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CAT 1

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Reading Response #5

Before I read the text, the author assumed I knew about the systematic racial discrimination against African-American and Asian Americans at UCSD. Through my own experience, I have grown to see UCSD as culturally diverse and home to many ethnic groups and subgroups that comfortably meet with and alongside one another. Although I knew about the New Deal and affirmative action, these policies do not seem to have any visible impact on ethnic groups on campus such as CASA, MASA, KASA, and others. The racial diversity of many social groups such as clubs, frats, sororities, cliques, and housing groups show racial harmony and no signs of rampant discrimination that I have experienced.

After reading the text, the author wanted me to believe Asian American's are underrepresented in social policymaking at UCSD leading to low awareness and appreciation of culture as a model minority. She argues that Asian American's don't receive adequate recognition corresponding to their majority minority status and exacerbates their misrepresentation by refusing to assemble and educate others about the racism occurring on campus. She wants me to believe that black and Asian-American students do not feel safe after events like the Compton Cookout, and that this event created a tense and alienated atmosphere for all students of color. Even after the cookout,

many ethnic groups did not properly address the social impact of the event, hoping it would blow over in time. She argues that this was a mistake in part of the cultural clubs and orgs for not taking the opportunity to assemble, and represent their culture and social identity and thus giving up their chance at creating a safe and equal social policy for minority groups.

The author was not successful in changing my view because cultural and ethnic clubs exist on campus, specifically to represent Asian and Asian-American cultures and create a safe environment for many minority groups. Despite learning about the Compton cookout and following events, the responses of the students speaks for itself as “the black students felt that the racist events exemplified the less than 2% student demographic and the estrangement they felt on campus” and how “students elect[ed] board members to lead the organization to focus on social rather than political education and current political organizing activities.” Judging from the students responses, these racial events did not significantly impact the majority of the student body enough for them to feel threatened enough to take political action. The ethnic clubs create subcultures in which students feel comfortable enough inside them alongside culturally similar peers, lowering the sense of alienation by identifying with those culturally similar to them.