee became a full-time general counselor. For many years she was a lead supporter for Black History Month (BHM) events, co-founded and became the director of the Foothill Gospel Choir. Thank you, Dee, for sharing your many gifts to inspire, coach, guide and teach Foothill College students and community members of all cultures about the power and beauty of African American gospel music. It has been a remarkable endeavor that united people of diverse backgrounds via their love of singing and desire to learn an African American musical art form.

It has been a true source of pride for our African American communities both on campus as in well as the broader community.

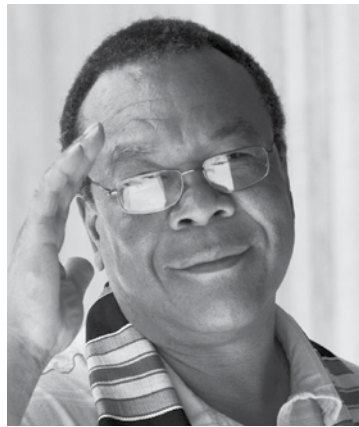


Verley O'Neal, Instructor, Former Dean of CTIS Division

Verley O'Neal is retiring at the close of Spring 2012. He leaves behind a rich legacy in both teaching and administration. During his early career at Foothill he was an instructional coordinator for the CIS Computer Lab and was later hired as the dean of the CIS Division. During his tenure as dean, the name was changed to CTIS, and the division was restructured to include Business Technology. Among the projects under Verley's leadership was the creation of the Summer Youth Employment Program. This program provided NOVA and SPEDY high school students an opportunity to participate in community college classes focusing on computer training. Moreover, it allowed students to work part-time on the Foothill campus during the summer in a effort to make an impact on the "Digital Divide." Verley was also actively involved in the creation of the division's workforce development program under the leadership of Bill Patterson.

Former Black Student Union members appreciated Verley's support as a chaperone for their club dances.

Verley has always worked diligently to improve instruction and programs for all students. In 1996, he stepped down as dean to become a full-time instructor and to become more involved with the curriculum committee for the division.



Willie Frieson, Former Program Coordinator, Foothill Career Center

Willie Frieson is a gallant world explorer; lieutenant-ranked U.S. Naval officer (retired), family oriented and student advocate. Born in Tuscaloosa, Ala., he has experienced racism, segregation and witnessed some people celebrating the end of affirmative action initiatives. Frieson joined the Navy and had the opportunity to travel the world where he earned the nickname "Mustanger" for being untamable. He says, "There is nothing that I can't do! Taming

only represses experience, knowledge and camaraderie." His fondest memories from his long career at Foothill include hosting a dinner at his home for members of the college's African American Network. He recounts, "We talked, ate and prayed together." During his 19 years at Foothill, Frieson has had the opportunity to work in several departments on campus, as well as participate as an active member of the Foothill community in a variety of roles, including EOPS Department, Career Center, Financial Aid, Pass the Torch, Krause Center for Innovation, and the Foothill-De Anza Internship Program at the NASA Ames Research Center. He believes there is still much to be done to help students succeed in college, and that hiring effective, qualified and enthusiastic male counselors, especially African American counselors, is a good place to start. "Seldom do I see African American men in the counseling department, but I see them on campus," he says. "These students can't be treated as a number. Underrepresented students need someone to identify with and direct contact with a committed professional who can help them navigate through the higher education system."

Thank you, Mr. Frieson, for 41 years of federal and state service. We wish you an active, rewarding retirement.

"I Stand"

by Eden Alemayehu, Foothill Student

I stand, walk and take life in stride
Even when I feel hope become dim inside
Even when love slips away from my side,
I stand.
And I remember my ancestors who walked hand in hand
In the homeland, in the new land, singing bittersweet songs,
A wise man once said you can't heal all alone,
So I look around for help to rebuild that home.
Expectations, passed down from generations to fulfill,
May every Martin find his Coretta, under God's will
I will, preach to the youth, we can't lose direction,
Stay clean and steer clear of perceived deception
See I, have one dream and that's the power to lead,
Like taking kids off the street and upp'in' girls self-esteem
I stand, I speak, to bare a side of me,
Angry and weak, at times I can be,
But when the Rosa Parks in me makes you unhappy-
Watch me rise, and continue to rise steady.
And when tired, be the candlewick that can withstand the fire,
Burned, tested but standing strong in dire.
When I hear the lies, still I rise, Maya Angelou in my mind.
When it's me you despise, still I rise, Maya Angelou in my mind.
And just as Langston Hughes wrote the Blues,
I write this letter to you because, you are my muse
I speak my words like news that's what I stand for and do,
But to see a change, I ask, will you stand with me too?

Mfumo Program for Students of African Ancestry: Cuts and Costs

The Mfumo learning community paired together an English class and a Counseling class for three consecutive quarters, beginning at the Basic Skills levels (100 – now 209) in the Fall, and progressing through English 110 and 1A by the end of the Spring quarter. The curriculum focused on reading and writing about African American authors, setting and meeting educational goals, and developing success strategies for college and life. Students of all backgrounds who completed the program found a supportive and dynamic environment dedicated to their success.

The Mfumo staff was comprised of a coordinator, Maisha Haywood-Smith, an Outreach and Retention specialist; an English instructor, Natalia Menendez, and a Counselor, Kimberly Lane.

In the summer of 2011, the Mfumo coordinator's position was abruptly eliminated. Though Mfumo means "connectedness" in Swahili, the Mfumo staff was not notified or consulted in this decision. Without the coordinator, the program could not recruit and interview students, or liaison with other elements of student services on behalf of its

students. Thus, the program itself was effectively eliminated. Students of a range of backgrounds have lost a rich, supportive, intellectually challenging, and highly effective program that opened doors to them at Foothill.

Pass the Torch Affected by Budget Cuts

Pass the Torch was notified in February that the program would lose its administrative assistant position, presently staffed by Julie Brown. Julie has participated in Pass the Torch for the last 12 years, first as a student worker, then hired four years ago as a full-time classified employee. Julie began her work under the program's founder Dr. Jean Thomas and has been an indispensable attribute to the success of Pass the Torch as a program and to the thousands of students who have passed through its doors. The students and Pass the Torch Staff will truly miss her ever-positive attitude, warm and welcoming smile along with her heartfelt concern for each individual student. Julie will continue to be employed with the program until June 29, 2012. Pass the Torch will experience structural changes in the way it operates, and the day-to-day functions of the program.

Pass the Torch Program Awarded Movers of Mountain Award

The Executive Board of the Dr. Martin Luther King Jr., Association of Santa Clara Valley congratulated the Foothill College Pass the Torch Program on being chosen to receive The Movers of Mountain Award for their excellent contributions to our community, and for exemplifying the life, legend, legacy and mission of the beloved, late Dr. Martin Luther King Jr. Receiving this award honors the legacy of Pass the Torch founder Dr. Jean Thomas and the dedicated staff for all the work they do on behalf of our underrepresented students here at Foothill College. The award ceremony will be held in San Jose this fall.

Foothill College African American Network (AAN) Challenges, Losses, Continued Dedication to Students

The past few years have been difficult for our organization and our community. We have faced challenges and losses exacerbated by the fiscal crisis and the decisions that have accompanied them. With position eliminations during 2011-2012, we lost three of our executive board members. They are as follows; Maria Apodaca, Co-President, Lyliana Hernandez, Executive Secretary and Food Bank Founder/Coordinator, and Steve Mitchell our student club liaison. After Lyliana's position was eliminated, Steve assumed coordination of the food bank that was moved to the Intramurals Office. Resources and creative means to coordinate this valuable program will need to be addressed. It is important that the food bank continue to thrive and meet the needs of our students.

There are many positives in the midst of the challenges we have faced this year. We would be remiss not to mention them. Our AAN executive board is grateful for Dave Ellis, workforce developer and Marilyn Williams, manager of custodial operations who actively served as Black Student Union advisors this year. On top of very demanding jobs, they gave their time and energy to support our students. AAN is also very proud of our outstanding Black Student Union members. They have demonstrated positive leadership and contributed richly to the development of Foothill's Black History Month celebration, Annual MLK Luncheon, BSU Study Sessions, Harambee Rites of Passage Planning Committee and the development of the first student - sponsored Griot News.



From left to right: Joyce Henderson McLeod, Community Liaison; Steve Mitchell, Afrocentric Student Clubs Liaison; Maria Elena Apodaca, Former Co-President; April Henderson, Co-President; Melanie Hale, Treasurer; Lyliana Hernandez, Secretary



The Way I See It...Student Voices On The Hill

By: Porsche Williams & Lloyd Allen, Foothill Students

Q. Are you affected by the economic climate? If so, how could Foothill help?

A. Budget cuts on campus have affected the availability of programs such as the Writing Center. Myself and other students are financially strained. The cost of cafeteria food is too high and there aren't any other food options that are close by.
–Jeremy Steward

A. Yes. There are less classes available so it is taking me longer to graduate. Also some classes are replacing in-class time with online discussions and that is frustrating because I don't feel engaged online. This really hurts students who are already struggling to develop communication skills. School is the only place left where we can learn these skills.
– Ansumana Dolleh, Child Development Major

Life Changing Book: A Recommended Read

Q. Have you ever read a book that has changed your life?

A. "Rich Dad Poor Dad," taught me how to manage money, how to think outside of the box and be creative. These are things I don't learn at school.
– Adam Makubuya, Business Administration Major

Former Foothill Students: Where Are They Now?

Ajene White, Foothill Alumna

By: Porsche Williams, Foothill Student

Ajene White started at Foothill as a junior in the Middle College program. With the support of CARE, Make a Wish and scholarships, she went on to major in psychology, and in 2008 was awarded an Associate in Arts. She then continued her upper division courses at San Jose State University where in 2010 she earned a Bachelor of Science in Occupational Therapy.

As a work-study student, Ajene had the opportunity to experience several different work environments. In health services, she provided clerical support, admitted patients, and recorded vital signs. While working in the Foothill College Career and Transfer Center, she learned about four – year colleges, universities, programs of study and career opportu-



Ajene White with daughters

nities. It was here that she discovered the field of Occupational Therapy.

with similar interests. These experiences will give you something to talk about in that crucial personal statement that will distinguish you from the rest.

During my second quarter, I enrolled in the Mfumo program. English requirements are met while you examine the work of African American authors. Mfumo also provides career, goal and education counseling. I highly recommend this course. It helped me develop my writing ability and set goals, skills that have gotten me to where I am today. I also recommend making use of the Tutorial Center, an extremely valuable resource that I think is not used enough. It's overseen by a wonderful woman, Anne Johnson, who creates a student - friendly environment that makes learning enjoyable and un intimidating. The Tutorial Center was my rock; I spent many hours receiving help in math and English. I spent so much time there, that I applied for a position and then began to work at the front desk. I even tutored a couple of quarters before I transferred. Later, I became involved in student government, serving a term as Senator, and building my leadership, public speaking and interpersonal skills. I also learned the process of starting a club. During Club Day I set up and submitted a petition to have the Cheer Team reinstated as a Club. I am proud to say the Cheer Team is now recognized and thriving as the Foothill Cheerleading/Pom Squad. Each extracurricular

like I found my direction. But, I continued to lack the basic skills to survive college.

It wasn't until my first college English class that I realized I did not have the basic skills to properly write or comprehend a sentence. I struggled and dropped classes repeatedly, but I overcame my problems and started to take my classes and my major seriously. I realized how much school meant to me, and that it was in my best interest to excel.

I owe all of my past and present success to Robert Garcia and the Pass The Torch Program. I currently hold a 3.66 G.P.A. and will graduate in the spring of 2012 from University of California, Los Angeles, with the Latin honors of cum laude. After graduation I plan on applying to law school in the fall of 2013. I am the first in my family to graduate from college.

Student success programs such as Pass the Torch are important because students like me need these services. Without them, college retention rates will plummet.

I owe this program my life. As I reflect upon my journey to manhood, which is similar to other African American and Latino men, I see a journey of

Ajene is a hard-working mother of twin girls who inspired her to achieve her educational goals. When she learned of the Occupational Therapy program at San Jose State University it gave her hope. It was a clear career path that would lead her to a specialized profession. "I am like a runner – my mind is clear. I don't have anything on my mind but the finish line!" Her message to other students is, "stay focused, seek help when you need it and take advantage of resources available."

Truly an inspiration, Ajene received her Master of Science in Occupational Therapy from San Jose State University in May of 2012. Her career goal is to give back to the veterans who have protected and served our country.

activity I participated in gave a me a new set of skills and built my confidence.

The more I became involved, the more my confidence increased, leading me to set higher goals for myself. During my last year at Foothill I applied and was accepted to the NASA/Ames Internship Program. This internship was by far my most memorable experience at Foothill. I was paired with a wonderful mentor Girish Chachad who advised me about projects in and outside of the classroom -- and I still find his advice useful today. I even had a chance to rub elbows with a few astronauts. I reiterate that although life outside of school can be extremely demanding, and finishing may take longer than you imagined, I encourage you not to give up. Take it from me, a student who entered Foothill with only my GED, with no idea what my education goals were and what it would take to transfer to another school. As I approach my last semester this fall and look forward to graduation from Harvard University's Extension School, I tell you the road is long. At times, you may not see the end of the tunnel. But no matter what anyone tells you or the sacrifices you have to make along the way, trust me when I say: The journey is well worth it!

never ending misery, economical disparity, and social displacement. One wrong decision and you can end up dead or behind bars for life. For many young Black and Latino men, this is a trap enacted by a faulty education system, laws, and bogus propositions that purposely target them. I was one of those men who escaped an oppressive system of disparity.



Make it a Full Journey

by Lisa Grant, Foothill Alumna

The road from Foothill Community College to the Harvard University's Extension School was a long and tough journey. Like many Foothill students, I worked full-time while attending classes. I was challenged to balance coursework with life outside of school, that is, with working, family and other obligations. However, I strongly recommend participating in programs and organizations at Foothill. Not only is it a fun way to decompress from daily stressors but you will meet students and faculty



Overcoming Adversity to Head in the Right Direction

by Marcus Roberts, Foothill Alumnus

I started college with no direction and no sense of belonging. Disengaged in all of my classes, I wanted to learn about the world and the people in it, I wanted to learn about issues that affected others as well as myself. Issues like poverty, health care, and education are a part of my community as well as my life. It was not until I discovered sociology that I felt

Foothill Gospel Choir Performs at 23rd Annual Concert

The Foothill Gospel Choir performs at the 23rd annual Make a Joyful Noise Gospel Concert as part of the college's Black History Month celebration. SJSU Gospel Choir, Logos Christian Fellowship Choir, Foothill Community and many others graced the stage. Mistress of Ceremonies April Henderson took guests on "A Walk Through [the] History of Gospel Music."

Celebrating the Diversity of Gospel Music

by Natasha Temple, Foothill Student

Music is a major part of African American culture and many of the world's best musicians, singers and songwriters have an African American background. A lot of these artists and their type of showcased music are very influential in society. Unfortunately, mainstream music like some forms of rap and hip-hop, which often glorify negative behavior such as the use of drugs or violence, have found their way in dominating the African American culture. There are many negative stereotypes of African Americans that derive from this type of demeaning behavior as a result of this music. However, what many people fail to see is the other music such as the blues, gospel, jazz, rock, rhythm and blues, and even some hip-hop and rap that play a positive and significant role in bringing African Americans out of oppressive conditions. Gospel music is especially underrated and many listeners have forgotten how important this music is for enriching the lives of African Americans and so many other people who embrace it.

Gospel music has a profound history in that it has been a long-standing extraordinary force that can bring people together to overcome the most difficult and horrendous situations. Some of these historical times include the civil rights movement in America and long before that during slavery, a dreadful time that is believed to have led to the development of gospel out of opposition to this atrocity. African Americans and people of various ethnicities came together because of these sorrowful times to sing and make gospel music, which embodies faith, hope, honor, joy and peace. These positive aspects are centered on Christianity, uplifting peoples' spirits and influencing them to do well in their lives and overcome struggles.

Gospel music has grown so popular over time that is not just a part of the African American culture nor just music used in churches, but it is also prevalent among many people and places. The Foothill Gospel Choir is a wonderful example of how gospel music invokes diversity, positivity, faith and hope. The Foothill Gospel Choir was founded by Dr. Nile Norton and counselor Dee Vance-Lee in 1989. It began as a class and has expanded greatly over the years. Although some vocalists have been Foothill students, many more are simply community members who join together to lift up their voices in song and fellowship.

Vance-Lee says that the choir was established as an effort to spread diversity and knowledge about

gospel music. "I knew that I wanted a choir that transcended everything that was going on in the Bay Area." The Bay Area is definitely well known as a diverse and vibrant community so the gospel choir embodies this vitality. Vance-Lee said in response to the success of the Foothill Gospel Choir, "I am telling you this choir is on fire." The choir is definitely an amazing group for displaying the best that gospel music has to offer and how it inspires positivity in communities.

The Foothill Gospel Choir has had many outstanding performances singing popular gospel works, including *Amazing Grace*, *Lift Every Voice & Sing* and *As Long as We Live*. Choir members have also collaborated and had associations with many churches, schools, gospel choirs and groups like those from UC Berkeley and San Francisco State University. The success in the gospel field landed them performances outside of California and even in Europe. The latest performance by the Foothill Gospel Choir was held at the Los Altos United Methodist Church in February, and featured the voices of singers from different groups like the Logos Christian Fellow-

ship Choir, San Benito Oriana Chorale and many others. This performance, like the others preceding, was a joyful event and demonstrated the momentous effects of gospel music. "I am so proud of this choir and what it does for the community," Vance-Lee said in recognition of the choir's outstanding work.

Many people have been a part of the Foothill Gospel Choir since it was founded and feel the same way about its positive effects. Community member Joyce Cavanaugh, of Mountain View, has been a part of the gospel choir for 23 years, since it began and says gospel music makes her feel "free." Another longtime member Margo Martin, who has been in the gospel choir for 20 years, says she likes gospel music and being a part of this choir because of its uplifting ability. She says, "You can come to rehearsal feeling tired and down but afterward you leave feeling ener-

gized and good." Martin says, "It is just a good place to be with lots of good, friendly people." Bill Lewis, of Los Gatos, has been in the choir for 14 years and has a daughter who currently attends Foothill College. Like the others, he is a proud member of the choir and highlights a key aspect of gospel music in that "it makes a difference in peoples' lives. It connects more with people and their struggles in life," he says.

The Foothill Gospel Choir has been performing for 23 years and has been an auspicious model for uplifting the soul. Unfortunately the fate of the Foothill Gospel Choir is up in the air now as Vance-Lee will be retiring in June, and with the continuous budget cuts some Foothill leaders are undecided on whether or not to keep the choir as a part of Foothill College. Rest assured though, whatever fate the Foothill Gospel Choir will face, the amazing and uplifting gospel voices will always be heard. Gospel music will restore joy where there is sorrow,

give hope to those who are lost, and keep many determined toward great achievement when they are discouraged. Gospel music will always be a powerful force that inspires people to believe miracles and make them occur.

As of April (Spring 2012) the Gospel Choir is no longer a part of Foothill College. As a result of the loss of transferability and non credit, we were sent to the Community Education Program where we were allowed to continue our music for two quarters and then

discontinued due to low enrollment winter 2012. In Spring quarter which began, April, 2012, we were invited to continue our legacy with the support of a local community church: Los Altos United Methodist Church located at 655 Magdalena Ave. in Los Altos, Ca. with the support of Pastor Dirk Diamonte and staff. We decided to change our name to fit the new ideas of the Gospel Choir; now known as; The Peninsula Community Gospel Choir. We meet during the regular school year calendar in the Sanctuary of the LAUMC, 7PM. We welcome anyone who desires to sing to come out and join us each week. We will continue the legacy of singing the Gospel as long as we have members who supports us. Thank you Professor Dee, Dr. Nile and Pastor Dirk.



SJSU Gospel Choir Prepares for the Foothill Gospel Concert



Foothill College Gospel Choir 2012

Foothill College Celebrates Black History Month 2012

By Sesha Sims and Natasha Temple, Foothill Students

This past February was Black History Month (BHM) at Foothill College, which was quite the success for showing the profound and enriching history and current culture of African Americans. The theme for the month was Art & Soul, and through several fantastic events, the planning committee and participants were able to display many incredible aspects of African American culture. Sesha Sims, who is the president of the Black Student Union (BSU) and the secretary of BHM, highlights BHM and how it was a wonderful month because of the many participants who got involved in the planning committee and in the events. She says that it is particularly important for minorities to be involved in campus events and activities because as underrepresented people, minorities need to make an extra effort to have their voices heard. "It is important for minority students to be involved because it lets people know that you are here," she said. "Especially as minorities during this state budget crisis, we need to step up, be visible and proactive because our resources are being cut. We need to let people know how it is negatively affecting us." When asked about February's BHM and the number of participants

who helped out during events or attended them, Sims said, "people stepped up. So many students stepped up. It was a wonderful month. And it shows that if we don't come together and do something, then nobody else is going to." When you make a positive voice and stance for yourself and your heritage, then most others will acknowledge this activism and praise it. This will lead to cross cultural connections and break down any barriers that may have existed." Sims talks about her favorite event during BHM, particularly the closing ceremony. "The closing ceremony was my favorite event because there was a fashion show, food and entertainment. There was a diverse group of models in the fashion show that showed all shades of color and why diversity is important." Many people from various ethnic backgrounds and "shades of color" helped out during BHM and that made the month more wonderful. When people come together to celebrate each other there is an amazing beauty in the celebration and it's something all people should experience. So get involved and make your voice heard.



The Griot Word Search

by Natasha Temple, Foothill Student



Ready for a Puzzle? See if you can find Foothill College's mission, values, & keywords.

D	T	G	C	S	L	D	I	L	I	G	E	N	C	I	D	U	F	A	O
E	H	Y	I	O	P	S	G	E	Y	T	I	S	R	E	V	I	D	H	P
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R	L	G	Y	W	E	R	N	L	M	O	S	S	E	C	C	U	S	P	L
M	I	V	A	N	I	T	G	B	C	X	G	Y	U	P	N	I	U	J	T
I	H	N	E	K	N	F	D	I	N	V	O	P	T	F	W	X	R	A	L
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S	D	F	T	U	O	S	E	D	R	L	C	F	P	Y	N	A	E	P	W
E	F	V	Y	T	I	L	I	B	I	N	I	A	T	S	U	S	T	K	N

- ASFC
- GRIOT
- COMMUNITY
- HONESTY
- DEDICATION
- INTEGRITY
- DETERMINATION
- KINDNESS
- DILIGENCE
- OPENNESS
- DIVERSITY
- OWLS
- EDUCATION
- TRANSPARENCY
- FOOTHILL
- TRUST
- FORGIVENESS
- SUCCESS
- FUN
- SUSTAINIBILITY

The Human Race; How Different Are We?

by Eden Alemayehu, Foothill Student

We all bleed the same blood. Cry the same salty tears, and hurt in the heart. So what makes us different? Of course, we differentiate ourselves from others by race, age, culture, class and many other aspects. But how much of our isolation or distinction from others comes from or is influenced by social construction of those factors?

A new paradigm shift in race began in the late 18th century which included the third president of the United States, Thomas Jefferson, as one of the pioneers in attempting to create a theory of race. This concept of race—which tried to create the idea that African Americans and Native Americans were savage creatures, less than human and at the lower end of the social scale—was backed up by pseudoscience. Although it was over a period of time that these “scientific” studies came to be shown as false, it left a deep mark in American and international perception on race. These theories on race were indeed created for social and economic power, the use of slaves and profit, and also to maintain a social hierarchy where whites were at the top.

As musician Lauryn Hill once said, “Let’s free the people from deception. If you’re looking for the answers, then you’ve got to ask the questions.” So, I did just that.

In order to gain a better insight on this topic of race, I conducted an interview with Foothill Professor Natalia Menendez, English composition and literature instructor with a specialization in African American literature:

Alemayehu: Is there a concept of race?

Menendez: “There is no such thing as race, as it has no basis in biology. I say this because theories of race do not suggest that groups of people are different. No indeed, we do not need a theory of race to tell us that—we just need eyesight. Instead, what theories of race convince us of so perniciously is that we are able to determine a person’s moral, spiritual and intellectual character based on physical characteristics such as skin color, eye shape and texture of hair. Is this nothing short of absurd? I can’t even believe we have all bought into this! Most people don’t know that in the 17th century, the English enslaved the Irish by sending them to work on plantations in the Caribbean. The English propaganda for years characterized the Irish as demeaned, primitive beings, barely human, and therefore barely worthy of the land they were fighting to keep. That obviously had nothing to do with skin color or physical “inferiority.” It was merely based on economic gain and power. You ask anyone today from outside those two countries to distinguish an Englishman from an Irishman based on race and they will laugh at you. But this was serious propaganda from the English government when it was trying to colonize Ireland. The same theories of race were there, with two groups we’d all now see as white.”

Alemayehu: If race doesn’t exist, then what does?

Menendez: “Race (as defined above) does not exist, racism exists. Racism is real. Dangerously so. And,

culture and tradition exist. Those are reputable, living practices in humanity. The concept of race or ideas about race are simply a decoy, a distraction for things we should focus on, such as nature, jobs, our health, overall well-being, spiritual (as opposed to religious) development, civil rights, dignity, togetherness. When we focus our attention on race, we ignore those other, more important things.”

Alemayehu: What purpose does filling out race/ethnic categories on applications serve?

Menendez: “Well, since the reality of racism is indeed so very real for so many Americans, *(even the likes of Henry Louis Gates (!), scholar, author, filmmaker, can be harassed by police) governments are able to determine which groups of people need support as far as resources, education and housing. And, since systematic racism does indeed deny people access and opportunities in education, housing, employment and health care, it is important to acknowledge the underrepresented and the underserved. The playing field is not level by any means! There has been so much research to back this up, in all the areas I just noted, and of course in the area of criminal justice. On the other hand, I wish that when we checked those boxes that we all understood that race is a social construct and not a real, biological determinant for anything meaningful. The boxes are really there to try and track racism, a real social phenomenon based on the mythological category of race.”

After receiving thorough feedback from Menendez, centered on the sociological and historical understanding of race, I thought I would get an understanding of what race then means from a biological perspective, specifically genetics. I interviewed Dr. Roseann Berg, former chiropractor, who teaches human genetics, anatomy and physiology at Foothill College.

Alemayehu: What is the study of human genetics?

Berg: “Human genetics is the study of the human genome which is the total of all genetic material in a person, and how that information is passed on to the next generation.”

Alemayehu: What relations do biology and race have? How has race in relation to genetics and biology been fallaciously connected for race hierarchy justification in the past?

Berg: “The first time scientists tried to make direct correlations between biology and race was as far back as the 1700s. They defined race as only relating to our phenotypes, meaning our observable outward physical appearances such as hair color, skin color and other features. They only focused on what made us physically different; this was before we knew about genes, and how to study them. They determined that if individuals or groups were about 20-30 percent different from each other, they would categorize them in different groups, which is how many of the false inferior and superior social groupings of races came about. There is little to no genetic basis in distinct races.”

Alemayehu: Are there more similarities than differences between humans genetically?

Berg: “Yes, if you compare individuals, we are actually 99.9 percent similar, genetically. There is only about a .1 percent difference between us.”

Alemayehu: What are some of those similarities we humans have, genetically?

Berg: “We each have about 25,000 known genes, and we all have the same 25,000 genes. Every human has tiny differences in the sequences in the bases of those genes, which is what makes up our diversity.”

Alemayehu: What genetic factors or discoveries have there been that show humans’ demographic areas of origin?

Berg: “The most commonly accepted and well-supported theory to date of human beginnings is that there was a group of people who originated from Africa. Biologists look at and track newer genetic mutations. For example, 30,000-40,000 years ago, there might have been a group of people who split up and moved to four different areas. These individuals have certain genetic markers and characteristics that we can now study and know that even though their physical characteristics are different now, they were originally part of the same group.

“Humans have traits that they do because our bodies selectively breed traits that are necessary to survive in the environments we originate from. An example would be climate. In the Northern hemisphere, in places like Europe, the climate isn’t very hot and there is not very much sun exposure so that is why Europeans have light skin color. In Africa, the climate is hot and so the skin color of Africans is darker because that is what has protected their skin and so that trait, dark skin, has and will continue to reproduce in individuals from areas of hot climate.

“It simply depends on where a group of people originated from and if/where they have moved—that is what makes up their traits. Biologists look at individual markers (certain traits like examples from above) to determine whether a group has risen from a certain population and grew. We have traits which are necessary for us and whether they are likely or not likely to reproduce depends on our environment and geography.”

Alemayehu: Is it true that there are more genetic similarities between whites and blacks than blacks and blacks? How often has skin color been a factor in genetics and race identification?

Berg: “There can be more genetic variation within the same group. It has been found that in the some African Americans there are more relations to Europeans than Africans. There are more than 2,000 genes that determine our phenotypes. However, there are also environmental effects that have roles in this. For example, we all have the same number of genes that produce melanocytes, and the same number of melanocytes (melanin makers which determine our skin pigment and how much sun protection we receive), but darker-skinned individuals as those from African descent have more productive melanocytes. This is because the environment which darker-skinned individuals originated from selected for darker skin (more productive melanocytes) in order to have a darker pigment and be protected from the sun.”

At the end of my interviews with Menendez and



Berg, my understanding of race has broadened exponentially. There have been many ideas of race, skin color and social hierarchies that have been embedded in our minds overtime because of things like our society, culture and the media. We are overexposed to so many images and an extensive amount of information on a daily basis which can lead us to unconsciously make assumptions, prejudices and stereotypes about people simply because of what we see and hear, not necessarily what we know. I hope as we move forward and progress as individuals and groups, as a nation and globally, that we will be able to remove false ideas of superiority, inferiority and stereotyping based on race or physical features.

I find there is an urgency to understand the differences we do have, such as our cultures and traditions, and to unite people by celebrating them. I truly believe understanding the different backgrounds of groups and individuals are key to mitigating existing stereotypes and racism. We must also confront and reflect on our own actions toward others, critically, because we forget the impact that one person's behavior can make, positive or negative.

Musician Bob Marley said most notably, with impeccable words, "Until the philosophy which holds one race superior and another inferior, is finally and permanently discredited and abandoned, everywhere is war and until there are no longer first-class and

second-class citizens of any nation, until the color of a man's skin is of no more significance than the color of his eyes. And until the basic human rights are equally guaranteed to all without regard to race, there is war."

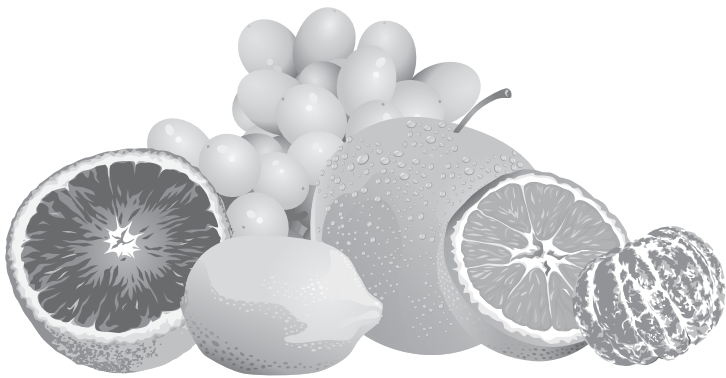
How to Stay Fit on a Busy Schedule

by Rhonda Worthy, Foothill Student

Today in this economy it's hard to make time to work out because you have school, work long hours and do overtime, so that you can provide for yourself and/or your family. I understand your situation! Two years ago, I was in the same boat. I'd like to share some of my tips that can help you get fit on your busy schedule.

First, cut out the fatty foods, including all fast foods. Eat more fruits and vegetables on the go. That will help you drop weight automatically. Next, incorporate a physical education activity class into your school schedule so that after an intensive lab or lecture course like science, math or English, you can treat your body and brain to a workout.

Some of the best gym classes that I have taken are indoor cycling, abs/thighs and kickboxing—and all of these are taught right here at Foothill. If you can't fit one of these courses into your schedule, there is another option: You can add Foothill's one-unit PHED 45: Fitness for Life class or a track class, so you can work out at your own pace when it's convenient for you. However, you have to discipline yourself and commit to working out at least two days a week. All you need is an hour:



Worthy's Two-Days-A-Week Workout

Monday

- Cardio: 30 minutes on the treadmill, bike or track (your choice)
- Dumbbells: 20 reps of triceps extension reverse sit up
- 20 reps of pull over curl up
- 20 reps of side crunch hammer curl
- 20 reps of lunges shoulder press

Tuesday

- Cardio: 30 minutes on the treadmill, bike or track (your choice)

Wednesday

- Cardio: 30 minutes on the treadmill, bike or track (your choice)
- Dumbbells: 20 reps of triceps extension reverse sit up
- 20 reps of pull over curl up
- 20 reps of side crunch hammer curl
- 20 reps of lunges shoulder press

Thursday

- Cardio: 30 minutes on the treadmill, bike or track (your choice)

"Sex, Pain, Love and War"

by Eden Alemayehu, Foothill Student

Sex, Pain, Love and War

Apart of us all, so which came before?

You're a master of lies, deceit in disguise

It's funny we put you on a level of prize

Beat me down to my core till I have no more.

I thought we had closed that door.

You are as addictive as your enemy.

We all need you, but you're never where you're supposed to be.

How could it be, that you always end up in our past,

But you're still wanted more than ever; too good to last.

Sex, Pain, Love and War

Apart of us all, so which came before?

You bring shame to my doorstep, along with pain.

But after the first time, you got better, so I let you stay.

You make it hard for some to behave

Others act like you really ain't a thang.

You are the reason why I'm here,

Why we are all here, so we hold you dear.

But you instill control and greed,

Confusing the young, that you are love that we need.

Sex, Pain, Love and War

Apart of us all, so which came before?

It's funny, you claim you're here to make peace

Pieces of lives taken, it's hard to speak.

And when we confront you, you say it's almost done.

And three years later your time is surely not up.

You come in many forms, a new age, not like before

People can't recognize they use your fuel to create their own.

You only hurt, never heal, I say that because I know how it feels,

But your presence will always be here, I say that because it's real.

Sex, Pain, Love and War

Apart of us all, but which came before?

Meet The Griot Staff

2011-2012



Porsche Williams, Editor-in-Chief

While working on my Associates degree in General Social Science, I also can be found taking long vigorous walks, reading and spending time with friends and family. On campus, I co-chaired African American Heritage Month and served as a community liaison for the Black Student Union. During the 2011- 2012 academic year, I served as editor-in-chief for the first student publication of the Griot news. Topics on education, art, history and humanitarianism are of interest to me. My goal is to transfer to Mills College and earn a Master's degree in Public Policy.

Eden Alemayehu, Staff Writer/Poet

My major is English and I will be transferring from Foothill to UC Berkeley this Fall to pursue a B.A. degree in English. Most of my time is spent doing school-work, listening to music, and tutoring. In my free time I like to write songs, poetry, fictional stories, articles, and other texts. Recently my favorite musical artist has been J. Cole. My favorite food is anything yummy and healthy; I'm a vegetarian. If I was given more time in the day I would go outside and work out.



Natasha Temple, Managing Editor

Currently my major is English but I love learning about the various beliefs, concepts, facts, and theories in many different subjects. I strongly value knowledge and continue to pursue the best education I can achieve. I will obtain an A.A. degree in English and Communication Studies from Foothill College, and to acquire a higher education I am going to transfer to UC Berkeley this Fall. In my free time I enjoy contemplating, listening to music, writing, watching shows and movies, spending time with family and friends, meeting new people, and exploring the world. Essentially I try to live life in the best ways I can by being the best person I can be and share peace, love, and happiness with others. I love to listen to many different types of music but my all-time favorite musical artist is Madonna.



Sesha Sims, Foothill BSU President/Staff Writer

I'm the president of Black Student Union club here at Foothill College. I love working with people and enjoy school. I want to start my own organization for underprivileged students in inner city communities. My major is communications and I hope to transfer to the University of Miami in the fall. My favorite color is purple, I eat salad every day, and any type of lemonade is awesome. I crave sweets daily and I'm well known for all the snacks that I carry around campus. I love the 49ers and LA Lakers; I wish I could play on either team. Doing makeup and chewing gum is a passion of mine. I'm a sweet and optimistic person who loves to laugh, smile and meet new people.

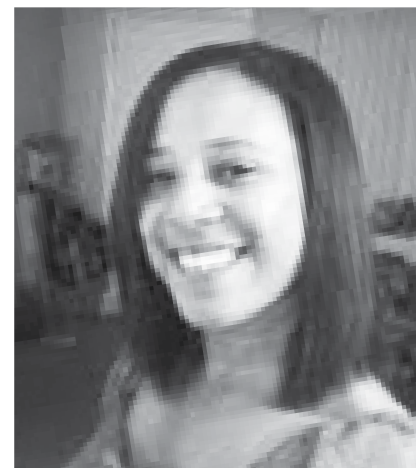


Lloyd Allen, Photojournalist

I am a U.S. Army veteran and I have served two tours in Iraq and Korea. I have been attending Foothill for two years and I will be transferring this Fall to Loyola University in Chicago. At this University I plan to study Business Administration with a concentration in Information Systems and minor in Philosophy of Africana Studies. My favorite song is "Higher Power" by Kendrick Lamar. My favorite café is Café Romanaza in downtown Mountain View.

Rhonda Worthy, Staff Writer

I will be transferring to San Jose State University this Fall 2012 as a Forensic Science major. My plan is to graduate from San Jose State with a B.S. degree in this discipline. After graduating, I plan to complete an internship at the prestigious Smithsonian Institution in Washington D.C. This will allow me to gain extensive knowledge and experience in this field. My passion for sports and fitness allows me to stay healthy and in shape. I also like to help others meet their fitness goals and to guide them along their journey to better health.



The Griot Word Search Answers

D	T	G	C	S	L	D	I	L	I	G	E	N	C	I	D	U	F	A	O
E	H	Y	I	O	P	S	G	E	Y	T	I	S	R	E	V	I	D	H	P
T	V	A	T	F	U	I	O	V	Z	O	P	E	T	S	R	T	V	J	K
E	L	K	H	S	Q	J	K	E	D	C	V	B	R	G	H	M	T	B	Z
R	L	G	Y	W	E	R	N	L	M	O	S	S	E	C	C	U	S	P	L
M	I	V	A	N	I	T	G	B	C	X	G	Y	U	P	N	I	U	J	T
I	H	N	E	K	N	F	D	I	N	V	O	P	T	F	W	X	R	A	L
N	T	M	O	L	S	U	D	G	V	O	D	H	X	S	Q	V	T	G	P
A	O	J	E	Z	C	E	F	P	X	E	T	R	Y	O	E	P	L	B	S
T	O	P	C	F	S	U	W	F	H	I	N	L	V	B	S	N	D	T	N
I	F	R	N	O	I	T	A	N	I	M	R	E	T	E	D	L	O	K	O
O	R	T	E	N	B	D	E	Y	U	O	P	J	S	G	Q	Z	V	H	I
M	K	W	G	Y	U	D	F	G	B	Y	N	O	C	S	P	E	R	L	T
A	G	H	I	B	Y	O	P	D	T	F	P	G	T	A	W	I	K	T	A
F	S	U	L	X	F	Y	T	I	N	U	M	M	O	C	G	I	M	B	C
O	S	C	I	Y	T	V	R	B	R	N	X	Y	G	L	N	E	A	D	U
O	E	H	D	E	Z	G	S	S	C	F	S	A	R	D	T	L	O	F	D
T	N	K	L	P	E	V	E	R	A	W	C	D	N	T	A	W	R	B	E
H	N	O	I	T	A	C	I	D	E	D	K	E	M	C	L	E	Z	N	G
E	E	Y	N	J	L	O	J	H	F	T	S	O	H	S	B	P	V	X	B
Z	P	I	Q	E	N	T	R	A	N	S	P	A	R	E	N	C	Y	O	J
X	Q	K	D	L	C	F	U	V	B	E	T	M	K	L	Z	E	N	T	L
Q	S	W	E	F	R	G	T	H	O	T	O	I	R	G	C	N	M	X	K
S	D	F	T	U	O	S	E	D	R	L	C	F	P	Y	N	A	E	P	W
E	F	V	Y	T	I	L	I	B	I	N	I	A	T	S	U	S	T	K	N

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