



HYDRA

Civic Engagement at Southwestern University



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Thoughts on 5 years at SU

by Ansa Copeland



Ansa Copeland graduated from Southwestern University in May of 2007 with a degree in Philosophy. She is working as the AmeriCorps VISTA with Suzy Pukys in the Office of Civic Engagement. She serves as an RA to the Civic Engagement/Green Hall, on the

Talliores Committee, on the Diversity Enrichment Committee, and as editor to the Hydra. Her plans for the future include traveling, further studies in Philosophy and Public Policy.

Southwestern University has been my home for the last 5 years. As I prepare to move on with my life, I have spent some time reflecting on what I have learned and how I have grown in that time. As I say goodbye, I would like to share a few of those thoughts.

Not unlike many students' experience, each year at Southwestern University has been marked in some unique way, some by specific personal matters and some by more academic landmarks. Through my 4 years as a student and one as staff, I changed and developed quickly and dramatically. Looking back to the person I was upon entering SU is rather disorienting. It is hard for me to believe the differences in beliefs and practices. At times I think there is no way I would "get along" with that person. Yet sometimes it helps me to appreciate and value those who believe radically different things; I know that the person I am now and the person I was then have the same heart, but different understandings. I like to think it helps.

In this last year as a staff member, I have had

the opportunity to put some of the ideas born in classrooms into action. I have thoroughly enjoyed getting to work with students on projects like the Hydra, the SU Bike Collective, Civic Engagement Green Hall, and a plethora of others. And, unlike my time as a student, I have not had to split my time between these and projects relating to classes (hee hee!). Please do not hate me. (By the way, I also adored my classes.)

My involvement in student initiatives from this side of the university community has rectified some of the misconceptions I had as a student. Throughout my time as a student, I was one of those who spoke about the "SU bubble". I am pretty sure that one is still around. I know this idea was around back in the 80s. I found this same term in an issue of the Megaphone from 1983! But it really is a strange one, and one I would say is largely psychological and self-perpetuating. After all, how many students have been involved with community projects outside of the campus property or with school kids from the Georgetown area? Where do our staff and faculty go after they leave their offices and class rooms? And it goes the other way, too. I

have often overheard conversations regarding events or developments at Southwestern while sitting at Cianfranni's or Monument.

Sure, there are those students who never invest in Georgetown, but I would say that they are less the norm than many people may believe. There are definite tensions between some ideologies encountered at SU and those prevalent in Georgetown, but that tension only demonstrates an organic relationship of exchange between two seemingly distinct communities.

As I head off to graduate school, I know I will miss Southwestern and Georgetown. In my mind, you can't have one without the other. Long story short, Southwestern University has been an amazing time. For now, see ya!



Arts Festival: An Interview with Natalie Moore

Please tell us a little about yourself. What makes you interested in this project? How was it conceived? Why do you think it is important to the Southwestern University community? What thoughts or beliefs about art motivate you?

"I am junior at Southwestern University majoring in music. I came up with the idea of the Arts Festival after a Delta Omicron brainstorming meeting; we were trying think of events to plan for the year. I see the Festival as an opportunity to bring the three fine arts departments together and educate and entertain the Southwestern campus and Georgetown community. I believe that the Festival will spotlight our Fine Arts departments and show non-majors what we are creating during class time and rehearsals."

How has the project been received? What challenges have you faced? Who have you worked with to put it together?

"Everyone I have approached about the project has been very supportive and interested in it. People are really excited about having art, music, and theatre together in one area at the same time, especially those who are students in the arts....we very rarely realize how little we really know

about the other arts. During this project I have learned how important it is to build a face-to-face relationship with the people that I am working with-meaning that e-mail has not served me very well in this endeavor. I have meet with many professors and students that work in the Fine Arts Departments and am also working with Mask and Wig and the Art Association."

Please talk about what the day of the event will look like and what you hope people will leave with?

"The Arts Festival will take place from 11-5 on April 5th. The spaces reserved for the event are the Bishop's Lounge, veranda, and academic mall. Small ensembles will perform in the Bishop's Lounge throughout the day, and at noon the Fine Arts Scholar Lecture will take place. During the Fine Arts Scholar Lecture, one under and upper class student from the music, theatre, and art history departments will give a ten-minute presentation on their research in the arts. After the lectures, Delta Omicron will hold a drawing for their raffle in support of the Mr. Holland's Opus Foundation. Composers' Collective will host While-You-Wait-Compositions where attendees will have a chance to have their very own eight measures of music composed for them. At two o'clock the instrument petting zoo will begin in the Bishop's Lounge. During the instrument petting

zoo attendees will get a chance to handle and, in some cases, play the instruments available. There will be an art exhibition by the Art Association in the map room near the entrance of the McCombs building, as well as an art installation by Ricardo Levario, studio arts major. Clair McAdams is planning to set up her studio either in the Bishop's Lounge or outside on the mall (if the weather permits), and explain what she is doing while holding a photo shoot. There will be free expression painting on the mall in which attendees at the festival will be able to paint on banners that will be displayed on the catwalk during midnight breakfast during exam week. Mask and Wig will be providing face painting, mask making, and other kid friendly events outside on the veranda. They will also provide singing and tap dancing. The Improv Troupe will be performing a few times at the Festival as well.

I hope the Arts Festival educates and entertains those who attend. I believe the Festival is a great opportunity to experience the arts and learn about what is happening in our classrooms."



TRAVELING TIBET

by Matthew B Glenn, February 2008



I was in Sichuan, Ganzi area, about 2 weeks before the Tibet massacre began. After I left it all went down, (and is still going down). I hitched rides most of the time while I was there. Everyone after I got west of the capital was Tibetan. I could speak with some in Mandarin, but most only spoke Tibetan.

Afterwards I was in Hawaii visiting my family and I grabbed the NYTimes the day I left back to China and read the front page story; 1000 Chinese special officers sent to Bamei after protests and torching in Lhasa. The paper failed to mention Bamei is a tiny city. I spent about an hour in Baimei before I went further into Tibet. Bamei is the village just past the Chinese/Tibetan population split in Sichuan (Tibetans populate a far greater region than what is shown on maps. Historically their territory extended further into surrounding provinces). 1000 troops in that city would have dwarfed the local population. Most of the locals play pool in the cool sun and decorate their mules and motorcycles with ribbons. I wonder what they're doing in Bamei. After following the report from Bamei, they traveled to the center of the crisis in Tibetan autonomous region. I've heard for every 100 protest related deaths Chinese officials only mention 5-10% of these, if at all.

I remember traveling with some Tibetans, one of whom spoke English from studying Tibetan Buddhism with the Dalai Lama in India, told me when he crossed the border into Tibet a few years ago, Chinese officials confiscated his pictures of the Dalai Lama, threw them on the ground in front of him, drew him close and told him to never carry these pictures ever. Fined him and put him in prison for a week before he stepped foot on his native land. Later in our conversations I told him I have a brother married to a Chinese woman in Shanghai. He told me never to tell them the things that he told me. For the rest of the trip he never mentioned anything else as personal.

I hiked around the villages in Ganzi, a few hours on a winding dirt road from Tibet. The isolation of these people! I hiked all day from one village to another in the mountains. Mostly women were on foot. An old woman grabbed me by the hand and playfully requested I come with her for some reason I didn't know. My hand in hers was smooth as a baby's. A powerful worn skin glove strongly gripping mine, despite mine twice as large as hers. Her daughter, about the same age as me, covered her mouth in laughter. These people were beyond Tibetan. The children and women I saw in the villages probably see a white person maybe once a year. Not like in Tibet where a train-station and airport reside. Hundreds of tourists a week come through seeking the exotic Tibetan back-lands. The last village I visited, there was a girl monk



strongly gripping mine, despite mine twice hers. Her daughter, about the same age as me, covered her mouth in laughter. These people were beyond Tibetan. The children and women I saw in the villages probably see a white person maybe once a year. Not like in Tibet where a train-station and airport reside, hundreds of tourists a week come through seeking the exotic Tibetan back-lands. The last village I visited, there was a girl monk on the path. I asked her if she was going to the village I just came from, she said no. Who knows how many hidden villages there are in the remotest mountains surrounding that area.

In the village I wondered around until I saw an old monk lady shooing a yak from the entrance of a temple. I asked her if she had any food or water. She brought me inside and fed me hard biscuits, dried meat, and potatoes that we peeled with our fingernails. 10 minutes of scratching at the skin fed one bite. The younger nun filled my yak-butter stained cup with black tea. I offered them a crisp red 100 RMB note but pushed it away and gave me directions to the road back. On the walls were about 25 pictures of the Dalai Lama.

The English speaking Tibetan invited me to breakfast with a few of his friends. He ordered me noodles with pork. I ate with three well-built men. I was told the one next to me lived with his heard, a nomadic life, which was why he smelled like yak. Someone passed me a slab of yak meat with a butcher knife as big as my head. I held the meat about the size if a thanksgiving turkey in one hand and unsuccessfully tried to carve half-cured meat in air. Everyone leaned back and smiled. I felt like a child.

Yesterday, I messaged a Chinese friend of mine in Chengdu, the capital of Sichuan, to see if he heard any other word. His response, "I must say the situation is escalating ... the news had it that the Tibetans killed two Han Chinese in Chengdu today and bombed a public bus in the station, fortunately the bus was empty. I'm sure this will spark nationwide protest among Chinese university students pressing the central government to enforce harsher crack down." This seems to have happened overnight. I wonder what it all looks like, Tibetans armed with stones against machine guns. All I can picture in my mind is sun bleached prayer flags blowing along the stockades. So much invisible anger underneath it all.



"Last few days I had a sort of feeling, a tiger, of a young deer in a tiger's hand," The Dalai Lamma confessed, "Deer really can fight the tiger? Can express. But actual fight? Our only weapon, only strength is justice, truth. But effect of truth, justice sometimes takes longer time. Weapons power is immediately there."

Before I left on vacation Bjork performed in Shanghai singing the song "Declare Independence" from her recent album, but this time adding "Tibet!" at the end of the chorus. I guess she got her wish.

Interview with Rebecca Monroe: Alumni in Tanzania

Please tell about your SU experience- major, graduation year, notable activities/group affiliations.

I graduated from Southwestern in 2004 with a BA in Theater. Theater took up most of my time in college. I was cast in many productions such as Bang Bang Your Dead, Cabaret, Alls Well That Ends Well, and Curtin Up, Light the Lights. I also stage managed several productions, and I was the research assistant for the set designer for all four years I was at Southwestern. I also spent the spring semester of my senior year interning for a black box theater in Notting Hill area of London.

What do you do now? What led you to this?

I am now a Special Education teacher in San Antonio, TX. I teach the self contained LIFE skills unit at Sandra Day O'Connor High School. I work with students fourteen to eighteen years of age who have a wide range of disabilities including autism, cerebral palsy, and Down syndrome.

Even though I loved the theatre I always wanted to be a teacher. When I graduated from Southwestern I thought that I would get an emergency certification to teach elementary school. When I looked into obtaining this certification I was

encouraged to teach special education because of the overwhelming need. This request really spoke to me and I felt called to service this population of students. I first taught learning disabled teenagers in Donna, Texas on the Mexican American border for a year. I then transferred to O'Connor High School where I currently teach.

How did you connect with the group going to Tanzania? How does it relate to your life? Please tell about the group going to Tanzania.

One of my instructional assistants, Becky Rittiman, is related to the couple who founded OMEGA Mission International. Last October she was part of a short term mission trip that went to build a school for an orphanage in Arusha, Tanzania. Through OMEGA, Becky was informed of the Step-by-Step learning center for disabled individuals, and their need for help in setting up a productive learning environment for twelve disabled students. To fulfill the need, Becky recruited a group made up of four special education instructional assistants, a speech therapist, a deaf education teacher, and four special education teachers from different school in the Northside Independent School District. All of us work with special needs students everyday and we

are blessed to have the resources and training to help them reach their highest potential. There is no public education in Tanzania and the Step-by-Step learning center is the only facility specifically for special needs students.

Please tell about what you will be doing in Tanzania, when you will be going and what you hope to get out of the trip? What do you hope to accomplish?

My group leaves June 26th and returns July the 7th.

Our mission hopes to accomplish a number of objectives while we are there. We hope to do teacher trainings to share the techniques and strategies that we use when working with the different disabilities and ages ranges. We will help create curriculum to be used for teaching functional academic and vocational skills, but most importantly we will be working with the students themselves.

For two weeks the group of students serviced by the Step-by-Step learning center will have ten special education teachers giving them individual attention.

We hope to leave a lasting impression on the school by sharing our knowledge and skills. (continued on back page)



Sociology Capstone Students Present: Social Movements and Activism (Part 2- continued from January February issue)

Dr. Lowe & Sociology Capstone Students

¡TRABAJADORES UNAN!: LEADERS, COLLECTIVE IDENTITY, AND CONFLICT RESOLUTION AMONG LATINO IMMIGRANT WORKERS
LAUREN COX

What is the association between collective identity and leadership style? I propose that during their leadership activities, leaders draw on collective identity. I analyzed collective identity and leadership in Workers Defense Project, an Austin, Texas immigrants' rights organization that educates immigrants and defends their rights in the workplace. Through participant observation and in-depth interviews of Workers Defense Project members, I found that leadership activities were associated with collective identity. Using Taylor and Whittier's (1992) collective identity framework, I found that leaders drew on boundaries when encouraging, on negotiation when strategizing, and on consciousness when representing the group publicly.

COMMUNITIES OF COLOR FIGHTING TOXIC CONTAMINATION: A CASE STUDY OF GRASSROOTS ENVIRONMENTAL JUSTICE AND COMMUNITY ADVOCACY
RACHAEL DIE

The environmental justice movement has become increasingly prominent in the last two decades; this research will



explore how a grassroots environmental justice organization's frames, tactics, and ideological identity interacted in a case study of the closure of the Holly Power Plant in East Austin, Texas. Through participant observation, interviews, and bibliographic and archival investigation, this research will specifically focus on the role of PODER, a grassroots environmental justice organization, in this struggle.

Democratic decision-making and community advocacy were used to create a channel through which the community had an input into the issues in this environmental justice campaign. These tactics conformed to the frames and identity of the organization and solicited significant commitment and dedication from the community, which

significantly contributed to the campaign's success.

GUARDIAN ANGELS AT THE GRASSROOTS: A STUDY OF THE FACTORS THAT SHAPE INDIVIDUALS INTO ACTIVISTS
SARAH FANKHAUSER

This paper seeks to explain the primary factors leading to and sustaining engagement in activist work. Prior literature regarding the factors that affect social movement participation address both demographic and social characteristics that shape one's activist orientation, as well as the factors that sustain activism involvement. In a study of an emergency immigrant shelter in Austin, Texas, the author investigates how activists are shaped, and examines what predicts and sustains involvement in social

movements. The author concludes that socioeconomic status and educational level are intricately linked to participation.

A family "legacy" of activism, social ties to individuals already involved in the movement, prior activism, and previous discouragements with other activist groups are determined to be predictors of involvement.

Finally a sense of community solidarity and immediate gratification sustain participation. All data for this study were gathered by means of ethnographic participant observation and personal interviews with the staff of the shelter between August and December of 2007.

FIGH TING TH E RELIGIOUS RIGH T IN
TEXAS: H OW POLITICAL ACTIVIST
ORGANIZATIONS RECRUIT AND
MAINTAIN MEMBERS IN TH E FIGH T
FOR A DIVISION BETWEEN CH URCH
AND STATE
CODY FAULK

The following study is an examination of recruitment and commitment in a social movement organization. The study focuses on the Texas Freedom Network an Austin, Tx political action group that is fighting the religious right's influence on Texas politics. The study uses qualitative forms of research, participant observation, in depth interviews, and content analysis of Texas Freedom Network literature. The goal of the research was to discover the recruitment strategies of the Texas Freedom Network and how the issue of a division between the Texas Freedom Network and the religious right

influences members motivation and commitment. Four members of the Texas Freedom Network including two staff members were interviewed, along with roughly twenty hours of participant observation during the Fall of 2007 between August 24, 2007 and November ??, 2007. The research found that the TFN employs a recruitment strategy that focuses on involving people within a specific recruitment network, as well as using specific group processes to maintain commitment to the group, especially polarization that created an "us vs. them" attitude in staff members.

WH AT ARE YOU DOING AFTER
WORK?WH Y PEOPLE CONTINUE TO
VOLUNTEER AT TH E INSIDE BOOKS
PROJECT
JACQUE H OLDEN

People who volunteer give hours of their free time and even comfortable work environments in order to help other people in need at volunteer organizations such as the Inside Books Project. How do people at the Inside Books Project overcome the costs involved with volunteer work and what motivates them to continue? This research is based on 23 hours of participant observation at the Inside Books Project and 4 in-depth interviews. People who volunteer at the Inside Books Project continue to volunteer based on four aspects: A personal sense of social justice, a personal connection with the prisoners who write letters, social ties and friendships with people in the organization, and having responsibilities that motivate

them to continue volunteering. If most of these aspects are not present, a person is very unlikely to come back to the Inside Books Project frequently or even just more than once. These results show that there are definite reasons why people do continue to participate at the Inside Books Project and that these motivators work together to foster continued participation.

TH E SARAH PROJECT AND TH E
H IDDEN H OMELESS
ERIN KAMIN

How does homelessness affect the lives of school children and what is being done about it? This article connects the reauthorization of the McKinney-Vento Homeless Assistance Act and the rise of peer led homeless awareness groups. The SARAH Project, as a peer led homeless awareness group is studied.

Since The SARAH Project is relatively new, other local organizations are responsible for many aspects of assistance with the Project. It is my contention that there are specific biographical characteristics of those who are drawn to working with this Project and movement.

Thirteen hours of observations with various areas of The SARAH Project were conducted with four in-depth interviews from September 2007 until late November 2007. The basic themes found through research were The McKinney-Vento Act's Influence of the SARAH Project and how recruitment tactics (continued on back page)



CONNECTIONS

a guide to some local volunteer opportunities and activism. To add your organization, contact Ansa Copeland at 512-818-2237 or copelana@southwestern.edu.

affected mobilization and recruitment of individuals and groups and the ways that biographical characteristics play a role in recruitment.

"FREEDOM FROM HOMOSEXUALITY": THE POWER OF FAITH IN A LOCAL EX-GAY MINISTRY
CARLY MORRIS

Drawing upon religious commitment and faith, ex-gay movement followers cope with unwanted same-sex attractions. This scholarship analyzes LifeGuard Ministries (LGM) in Georgetown, Texas, a support ministry affiliated with Exodus International. The researcher utilizes participant observation and in-depth interviews with LGM board members and "strugglers" (those struggling with unwanted same-sex attractions) from August to December of 2007. The researcher focuses on the role of the convert concerning collective identity, patterns of recruitment, and motivation for involvement of both board members and strugglers. Similarly, the culture of the ex-gay movement is perpetuated and specified through social ties and gendered free spaces. LGM both coincides and differs from major tenants of the ex-gay movement, emerging as a more liberal and straightforward ministry, placing importance on fostering a personal relationship with God and simultaneously redefining what exactly "change" is. This research not only addresses major themes of previous social movement literature, it also confronts the young, yet extremely controversial ex-gay movement which is in crucial need of extensive research.

WHICH SIDE ARE YOU ON? AN EXAMINATION OF THE RECRUITMENT TACTICS OF A LOCAL EDUCATION UNION
ANNE OLSON

This paper explores how officers and staff members of Education Austin (EA), a local education union on Austin, Texas, recruit new members into their organization.

Relying on participant observation, in-depth interviews, and literature analysis, this research examines how Education Austin applies frames, incentives, and polarization when actively recruiting classified and certified employees of Austin Independent School District. The findings indicate that Education Austin uses both a transformational and a transactional framework model of organizing during

recruitment, including use of selective incentives as a way to gain new membership. EA also uses polarization from other established organizations in an attempt to recruit new union members.

FOUNDING THE PAVEMENT: ACTIVISM, PASSION, AND THE MODERN DAY FOOT SOLDIER
LYDIA RUDY

Previous research has shown that support networks and various recruiting strategies are essential to the success of local social movement organizations such as Texas Campaign Environment (TCE), yet few scholars have focused on the role of passion in participants as a conduit for the success of those organizations. TCE is a citizens group in Austin, Texas staffed by individuals who daily canvas neighborhoods in an effort to organize citizens to tackle environmental issues related to electronic waste and landfills in Texas. Through participant observation and in-depth interviews with current and former staff of TCE, this paper discusses how the staff draws upon a collective identity to facilitate the development and sustainability of passion inside and outside of the work environment. The author finds that this occurs through traditions, encouragement, and relationships to ensure the achievement of the goals of TCE.

ALLIANCE TO SAVE ENERGY (ASE)
WORKSHOP

APRIL 18, 2008
UNIVERSITY OF TEXAS
2:00PM TO 4:00PM

IN ORDER TO STRENGTHEN THE LOOSE SUSTAINABILITY ALLIANCE OF AUSTIN AREA STUDENTS AND TO HOLD SPECIFIC TRAININGS ON HOW TO PRESENT ARGUMENTS FOR SUSTAINABILITY TO UNIVERSITY STAKEHOLDERS, STUDENTS, STAFF, AND FACULTY ARE INVITED TO ATTEND A 2 HOUR WORKSHOP AT UNIVERSITY OF TEXAS IN AUSTIN. WORKSHOP TOPICS INCLUDE EFFECTIVE AUDITING STRATEGIES, DATA ACQUISITION, AND HOW TO "SELL" PROJECTS TO UNIVERSITY ADMINISTRATORS. PLEASE EMAIL COPELANA@SOUTHWESTERN.EDU IF YOU ARE INTERESTED IN ATTENDING.

INTERVIEW WITH REBECCA MONROE (CONTINUED FROM PAGE 6)

Is there precedence with this type of work in Tanzania? Is there a long term solution that is being considered or worked towards? Please tell about the situation your group hopes to address.

OMEGA Mission International sends several mission groups to work in Tanzania but this is the first project directed to working with special needs students. There are no regulations for teaching individuals with special needs in Tanzania. Most are shunned, untreated, and uneducated. The Step-by-Step learning center was created by a Tanzanian woman who has a daughter with autism.

After finding no viable educational options in the country, she created the school and hopes it will serve as a prototype for other special needs school in Tanzania and all of Africa. My hope is that our mission trip will empower and educate the Step-by-Step teachers and encourage them to sharing our knowledge and experience with others.

For more information, contact Suzy Pukys in the Office of Civic Engagement
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