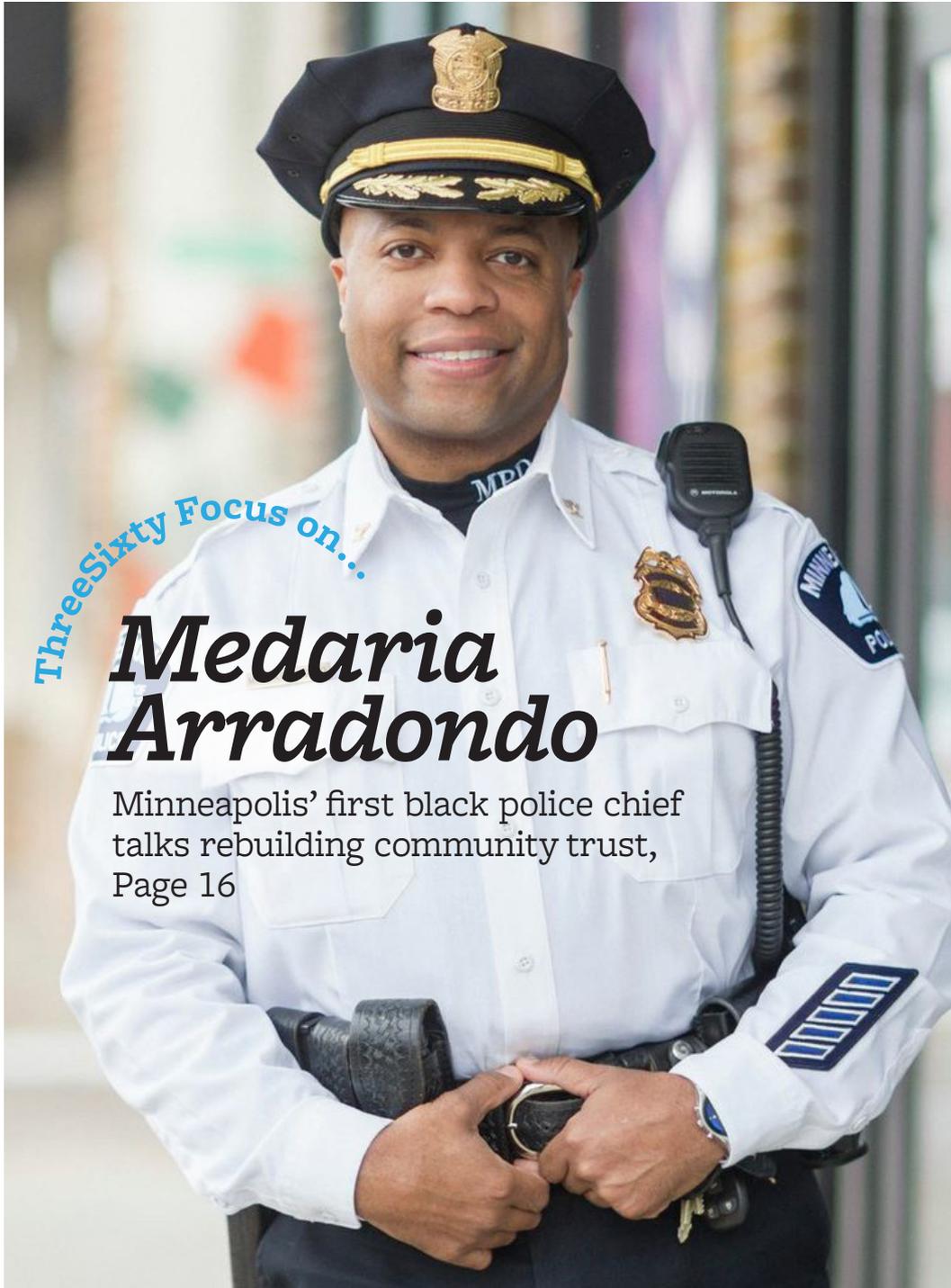


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ThreeSixty

Minnesota Teens Report Stories & Issues That Matter



ThreeSixty Focus on...

Medaria Arradondo

Minneapolis' first black police chief talks rebuilding community trust, Page 16



TOMMIE-JOHNIE 2017
Division III football rivals clash at Target Field, Page 18



MINNEHAHA ACADEMY rallies together after fatal explosion, Page 7

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Q-and-A with St. Thomas CAS Dean Dr. Yohuru Williams, Page 10

REAL STUDENTS. REAL STORIES.

ThreeSixty

VOLUME 8 • ISSUE 2

JOURNALISM

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Email threesixty@stthomas.edu with comments, letters
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and Sciences at the University of St. Thomas. Donations from individuals
like you provide a significant amount of ThreeSixty's operating budget.

To contribute, please visit <http://threesixtyjournalism.org/donate>.



ThreeSixty Journalism students, staff and volunteers pose for a photo with WCCO-TV reporter Reg Chapman (back row, center) during ThreeSixty's school-year News Team on Oct. 14 at the University of St. Thomas in St. Paul. Chapman hosted ThreeSixty Journalism's annual fundraiser, the Great Minnesota Media Get-Together, on Oct. 27 at St. Thomas.

STAFF PHOTO

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MAGDA ABDI
Junior, Hiawatha Collegiate High School



HEAVEN ASCHALEW
Sophomore, St. Paul Harding High School



TALIA BRADLEY
Senior, Minneapolis Washburn High School

Contributors in this issue



ZEKRIAH CHAUDHRY
Senior, Minneapolis South High School



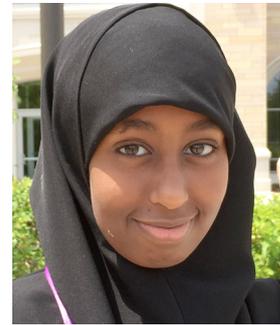
PAN HAN
Senior, Roseville Area High School



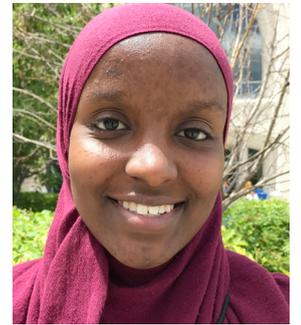
DANG HER
Senior, St. Paul Johnson High School



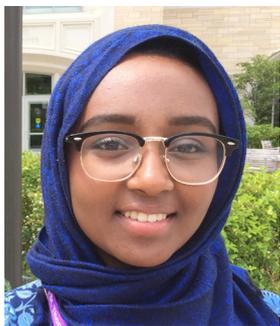
SAMANTHA HOANGLONG
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PAQAZI XIONG
Senior, Champlin Park High School



ZONG XIONG
Senior, Champlin Park High School



SHIMIN ZHANG
Senior, Roseville Area High School

About the ThreeSixty Scholar Award

EACH YEAR, HIGH school seniors who are graduates of ThreeSixty programming compete for the ThreeSixty Scholar award—a full-tuition, four-year scholarship to study Communication and Journalism at the University of St. Thomas. Here is an update on our recent scholars.



Samantha HoangLong

Hoanglong, a freshman at St. Thomas, is living on campus in the Communication & Journalism department's Living Learning Community with other COJO students. She joined the Public Relations Student Society of America and the Murray Hall Association. HoangLong also interviewed Gov. Mark Dayton for a story on James Burroughs, Minnesota's chief inclusion officer (page 11).



Danielle Wong

Wong, a sophomore at St. Thomas, is an RA in Dowling Hall while also working for the Luann Dummer Center for Women and the media services department. She's also involved on campus in ASIA Club, Students of Color Claim Our Seats, Festival Choir and Cadenza, a women's acapella group. In October, Wong attended the national Women's Convention in Detroit.



Amira Warren-Yearby

Warren-Yearby, a junior at St. Thomas, is studying film and television at Bond University in Australia as part of a yearlong study abroad program this school year. She left at the end of the summer after working on the St. Thomas conference crew and conducting student research on active social justice, specifically geared toward people of color, with Dr. Artika Tyner, St. Thomas' associate vice president for diversity and inclusion.



Deborah Honore

Honore, a senior at St. Thomas, is the chief video editor at TommieMedia, the university's student-run news organization. She also works for the media services department, and she is working on a documentary about refugee resettlement in Minnesota. On top of her COJO major, Honore also is majoring in Justice and Peace Studies.

Quote by quote

THE QUOTE.

It's one of the most powerful storytelling tools.

We teach our ThreeSixty Journalism high school students that quotes serve a number of functions in a story: They connect the reader to the subjects of the story. They show the source's character and personality. They tap into the story's emotional depths. They help move the story forward in a dynamic, engaging way.

Part of our students' jobs as high school journalists is to compel their sources to give great quotes for their story. Recently, a couple of sources have gone above and beyond—commenting not only on the story, but also on the talent and promise of our high school journalists.

Take, for example, Dr. Yohuru Williams, the new dean of the College of Arts & Sciences at the University of St. Thomas. One of our students, Minneapolis South senior Zekriah "Zach" Chaudhry, interviewed Williams in September for a wide-ranging story about the new dean and his role at St. Thomas



Miles Trump
ThreeSixty
Journalism
Program Manager

(page 10).

Williams joined us for lunch afterward, and as we sat at the tables at St. Thomas' buffet-style cafeteria, I asked him, "Have you been interviewed by a high school student before?"

"Yes," Williams replied, smiling, "but Zach is no high school student."

Chaudhry left a lasting impression on the new dean, who said the young budding journalist asked him some difficult and compelling questions.

Another example: Katelyn Vue, a senior at North St. Paul High School, interviewed new Minneapolis Police Chief Medaria Arradondo in November. The story centered on Arradondo's vision for the police department and his roots as a hometown kid (page 16).

The interview dynamic went something like this:

Katelyn asks a question.

"That's a really good question, Katelyn."

Katelyn asks another question.

"Wow, great question."

And then, after answering the final question ("What do you want your legacy as police chief to be?"), Arradondo had this to say:

"You have been a wonderful journalist. I think the sky is yours, the stars are yours. Keep aiming high. I get asked to participate in interviews quite frequently from our local media, and both our written press and our electronic press, and I will tell you, Katelyn, the questions you've asked me today have been, in my time as chief, the most thoughtful ... questions I've been asked, truly. You're wonderful. Thank you so much."

Chief "Rondo," as he's commonly called, is right: The sky is the limit for our students. They are talented, they are ambitious and they are driven.

Quotes like Arradondo's and Williams' remind me that there's a bigger story being told here: the story of a program empowering diverse young storytellers who want to tell the stories of their lives and communities.

It's a story that is still being written by our many students, staff and supporters—quote by quote.

ThreeSixty student wins prize for teacher

By Dow Jones News Fund

PRINCETON, NEW JERSEY — In September the Dow Jones News Fund asked high school student journalists to nominate their #JournalismHero in an Instagram photo caption contest during Constitution Week. We asked students to celebrate a teacher who supports students press freedoms.

The winner is Zekriah Chaudhry, a senior at Minneapolis (Minnesota) South High School, who praised Miles Trump, the program manager at ThreeSixty Journalism.

ThreeSixty Journalism is a year-round journalism program at the University of St. Thomas that uses the principles of strong writing and reporting to help diverse Minnesota youth tell the stories of their lives and communities. Students are taught the basics of news reporting and writing, the art of the interview and storytelling techniques. The program exposes teens to broadcast and



radio journalism and they produce three magazines during the course of the year.

Zekriah says, "This program takes youth journalism to a professional level."

Asked why he nominated Trump, Zekriah says, "A lot of teachers just give you the facts and leave you to decipher it. Miles brings us out to the real world, and through these experiences, he is able to teach us the things we want to write about."

Zekriah points to his story about

basketball coach Larry McKenzie as one of these unique experiences ThreeSixty provides.

As a #JournalismHero, Trump will receive a one-year digital subscription to WSJ.com to use in the classroom.

"I'm honored to be named a #JournalismHero," Trump said. "I'm also honored to help guide an incredible group of diverse young storytellers at ThreeSixty Journalism. These high school students are our future leaders, and I'm grateful I get to play a role in their development."

NOTEWORTHY

What people are saying about ThreeSixty Journalism Quotables

“These young people are incredible. They are hungry. They desire to be the next generation of journalists. In America right now, it is so important that we have these young people on the front lines.”

—Reg Chapman, WCCO-TV reporter and host of the 2017 Great Minnesota Media Get-Together

“The fall News Team session was so much fun. It was cool to be working under the deadline pressure, as well as getting to see all my friends from the summer session was super fun.”

—Heidi Sanchez Avila, ThreeSixty student

“So proud to be on the board of ThreeSixty Journalism—a fabulous nonprofit supporting the next generation of journalists!”

—Amanda Theisen, KSTP producer and ThreeSixty Journalism advisory board member

“I participate in News Team because of the satisfaction that you get not just from finishing a piece of writing, but by improving your confidence, creativity and ability to improvise in difficult situations. It can be scary to go out and interview some stranger you’ve never met or to have to concern yourself with a deadline, but all of those things are part of what makes journalism fun. ... News Team has driven me to develop skills that I never thought I had.”

—Zekriah Chaudhry, ThreeSixty student

“There’s a huge need for strong journalism, and this program is one way to get the next generation of journalists ready.”

—Eram Cowlas, managing editor, corporate brand at 3M, and ThreeSixty volunteer

Once expelled for fighting, **Dymanh Chhoun** turned his life around and found a passion for storytelling.

Now, the ThreeSixty Journalism alum has advice for other students.

THE BIG, MUSCULAR boy had been making fun of “how I talked,” said Dymanh Chhoun, a Cambodian refugee.

Chhoun wouldn’t let it go.

The boy, standing about 5 inches taller than Chhoun, wouldn’t apologize, so Chhoun told him to meet in the school locker room for a fight.

“As I walked [into the locker room] with my 12 friends behind my back, I saw he only had three,” Chhoun recalled. “I saw he only had three. This was going to be easy.”

Chhoun “bruised him up,” he said, and went off to a classroom. But that wasn’t the end of the story. He was taken out of class to a police officer and was expelled from Minneapolis Roosevelt High School, losing his chance to play football as a senior and threatening his graduation.

In the end, Chhoun got back into school with help from a Sunday school teacher, got to play football his senior year and graduated on



Paqazi Xiong
Culture
Reporter

time. He also participated in a ThreeSixty Journalism camp at the University of St. Thomas and discovered his passion.

Now 31, Chhoun is a videographer at WCCO-TV, doing what he says he loves the most: storytelling.

“I never ever wake up and feel like this is a job,” Chhoun said passionately. “I’m doing what I like; even if it’s a sad story, I feel like I’m out there to get the story. It’s not a job, it’s fun.”

Chhoun was born in a Thailand refugee camp in 1986. His parents fled from the murderous Khmer Rouge dictatorship in Cambodia. The camp was large enough to hold groups of Hmong and Vietnamese people.



Dymanh Chhoun, 31, attended ThreeSixty Journalism in 2005 and now works for WCCO-TV, one of the most watched news stations in the Twin Cities.

“I remember the freedom of not worrying about anything,” Chhoun said. His family owned a business selling jewelry, he said.

As the years passed, most of the families were sent back to their home countries. But Chhoun’s family was one of the lucky ones to come to America because of his sister’s rare heart defect that was treated successfully in Minneapolis, he said.

His family arrived in Minnesota in 1993. They lived for a time with friends in Minneapolis and survived on welfare and food stamps, he said. But in 1996, they bought a duplex a couple of blocks away. His family lived there for nine years, but the neighborhood was so dangerous that helicopters flew around frequently, he said.

Chhoun started at Armatage Elementary School not knowing any English except “yes” and “no.” He felt awkward, but happy and excited to go to school and create friendships.

As school came along, so did the bullying. Chhoun would get bullied for how he spoke and for his heritage.

“I got suspended almost every grade,” he said. “I wouldn’t punch them, I would usually jump-kick the bullies. I wanted to be like Bruce Lee or Jackie Chan.”

At Roosevelt, he started playing football—varsity starting linebacker

as a sophomore, standing only 5-foot-5.

During his senior year, two speakers from ThreeSixty Journalism spoke to his class. They invited him to join the ThreeSixty Journalism camp in 2005. He learned what he was good at and how to talk to people.

Through ThreeSixty, students learned about shooting video, and that experience was when Chhoun knew what he wanted to do, he said. He went on to attend Normandale Community College for two years, then finished his bachelor’s degree at the University of Minnesota Twin Cities.

“I went with Dymanh to go to the University of Minnesota to apply to the journalism school,” said Dave Nimmer, a former journalist, journalism professor and leader at ThreeSixty. “I remember feeling really proud and so was he.”

Since then, Chhoun has worked as a videographer for news stations in Rochester and Duluth, as well as for the Big Ten Network. Now, he works for WCCO-TV, one of the most-watched news stations in the Twin Cities.

One story that has impacted Chhoun was the Jamar Clark shooting in November 2015. With his camera, he captured video of a man who was involved in the protest at the Minneapolis Police Fourth Precinct in north Minneapolis.

Afterward, the man broke down, Chhoun said. That experience hit Chhoun hard enough—he says he will never forget that story.

“He understands the world I don’t,” Nimmer said. “I’m an old white guy. He knows a world of immigrants, a world of color and a world of different cultures. He walks absolutely perfectly between them.”

Chhoun has gone through so much to get where he is today that he can’t resist offering advice to students who come to America as refugees: Get the help and support you need.

“After you get help, no matter how old you are or if you know English or not, go to school,” he said.

Chhoun also has a message for other students: He’s proof that you don’t have to be a genius “to have a good life or future. You just have to have the will to go to school and take an extra couple years to achieve what you want.”

“Kids in the Minneapolis Public Schools [district], no matter what color you are, know that I got in trouble,” he said. “It wasn’t because my parents didn’t teach me, but I didn’t want to be made fun of. At the end of the day, I couldn’t keep on doing this because I knew [I] won’t have a good future. I turned around by taking ThreeSixty Journalism, and I made it.”



After graduating from the University of Minnesota, Chhoun worked for news stations in Rochester and Duluth, as well as for the Big Ten Network, before landing a job at WCCO-TV.

‘Together we rise’

After fatal school explosion, Minnehaha Academy rallies together

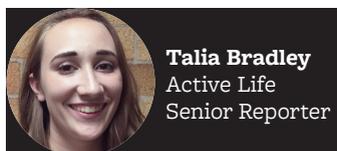
EMMA MELLING LOST her “home” on Aug. 2.

On that morning, a gas leak caused a portion of Minnehaha Academy’s high school to explode and collapse, killing two and injuring nine others. Melling, a student at the south Minneapolis private school since kindergarten, watched the aftermath of the explosion on her living room TV.

Upon hearing about the explosion, “my mom started crying right away,” Melling said, “and we turned on the news and just watched footage for the whole day.”

In the aftermath, the school held community gatherings and events. Seniors wrote encouraging messages in chalk in the parking lot. Students hung red ribbons on a nearby fence in support of the school. Melling brought flowers and placed them on the fence, she said.

Since the tragic explosion, the Minnehaha Academy community



Talia Bradley
Active Life
Senior Reporter

has rallied together while the school rebuilds, physically and emotionally. This was evident during homecoming festivities on Sept. 30, when students, families, alumni and community members gathered for a service and celebration of the school.

Minnehaha Academy President Donna Harris said homecoming brought a sense of normalcy back to campus.

“Almost two months after our tragedy, we are still able to have all of our activities and our students, the smiles on faces, our alumni coming back home,” Harris said. “The hope that was brought to the Minnehaha community through the students, families and alumni is irreplaceable. We have to do this, it



PHOTOS COURTESY OF MINNEHAHA ACADEMY

Minnehaha Academy students pose for a photo during homecoming on Sept. 30. The Minneapolis private school’s community has rallied together after a gas leak explosion killed two and collapsed part of a school building in August.

is part of the healing process.”

The gas leak explosion occurred on the morning of Aug. 2 at the Upper School, killing Ruth Berg, a longtime school receptionist, and John F. Carlson, a longtime custodian. The explosion collapsed part of the building.

School officials scrambled to find a new location for the 2017-18

school year. They settled in a Mendota Heights office park that was formerly Brown College.

It’s a new reality for Melling and her classmates.

“So many people worked so hard to get that up and running for us in literally two weeks,” Melling said. “It is an amazing blessing.”

In October, the school expected

demolition of the Upper Campus to be completed by Thanksgiving, according to a WCCO news report. The school plans to rebuild a new Upper Campus building.

At the homecoming festivities, people embraced each other in the main hallway and the chapel. Young people played in the bounce house

MINNEHAHA *continued on page 22*



Above: Minnehaha Academy’s homecoming festivities included a soccer game on Sept. 30. Left: The Minnehaha Academy band plays during homecoming festivities.

Old building, new opportunities

Plans for Hiawatha Collegiate High's new campus reflect goals of the growing charter school

SOMETHING NEW IS bubbling up within an old bottling plant in south Minneapolis.

The old Canada Dry plant will be renovated as the new home of Hiawatha Collegiate High School, blending modern and retro design elements to provide a new environment for students. It is part of a larger effort to give Hiawatha students a college environment and grow the school, according to Hiawatha Founding Principal Nicole Cooley.

"I think that this is going to be an interesting bridge for what high school looks like and what college looks like," Cooley said.

Hiawatha Collegiate High School is part of the Hiawatha Academies charter school network, which was founded 10 years ago and comprises two elementary schools, a middle school and a high school in Minneapolis. The network's goal is to close the opportunity gap in Minneapolis by providing resources to help every student succeed, graduate and go to college.



Magda Abdi
News Reporter

This is the second attempt to find a home for the high school. The original plan was to open in 2019 in a different location, according to a Star Tribune report, but high demand from families accelerated the plans. The current high school opened in fall 2015 in a smaller building on 46th Street and 17th Avenue in south Minneapolis. This year, the school has more than 300 students.

The new high school is part of a strategic plan for the Hiawatha Academies network to grow to 2,400 K-12 students in five schools, according to a news release from school officials. The high school will welcome more than 400 students when the school opens in fall 2018 and is expected to grow to nearly 800 students and more than 80



PHOTOS COURTESY OF HIAWATHA ACADEMIES

A prototype of the new Hiawatha Collegiate High School. The new high school will include open spaces for students, as well as a new lecture hall, dance studio, learning spaces and more.

staff in the next four years, according to the release.

The school also aims to have every student in its inaugural high school class graduate in 2019.

"I am excited for when our class of 2019 graduates next school year," said Amy Carlson, a special education teacher at the school. "It will be great to see all of the amazing opportunities they have in terms of higher education."

Those students also will have the opportunity to finish their senior year in a brand-new high school building.

Students have played a role in the design of the new high school in the historic former bottling plant in the Lake Street area, according to Cooley. The building will include elements of Art Deco design combined with modern features to create a unique environment for students, according to school

officials.

The high school will include a new lecture hall, a soccer field, a dance studio, a gym, learning spaces for college prep programming and an open area for the student commons. There will be dedicated classrooms for electives such as art and band.

As the school expands, adding teachers to the new classrooms, staff will have new flexibility to teach electives in addition to required courses, said Cooley.

"I think the new school will be a facility that will help us provide more opportunities to make our school more inclusive and give kids the classes that fit their strengths," said Matt Toppin, dean of instruction.

The project costs \$27.3 million, school officials said. It is being financed with the help of several partners, both local and national.

Students say they are excited for the new space, especially bigger lockers.

One of those students is Heidi Sanchez Avila, a junior at Hiawatha Collegiate. Sanchez Avila was in band class last year and is eager to use the new space.

"I know that it won't feel the same without my old teacher," said Sanchez Avila, referring to a band teacher who left the school, "but I'm pretty excited for the new band room and having more space."

To celebrate the renovation of the new high school, the school hosted a groundbreaking ceremony on Oct 25. Partners and students were invited to the ceremony.

"Many [students] have offered valuable input on the layout and design," Cooley said in a statement, "and are eager to move into the school and found something really special."



The new high school building is expected to help the school grow from 400 students to nearly 800 students and more than 80 staff in the next four years.



Hiawatha Academies is renovating a historic bottling plant in south Minneapolis that is set to open for the 2018-19 school year.

More than a game

Off the field, Dana Nelson leads Super Bowl LII's charitable giving, investing in youth health and wellness

DANA NELSON KNOWS there's more to the Super Bowl than football.

Nelson, vice president, legacy and community partnerships for the Minnesota Super Bowl Host Committee, is helping Super Bowl LII give back to communities all over the state. She's in charge of the host committee's Legacy Fund, which is awarding one grant every Tuesday for the 52 weeks leading up to the Super Bowl to improve youth health and wellness in Minnesota.

"Certainly, we're seeing sports take on huge meaning in our country right now, and it's always been a platform for something bigger, in my opinion," Nelson said. "I'm so proud of what we've done and put together for the Legacy Fund."

Super Bowl LII will be held Feb. 4, 2018, at U.S. Bank Stadium, the Minnesota Vikings' new field in downtown Minneapolis.

In partnership with the Minnesota Department of Health's Statewide Health Improvement Program, the Legacy Fund is giving grants to 52 community projects across Minnesota. The grants promote health and wellness for the state's children, including encouraging physical activity, improving access to healthy foods and promoting positive coaches who help youth develop.

Each year, the NFL Foundation supports each host committee's legacy initiative with a \$1 million contribution.

In an interview, Nelson cited a recent study that shows for the first time ever, children born now have a shorter life expectancy than their parents.

"There are some pretty big issues that are facing young people in Minnesota, in particular the health disparities across our state," Nelson said.



Loveisajoy Pha
Culture
Reporter

The Legacy Fund has given dozens of grants so far. For example, in October, the fund gave an \$85,000 grant to the Fond Du Lac Band of Lake Superior Chippewa for three projects: paving a path

to a community center, creating community gardens at a school and renovating an outdoor ice rink. In June, \$90,000 was awarded to Brooklyn Bridge Alliance for Youth to expand Brooklyn Park and Brooklyn Center's "Rec on the Go" program, which gives youth improved access to sports equipment, activities and nutritious food. This grant also helped the Legacy Fund exceed \$1 million in giving.

And in February, the Legacy Fund awarded St. Paul Parks and Recreation a \$100,000 grant to build St. Paul's first courts for Sepak Takraw, a popular southeast Asian sport.

The no-hands version of volleyball that is already popular in St.



PHOTO COURTESY OF MINNESOTA SUPER BOWL HOST COMMITTEE

The Minnesota Super Bowl Host Committee's Legacy Fund gave St. Paul Parks and Recreation a \$100,000 grant to create St. Paul's first Sepak Takraw courts. Sepak Takraw is a traditional southeast Asian sport.

Paul's southeast Asian community now has a chance to draw in even more players and alternative fitness enthusiasts from outside of it. It's

also growing among Somali and Korean communities, according to a host committee press release.

Lee Pao Xiong, the director of the Center for Hmong Studies at Concordia University in St. Paul and an expert in Sepak Takraw, has helped teams compete internationally. The grant allows Parks and Rec to turn some of the city's existing tennis courts into Sepak Takraw courts. Before the grant, teams had to rent practice spaces as they became available, Xiong said.

"You have to have a pathway for people to continue to capture their interest," Xiong said. "If there's no pathway, you can't take time to develop as a player. That's why building the courts is so important to us."

Nelson has significant experience in leading charitable giving strategies. She joined the Super Bowl after working as the founding executive director of GiveMN and launching in 2009 Minnesota's "Give to the Max Day," an online giving campaign that raised \$14 million for nonprofits and schools in a single day. Give to the Max Day in Minnesota continues to be one of the largest online giving events in the world, according to the host committee website.

Nelson said she owes it to future generations to use the Super Bowl—one of the largest sporting events in the world—to invest in the state's youth.

"This legacy," she said, "is for way beyond Feb. 4, 2018."



STAFF PHOTO

Dana Nelson, the Minnesota Super Bowl Host Committee's vice president, legacy and community partnerships, is in charge of the Super Bowl's charitable giving strategy. The Super Bowl Host Committee's Legacy Fund is giving Minnesota communities one grant for each of the 52 weeks leading up to Super Bowl LII to improve the health and wellness of Minnesota children.

A passion for education, justice and equality

Q-and-A with Dr. Yohuru Williams, dean of St. Thomas' College of Arts & Sciences

AS A CHILD, Yohuru Williams would go with his father to the largest housing project in their hometown of Bridgeport, Conn.

His father taught music there, and a young Williams often tagged along. This is where Williams became aware of social and economic inequalities, he said.

"I spent a lot of time in that housing complex," Williams said. "I saw the root of that inequality every day."

Today, Dr. Williams brings a passion for education, social justice



Zekriah Chaudhry
Active Life
Senior Reporter

and equality to the University of St. Thomas as the new dean of the College of Arts and Sciences, a position he took over in July. Williams was hired after working as the dean of the College of Arts & Sciences at Fairfield University in Connecticut.

Williams is known as a historian

in African-American history and culture, and an activist for civil rights and education reform.

Among his most notable career accomplishments, Williams has written and contributed to multiple books, including his most recent work, "The Black Panthers: Portraits from an Unfinished Revolution." He is a former chief historian of the Jackie Robinson Foundation, as well as a regular contributor for the Huffington Post.

I sat down with Williams in September for a wide-ranging interview that covers his background, his plans at St. Thomas, the university's new two-year Dougherty Family College, his thoughts on the current racial and social climate, and his vision for the future.



PHOTO COURTESY OF UNIVERSITY OF ST. THOMAS

Williams speaks to St. Thomas students, faculty and staff in September during a discussion about confederate monuments. Williams' research includes civil rights and black power movements.

Question: Tell me about your background.

Williams: I was born and raised in Bridgeport, Connecticut. I went to Fairfield College Preparatory School, which is a Jesuit school. I became deeply interested in and invested in Catholic intellectual tradition and the mission and identity of schools like Fairfield Prep,

Fairfield University, St. Thomas, that really blend the liberal arts and a commitment to social justice.

From there I went to the University of Scranton, which is also a Jesuit school, for college, and then from there to Howard University for graduate school. And what they all have in common, even though Howard is an HBCU (Historically Black College or University), is [they're] also deeply invested in the idea that if you are getting an education or somebody invested in you, you have a responsibility to give back to your community.

Q: What attracted you to the University of St. Thomas?

W: Mission.

This is a great place. When you are on the East Coast—New York City, Philadelphia, Boston—those Metropolitan areas are very big and sometimes it can feel like you are not making an impact. One of the great things about the Twin Cities is that it's big, it's a major metropolitan area, but you actually feel like you can see the impact of the work that you do.

Q: How does your background in African-American history and culture transfer over to St. Thomas, a school that is lacking diversity?

W: By definition, it is. Because part of the idea of moving into spaces where you don't have large representation of people of color is to shift the narrative and to demonstrate the importance of diversity. When you have a school that is **WILLIAMS** *continued on page 22*



PHOTO COURTESY OF UNIVERSITY OF ST. THOMAS

Dr. Yohuru Williams took over as the new dean of the College of Arts & Sciences at the University of St. Thomas this year. Williams was formerly the dean of the College of Arts & Sciences at Fairfield University in Connecticut.

Diversifying the state workforce

State's chief inclusion officer works to create access, opportunity for all

GOV. MARK DAYTON is aiming to diversify the state workforce during his final years in office.

Last year, he hired James Burroughs, a former Minneapolis Public Schools official, to help lead that effort.

Dayton appointed Burroughs as Minnesota's chief inclusion officer in April 2016. He's thought to be the first state inclusion officer in the country. In his role, Burroughs leads efforts to diversify the state workforce, as well as increase state contracting opportunities for diverse businesses and engage communities of color.

Burroughs' main goal is to create access and opportunity for all Minnesotans, he said.



Samantha HoangLong
2017 ThreeSixty Scholar

"No one should feel like they can't work with us, do business with us or be engaged because of their status, race or physical ability," Burroughs said.

Amid Minnesota's changing demographics, Dayton announced two years ago his plans to seek more people of color for state jobs. His goal is to increase the percentage of jobs held by people of color to 20 percent, as well as boost those held by people with disabilities to 7 percent, before he leaves office.



Burroughs has made progress toward Gov. Mark Dayton's goals of having 20 percent people of color and 7 percent people with disabilities working state jobs before Dayton leaves office.

"Our population is much more diverse than it was, 10, 20 years ago," Dayton said in an interview, "and it will continue to become more diverse. It's important that our workforce in state government be reflective of the diversity of the people of Minnesota."

Before he hired Burroughs, Dayton created the Diversity and Inclusion Council to lead these efforts. Now, Burroughs helps lead the council with the governor and works directly with the council chairs.

Burroughs, who has more than 20 years of experience in diversity and inclusion, nonprofits and employment law, formerly worked as Minneapolis Public Schools' executive director of equity and diversity. Before that, he worked in law and consulting.

"He is just by nature a very inclusive and a very good people person," Dayton said. "He's built these relationships. ... He has a real passion for this work, and he has really spearheaded the development of it."

Burroughs also has made progress. With its more than 30,000 employees, the state has raised its percentage of people of color to 12.3 percent from 11 percent since Burroughs started, he said. The state also is near the 7-percent goal for state employees with disabilities, and Burroughs has now raised it to 10 percent, he said.

When Dayton took office, the state workforce was 8 percent people of color.

"We've made very real progress," Dayton said. "I'm not satisfied. We have more to do, and we need to really now in the last 14 months of my administration really lock this in with the agencies so that it continues after I leave, no matter who the next governor should be."

While increasing these percentages is important, Burroughs recognizes it's also important to create a culture where those who come to work feel valued and where they can bring their "full self" to work, he said.

Burroughs is also working toward increasing state contracting with businesses with diverse backgrounds. When he started in 2016,



PHOTOS COURTESY OF OFFICE OF JAMES BURROUGHS

James Burroughs was hired as Minnesota's chief inclusion officer in 2016. One of his main goals is to diversify the state workforce.

for example, about \$120,000 out of the \$2 billion spent by the state was on African-American-owned businesses, Burroughs said. This year, for the first time ever, the state will contract more than \$1 million with African-American-owned businesses, he said.

To increase civic engagement, Burroughs works with the governor to expand his community outreach. He also focuses on rebuilding trust among the community by working with several agencies, attending job fairs for people of color, reaching out to communities of different ethnic backgrounds to meet with state leaders, and hosting

recruiting events.

"I want to make sure we have the opportunity to have them have a place at the table," Burroughs said.

Burroughs doesn't know what will happen to his position when Dayton leaves office in 2019. But he hopes that the next governor will have the same passion and dedication for diversity and inclusion.

"I do think, though, with all of the work that the governor has done in the community and working with different agencies, and also to external people," Burroughs said, "that the Minnesota population of constituents will demand that this role stay around."



"He has a real passion for this work, and he has really spearheaded the development of it."

—Gov. Mark Dayton on James Burroughs, Minnesota's chief inclusion officer.

Lake Calhoun or Bde Maka Ska?

The Twin Cities has its own name restoration debate

ONE OF THE most popular lakes in the Twin Cities has two names.

Lake Calhoun in southwest Minneapolis was named after John C. Calhoun, who was vice president of the United States from 1825 to 1832. He was an advocate of slavery and an architect of the persecution of indigenous people.

The lake's other name, Bde Maka Ska, is what indigenous Dakota people called the lake before settlers arrived.

Signposts welcoming visitors at the lake, which has been named Calhoun for nearly 200 years, now lists both names: Lake Calhoun and Bde Maka Ska. The name change debate comes during a national debate about changing monuments and landmarks that are currently named after controversial historical figures.

According to Brad Bourn, district commissioner for the Minneapolis Park Board, it's time to stop



Safiya Mohamed
Culture Reporter

honoring Calhoun. Bourn, whose district includes a portion of the lake, supports permanent name restoration of the lake to Bde Maka Ska.

"He [Calhoun] is on the wrong side of history and on the wrong side of progress," Bourn said. "I think that our communities deserve to have this conversation about that, and I think it sparks conversation and thought around issues today."

Descendants of the original Dakota settlement that used to be on the lake agree. About five years ago, they initiated the name restoration conversation, according to Bourn.

In May, the Minneapolis Park Board voted in favor of changing

the lake's official name to Bde Maka Ska. To become official, the name change needs to go through the Hennepin County Board, then the Minnesota Department of Natural Resources and then the U.S. Board of Geographic Names. Meanwhile, the Minneapolis Park Board will act as an advisory for the final decision, according to Bourn.

Melanie Adams, senior director of guest experiences and educational services at the Minnesota Historical Society, said when Lake Calhoun was named, nobody questioned why it was named after a slave owner. Calhoun also was an architect of the Indian Removal Act of 1830.

"They didn't question that because a naming is a reflection of the society at the time," Adams said. "We are memorializing and commemorating men who may not have acted in a way that today we find honorable. But at the time period when it was done, they were considered honorable."

Changing the titles of landmarks is nothing new, and there is a nationwide debate taking place about monuments and landmarks' names being changed because of their controversial titles.

Nationally, Yale University recently changed the name of its Calhoun College—also named after John Calhoun—to honor Grace Murray Hopper, a computer scientist and U.S. Navy admiral.

Locally, a middle school in Minneapolis in June changed its name to Justice Page Middle School, honoring Minnesota Supreme Court Justice Alan Page, also a former NFL player. The school was formerly Ramsey Middle School, named after Alexander Ramsey, a former Minnesota governor who called for the Dakota people to be exterminated, according to reports.

There also have been rumblings of a name change for Lindbergh Terminal at Minneapolis-St. Paul International Airport. The Lindbergh name is controversial because, although he was a great

aviator, Charles Lindbergh also was accused of being a Nazi sympathizer. In 2016, more than 13,000 people signed a Change.org petition to change the terminal name to honor Prince (To date, no such decision has been announced).

Despite the controversy, Adams says that continuing to honor people by naming landmarks after them still has a place in modern society.

"I think it's still important for a lot of people," she said. "One way of honoring people is to name something after them. So I don't think we should take that away just because we're afraid what will happen 75 years from now."



STAFF PHOTOS

Above: A sign on the east side of the lake in southwest Minneapolis lists both Lake Calhoun and Bde Maka Ska, the original Dakota name for the lake. The lake is part of a nationwide debate about changing the titles of monuments and landmarks named after controversial historical figures. **Below:** The lake on a chilly November morning.



New hot pot spot

Restaurant brings Chinese culture to Dinkytown, one bowl of soup at a time

STEPPING INTO LE Pot Chinese Hotpot on a weekday afternoon, modern Chinese music plays from a sound system in the ceiling.

Behind the register, traditional Chinese masks stare out from the wall. The air is rich, spicy and steamy with the unmistakable fragrance of hot pot—a popular Chinese dish that has made its way to Minnesota.

Co-owner Brandon Su, 28, said he decided to open the restaurant, located in Dinkytown at the University of Minnesota, after missing the traditional food from his home in China. Su grew up near Beijing and moved to the United States to attend college, he said.

“I tried almost all the Chinese restaurants in Minnesota, and the food was not exactly how I thought it should be,” Su said. “It was either too sweet or too sour.”

The restaurant Su opened in spring 2017 focuses on hot pot, a traditional dish in China that has started to grow in popularity in the



Shimin Zhang
Culture Reporter

Twin Cities. Hot pot chain Tasty Pot also opened down the street in Dinkytown this year.

At its essence, hot pot is quite literally a pot of hot broth kept simmering at the table. In China, families sit together, cook meat, vegetables and other food in the pot, and then eat the food together. The warming dish is often eaten in cold weather.

“Minnesota is a really, really great place for hot pot—it’s cold, the winter is long and the people enjoy sitting down and having great food with their friends,” Su said.

At Le Pot, customers order a small pot of broth and add flavorings, such as mushroom sauce, seafood sauce and soy sauce. The restaurant also serves combo plates and separate orders of meats,



STAFF PHOTO

Le Pot Chinese Hotpot, located in Dinkytown at the University of Minnesota in Minneapolis, brings Chinese hot pot culture to university students. The new restaurant also shares a space with Kung Fu Tea.

vegetables, noodles and more to cook in the soup. Some special traditional ingredients include lotus root, kelp seaweed and dried bean stick. Customers control the temperature of the pot by themselves.

In Chinese homes and restaurants, families traditionally share a single large pot of broth. But Su said he and his partners decided to offer individual small pots instead to cater to American preferences.

“We had a serious conversation about whether to offer big

Le Pot Chinese Hotpot

Address: 507 14th Ave SE,
Minneapolis, MN, 55414

Phone: 612-886-3855

Website: <http://lepot-hotpot.com/>

communal pots or small individual pots,” he said. “Actually having the big pot would be more advantageous to the restaurant because we could do BBQ, too. But if we want to deliver the food and culture to

America, our main focus should [be] on the American customers, to let them feel comfortable eating in the restaurant.”

Hot pot was started by the Chinese working poor centuries ago. Strong flavors and leftovers (such as chicken or pig organs) were put in a hot pot of water to cook the food. The delicious pot would also help keep the working poor warm during cold winters.

In addition to introducing customers to traditional Chinese food, Su wants to spread the Chinese culture in other ways, he said, including through the decoration of the restaurant, the outfits the servers and hosts wear, and the celebration of special Chinese holidays.

During the Mid-Autumn Festival, Su planned to change the house dessert to mooncake, special treats with different fillings and patterns symbolizing family unity, he said. During the Spring Festival, which is the Chinese New Year, Su plans to hand customers red envelopes with meaningful things in them for good luck. And during the summer solstice and winter solstice, he will offer customers special dumplings or filled red bean tangyuan.

“I want to deliver the true, exact Chinese flavor to America,” Su said, “so that’s why I chose hot pot, because it’s easily accessible.”

The show must go on

An inside look as St. Paul Johnson cast rehearses multiple roles in Shakespeare tribute

Editor’s Note: This story was reported in September, before the school performed the play.

At St. PAUL Johnson, five students will act out every character in a Shakespeare theater production this fall.

Those are the only students who stepped forward to act in the play. But the show must go on.

The cast and crew of “The Complete Works of William Shakespeare (abridged)” are still willing to put on the production, despite a lack of participation and challenging schedules.



Dang Her
Culture Reporter

Students say they still enjoy the process.

With a limited number of people willing to participate in theater, planning a production can become more technical and complex, according to Mark Fisher, a theater and English teacher at St. Paul Johnson.

“It’s hard to figure out where everything goes when you have only a small number of cast,” Fisher said after a September rehearsal.

The student cast rehearsed after school two days a week. For this play, the script got cut down and actors took on multiple roles. Five people planned to take on a play with 38 characters.

The students say it’s difficult to figure out how everything is going to work out. Even though the process of putting on the show can be hectic, the outcome will be worth it, they say.

Theater has taught senior Gabriela Huerta to become more comfortable and open around others, she said.

“If it wasn’t for theater, I couldn’t be me,” Huerta said. “It makes me feel like I have a voice of my own.”

PaDee Thao, a junior in the production, said, “It taught me to not cover myself and to project myself.”

During an after-school rehearsal in September, students are on stage reading their lines. They’re trying to pronounce Shakespeare’s words correctly, but long, difficult words from the 16th century can be challenging for students.

Fisher sits in the front row, watching students rehearse lines and giving feedback. In between each scene, Fisher alters the play in some way to make it more modern. The cast also alters lines to make them easier to pronounce with a Scottish accent, a running joke in the play.

“We would change the wording of the lines to make it easier for me to pronounce,” said Thao.

As rehearsal continues, students memorize more lines from new characters. Each student actor plays several characters in the play.

When students seem uncomfortable on stage, Fisher stops everything and gives

SHAKESPEARE *continued on page 29*

Studying identity, culture in school

Robbinsdale Armstrong, Cooper debut ethnic studies classes

ROBBINSDALE ARMSTRONG AND Cooper high schools are debuting a new ethnic studies class this school year.

School officials say students have wanted the course to learn more about their own cultural backgrounds and about their diverse peers. The move comes as schools in Minnesota and across the nation are adding ethnic studies courses, with some schools debating whether to make the class a graduation requirement.

The class is a year-long exploration of identity, culture and the experiences of American-Indian, Latinx-American, African-American, Asian-American, Arab-American and Pacific Islander-American people. Students learn about icons who



Stephanie Tapia-Ponce
Culture Reporter

influenced history, such as James Baldwin.

Bryan Deiman, a social studies teacher, teaches ethnic studies for both high schools. He used to teach middle school social studies and has had a longstanding interest in American studies.

"It's been great to focus on people who have been historically marginalized," Deiman said.

At Armstrong, the class has three periods with a total of nearly 100 students.



STEPHANIE TAPIA-PONCE/THREESIXTY JOURNALISM

Robbinsdale Armstrong added an ethnic studies class this year, a move other schools across the state and nation have made in recent years. Robbinsdale Cooper also added the class.

Seione Kimbrough, a senior at Armstrong, said that until the ethnic studies class, the school did not always teach from a multicultural perspective.

If diverse views were presented in class, only "one day's worth of knowledge [was] shared," Kimbrough said. She said she values schools teaching multicultural ideas and perspectives because it reflects the school's student body.

Daysha Hoskin, a senior at

Armstrong, said she appreciates the depth of the discussions in the ethnic studies class.

"Ethnic studies has so much authenticity to it," Hoskin said. "... I enjoy it a lot."

A recent Stanford Graduate School of Education study of San Francisco high schools found that ethnic studies classes improved attendance and academic performances of students who were at risk of dropping out. Students also

earned more credits to graduate, according to the study.

Some schools in California and Oregon have required ethnic studies courses. Minneapolis and St. Paul schools offer the courses as electives.

Ariana Crosby is an equity specialist at Robbinsdale Armstrong. Crosby helps students with a number of things, from talking to students about cultural or racial

ETHNIC STUDIES continued on pg 30

What I learned from watching American movies in Myanmar

High school struggles in film are different from reality

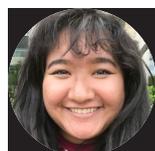
"MEAN GIRLS."

"High School Musical."

"10 Things I Hate About You."

More than a decade ago back in Myanmar, I was sitting on the couch with my older cousins, waiting for my cousin Thet to turn her laptop on to watch those movies about high school. These are some of the best memories of my childhood.

I loved the movies because they showed schools that were different than my school in Myanmar. We



Pan Han
Culture Reporter

COMMENTARY

wore old-fashioned uniforms, studied hard and had little time with friends. We had extra night classes and tutors, too. Watching American girls in movies wearing fashionable clothes, getting into good colleges

and dating blonde boys with charming smiles started making me want to go to a high school in America.

Growing up in Myanmar, I spoke Burmese. Watching an American movie with no subtitles could be frustrating. I started becoming curious about what people were talking about in movies, and this attracted me to learn more about another language, English.

Even now, as an 18-year-old teenager who lives in Minnesota, those movies have helped me to communicate with people in English better.

When I was in ninth grade, my mother told me that we were moving to America for better education. The news made me so excited.

I thought my life would be

turned into a movie. I thought I would be the new kid at school who makes new friends, goes to parties, gets a boyfriend in the first week—the new kid always gets a boyfriend in one week—and gets into a great college.

On the first day of school, I found out these movies weren't reality.

It started the first hour. I was late.

As soon as the bell rang, the school hallway got crowded with hundreds of students. They seemed to not really care about socializing and they focused on getting to their classes. From what I knew from the movies, the hallway was the best place to reach out to friends.

Unfortunately, I was lost in the middle of the hallway and the students seemed like they did not even know I was new to school. In the movies, when the new student walks into school, everyone knows they're new. Some other students

"In reality, not everything in high school is always easy and fun like the movies. There may be many struggles. But I've learned I can overcome struggles to become stronger."

reach out to the new student, and the plot continues.

I realized my life was not going to be like a movie. I felt helpless, crowded, confused and lost. My dream life, my expectations

MOVIES continued on page 29

Challenging the media stereotypes of Somali-Americans

In 2016, HBO announced it would air the TV series “Mogadishu, Minnesota.” The series, which was created by Somali rapper K’Naan Warsame, was supposed to depict a Somali family living in America, including a “gangster,” “thug” and others, according to reports—as well as my least favorite, a Somali-American teenager figuring out how to hang onto his religion and culture in the Western world.

Some Somali people were upset with the show, according to published reports. When producers came to the Twin Cities to film the first episode, some community members protested, claiming the show would stereotype Somalis as terrorists. HBO ended up canceling the show.



Samira Mohamed
Culture Reporter

COMMENTARY

As a Somali teenager, I wasn’t too fond of what was reported to be in the series either, given the fact that some media showcase Somali-Americans as terrorists, savages, Neanderthals and pirates. I vividly remember being in seventh grade and overhearing a student stating that Somalis all lived in Minneapolis and couldn’t use soap. These attitudes about Somali-Americans are false, and the problem with all of this prejudice is that it clouds people’s visions of the Somali



Minnesota Rep. Ilhan Omar (center), who was elected in 2016 as the first Somali-American legislator in U.S. history, is an example of someone who represents the Somali-American community in Minnesota, according to the writer.

community.

Sure, there have been a select few members of the Somali community who have had ties to terrorist organizations, but mark my words: a select few. They cannot and do not represent a rather peaceful and energetic group that I’ve experienced first-hand.

For example, Ilhan Omar is a

Minnesota legislator who broke through the prejudice in 2016 to become the first Somali-American Muslim elected to office. Or take Halima Aden, a St. Cloud college student and model who has expanded people’s viewpoints on fashion after gaining national attention for modeling in a hijab and a burkini.

These are real representatives

of the Somali community, and not what you may see dramatized on Fox News. We live our lives, just like every human being here. Young Muslims attend school early in the mornings. Adult Muslims go to work for hours on end or go off to college to listen to lectures. Everyone goes home to their families to do chores, help each

STEREOTYPES *continued on page 30*

Conversations about race can be uncomfortable, but they’re necessary

Metro-area school takes steps toward understanding

In 2015 at an Applebee’s restaurant near my house in Andover, a Somali woman wearing a hijab and speaking Swahili was assaulted by another customer with a beer mug in a racially motivated attack.

I remember the aura of fear that surrounded my family as we watched our community catapulted into the news over this incident. All of a sudden, my parents were giving me lengthy lectures about my safety.

This girl could’ve been you, they told me.

They were right. Like this Somali woman, I also wear a hijab, and like her, I often speak a different language in public. Overnight, I was



Anne Omer
Culture Reporter

COMMENTARY

given a curfew and my parents were calling my phone on the hour. For several months, I wasn’t allowed to go out with my friends.

The fact is, my parents lived a life of fear. Fear that their children couldn’t even eat at a restaurant without being attacked. Fear that everything from their last names, to their accents, to their religion could be met with hostility.

In stark contrast to the anxiety I felt at home, no one at school seemed to know about the changes in my life. My school, Andover High School, has a small percentage of students of color, so I knew that most of my peers didn’t receive the same lectures in their homes. My teachers were also unaware of how this story affected me.

It was overwhelming and isolating. I felt alone at a time when I needed someone to talk to the most.

Now, two years later, my school is taking the steps to engage in conversations about race. A newly formed “equity team”—a collaboration between a group of teachers, students and school administration—is aiming to reach out to students of color to better understand their perspectives.

Andover High School Principal Becky Brodeur told me she created this team to tackle sometimes uncomfortable and painful issues of race, and to ensure that all students felt they had an advocate at school and felt safe.

“In a predominately white community, it can be a challenge to ask people to think about

race,” Brodeur said. “We have to be purposeful when having those conversations, and make it okay to talk about race while doing it in a way that doesn’t blame or make people feel guilty—first, starting with our staff, and then with our students and continuing these conversations.”

Through dialogue about specific improvements students want to see, as well as through organizing community events, this group is beginning to enter into difficult conversations with students like myself.

As demographics continue to shift, efforts to connect with students of color is essential in a learning environment. Encouraging conversation, especially about difficult topics such as race and ethnicity, will help bridge the divide between students who may feel alienated and their teachers. Only through conversation will teachers and their students be able to understand one another as equals.

I’m one of those students. I joined my school’s “Student Voices” club, made up of predominantly students of color, to help raise awareness about our stories and the

struggles that we face in our daily lives. The equity team has reached out to our club to find ways to better support students of color in our high school.

This year, the Student Voices group expanded from a handful of students to a larger group of both students and teachers. Having this platform to not only voice our concerns, but also to actually be heard by teachers, has already made an impact. By starting these conversations, I feel like my experiences and opinions are not only validated, but also appreciated. With this work, students of color like myself can finally receive the community they have been yearning for.

“I believe in the idea that all are welcome here, and that we’re stronger together,” Brodeur said. “I believe that when we know each other’s stories, we become a stronger community.”

“It’s so much easier to cheer for the success of someone when we know who they are, and it’s a lot harder to dislike someone when you’ve sat across the table from them and really had a conversation.”



PHOTO COURTESY OF MINNEAPOLIS POLICE DEPARTMENT

Minneapolis Police Chief Medaria Arradondo, who goes by the nickname “Rondo,” is a Minneapolis native. He’s also the first African-American police chief in the department’s history.

Threesixty Focus on...

Medaria Arradondo

Minneapolis’ first black police chief talks about his vision for the police department and about his Minneapolis hometown pride.

MEDARIA ARRADONDO’S VISION for the Minneapolis Police Department starts with rebuilding trust in the community.

He also knows that will be a challenge.

As the new Minneapolis police chief, Arradondo is aiming to create a policing culture of trust, accountability and professional service, he says, in the city he was born and raised in. Arradondo grew up in south Minneapolis, and more often than not, people know him by his nickname, “Rondo.”

In August, Arradondo became the first African-American police chief in the history of the Minneapolis Police Department. Mayor Betsy Hodges nominated him for the post, after the previous chief, Janeé Harteau, resigned.



Katelyn Vue
News Senior
Reporter

Before he became chief, Arradondo was second-in-command at the department as assistant chief. He has risen through the ranks since starting out as a patrol officer in 1989. Arradondo has held a number of positions, including school resource officer, commander of Internal Affairs and First Precinct inspector.

Arradondo is the department’s leader during a challenging time. Racial tensions are high. Police officers’ relationship with the

community has been strained, especially after the deaths of Jamar Clark, who was shot by a Minneapolis police officer in November 2015; Philando Castile, who was shot by a St. Anthony police officer in July 2016; and Justine Damond, who was shot by a Minneapolis police officer in July 2017.

I spoke to Arradondo in October about his path to a career in law enforcement and his vision for the Minneapolis Police Department. Our conversation covered the challenges he faces and his passion for public service in his hometown.

Q: I want to start with your childhood. What was your upbringing like?

A: When my mother came home from the hospital with me, we lived in north Minneapolis. But shortly after my birth, we moved to south Minneapolis, and so I grew up in the Central neighborhood in south Minneapolis, and that is where I attended my elementary schools and my junior high schools, and of course, high school.

Q: Have you always wanted to be police chief or be in law enforcement?

A: I didn’t think about it probably as much for a profession when I was real young, but I think I started gravitating more toward that idea, certainly when I went away—after I graduated from Roosevelt High School—when I went away to go to college. My first couple of years I studied in a private two-year school in the Upper Peninsula of Michigan, and that was for criminal justice, so then I really got, so to speak, “the bug,” and really thought it would be very fulfilling to be a public servant, and also the thought about giving back to my community.

Q: How does being a local kid affect you as an officer and now police chief?

A: Just having this affinity, this connection to your community, having lived in the city long enough to see how Minneapolis has changed from the time I was a child to even as a young adult.

We are so enriched with wonderful diversity in this city. Certainly Minneapolis was diverse when I was a child, but that’s expanded today, and I think that’s what makes our city stronger. I think that’s what makes our city unique and gives it many more offerings for our community. Being able to be a public servant now in a city that I’m so close to and so connected to, I just think there’s a comfort level and there’s a familiarity, and also a passion to want to do the best that I can for this city that gave so much of itself to me growing up.

Q: What does it mean to you to be the first black police chief in Minneapolis history? And does that add pressure to your job?

A: I was very humbled, very proud and honored, but I also felt the enormous responsibility and obligation I had to do the best that I could for those ancestors, for those other previous African-American leaders that paved the way and fought so many courageous battles so that I and other African-American leaders can be in the positions we are in today. I’m very humbled by their sacrifices, very honored by that.

But at the same time, I also realize, while I’m very proud and honored to carry that distinction of being the first African-American police chief, I also know that I’m also responsible for the public safety of 400,000 residents in this city, whether they’re black [or] white, whether they’re



PHOTO COURTESY OF MINNEAPOLIS POLICE DEPARTMENT

One of Arradondo’s top priorities is to rebuild trust with the community, he says.

Christian or Muslim, whether they're young or old. There's a great amount of responsibility and also honor and pride that goes with serving all of our community because, again, that's what makes our city so unique, so strong and so good.

Q: What are your major goals as police chief and how are you going to achieve them?

A: The pillars of my vision for moving the Minneapolis Police forward is one, we have to do it based upon trust. There are still communities within the city of Minneapolis [where] the Minneapolis Police Department has either not had trust established in those communities or lacked trust in those communities. In order for the police department to truly be effective and successful, communities have to see us as trusting partners and they have to view us as being legitimate. So trust is a huge thing that I'm working to change our culture within the police department by building those spaces and areas where trust has either not been there or it's been lacking.

The other piece to my vision moving forward, is making sure that the Minneapolis Police Department, that one, that we hold each other accountable as peace officers. My conduct and my behavior, whether I'm on duty or off duty, has an impact on men and women who serve as Minneapolis police officers, so I have to hold myself accountable and be accountable to them, and it's just as important to remember and make sure that our officers know that they're also held accountable to the communities that they serve. We are held to a higher standard and for good reason, and so we have to make sure that we're holding ourselves accountable to the communities that we serve.

Lastly, I would say that part of that vision of mine is making sure that we're providing the best professional services that we can to our communities. I want to ensure that we're the best when it comes to appropriate and prompt response to a 911 call. I want to make sure that we're absolutely

providing the best professional service in our community engagement and outreach, that we're also providing the best professional services as it relates to recruiting and hiring potential candidates to be Minneapolis police officers. Those are the three things that I really want to focus on: trust, accountability, and professional service.

Q: I want to go a little more in depth with that. After the deaths of Jamar Clark, Philando Castile and Justine Damond, there are some people who distrust police. As the leader of the state's largest police force, how are you going to help rebuild that trust, and what challenges do you think you're going to face?

A: One of the things that I have to do in terms of building that trust is pushing the importance of that [trust] down to the officer level. It is one thing for me, as the chief and the leader of the department, to know the importance of the day-to-day interactions of what trust plays into that. But it's the officers, it's the men and women, they have to understand and never underestimate the power of the moment. The interactions they may have on the call, when they're interacting with a youth from [high school] or whether they're talking to one of our seniors at one of our senior living high rises, they have an opportunity unlike any other to try to build trust where it may not have existed before.

People often times in their lifetime do not call upon the police to come and interact with them, but that one time that they do, it can be a long-lasting impression. And so our officers, the men and women, have to know that those singular encounters mean absolutely everything. They can also mean the difference between how their conduct can dictate how the next time an officer has to respond to that same community member.

Trust is vitally important. I tell our officers, our men and women, that I provide them with a lot of equipment on their body to do their jobs, but the one thing I cannot provide them is the benefit of the



PHOTO COURTESY OF MINNEAPOLIS POLICE DEPARTMENT

Arradondo rose through the department ranks since starting out as a Minneapolis patrol officer in 1989.

THE 'RONDO' FILE

Age: 50
Hometown: Minneapolis, MN
Profession: Law enforcement
Career Highlights: In 2017, named Minneapolis' first black police chief ... Worked his way up the Minneapolis Police Department ranks after starting as a patrol officer in 1989.

doubt. They have to earn that. And they can only earn that by their interactions, being authentic, genuine, being done in a professional way, unbiased. That is vitally and critically important as we look at change in culture.

We know there have been incidents that have occurred in our city and across our country that have shaken the foundation of trust between our communities and our police department. And so I'm committed that when the last chapter is written, the Minneapolis Police Department will be on the right side of history.

Q: What other major challenges will you face as police chief?

A: When I first joined the Minneapolis Police, we really did not have cell phones. There really wasn't a thing called YouTube or Facebook. And social media has really progressed, and our technologies have blossomed, and it has made our society, and our world for that matter, much smaller, and it's done a lot of really great things.

But it has also meant, at times, that we can be a society and a community that is a singular incident-driven society. What I mean by that [is] we can do a thousand

wonderful things as a police department on Sunday, and if we have a negative thing that happens on Monday, we often times are sucked into that. And on a 24-hour cable news cycle, often times it's very natural and common for folks to focus on that one negative thing.

As a police chief, what's going to be challenging for me is, sometimes when those singular negative incidents occur, it's important to pay the proper amount of attention and time and sensitivity and respect to that. But the challenge is, how long do we stay focused on that? Because at some point in time, if we're mired in that one incident for too long, it can drain the hope from all stakeholders impacted by that. So that's a delicate, challenging balance that I have to continue to work on as a chief.

The other challenge, quite honestly, I have as a police chief, is based upon some of the incidents you just mentioned, as I try to recruit and hire from a diverse city, I also know that the image of policing has changed over the last several years, and I'm competing up against a narrative that at times can be negative. So when I look to recruit young men and women of color, how do I present public service as a Minneapolis Police officer in a way that will capture their attention, but also bring them into the fold where they will absolutely want to give Minneapolis Police Department a consideration, like I did when I was younger, as a profession to give back to their community?

... I do believe in order for us to change our communities and our society and our world for the better, we need change agents from both inside those institutions and also

from the outside. And those will be two things that I'll be challenged to continue to try to work on.

Q: Why is racial justice important to you and what does that look like from a policing perspective?

A: One of the things that I have to mention in my vision statement to our officers is that we have to look upon ourselves as being part of our community. We have to look upon ourselves as being no longer warriors of our communities that we serve, but guardians of those communities. And recognizing that public safety is not just the absence of crime, but it's the presence of justice.

For example, what I mean by that is, if we're peace officers in a section of Minneapolis where there is absolutely no crime occurring, but there is no trust that we have with that community, it won't matter. It won't matter. They are going to look upon us differently, they are going to look upon us as being agents of government that are there to harm them or oppress them, and there will be that distrust.

... For me as a chief, [justice is] also recognizing the things that I need. So for example, as police chief, I need to make sure that our young people have good jobs, good employment for them. I need to make sure as police chief that our city has adequate housing for people. ... I need to make sure that our city, our communities have the adequate medical health services that they need. ... As a chief I need to champion these other types of resources that our communities need and not remain silent on them. If I remain silent on them, then I'm complicit in a sense.

Justice to me, as a chief of police, is not wanting to increase the capacity of our jails but rather increase the capacity of our high school graduates. To see more of our young men and women graduating from college. To see more trade schools in our community. To see more service back to our communities, and volunteerism. Those things to me are important.

POLICE CHIEF *continued on page 29*



The University of St. Thomas and St. John's University football teams played their longstanding rivalry game, known as Tommie-Johnnie, on Sept. 23 at Target Field, the home of the Minnesota Twins. It was the first football game ever played at Target Field.

'The Target Field Game'

One of Division III's biggest football rivalries showcased at Minnesota Twins ballpark



Zekriah Chaudhry
Active Life
Senior Reporter

FOOTBALL FANS, CLAD in either red or purple, crowded into restaurants around Target Field hours before the big game.

Fans who would later wave towels boasting their team colors and send rumbling cheers from the stands were enjoying the moments

before one of college football's most intense Division III rivalries kicked off ...
... in a baseball stadium.

St. John's University and the University of St. Thomas football teams faced each other on Sept. 23 on a big stage: Target Field, the home of the Minnesota Twins. The game marked the 87th installment of what's commonly referred to as "Tommie-Johnnie," as well as the first football game ever played at Target Field.

The teams have been Division III football powerhouses for years. A battle that started on Thanksgiving 106 years ago has become an important part of Minnesota's local sports culture.

Game Breakdown: Tommies Win 20-17

St. John's took an early 3-0 lead in the first quarter, capitalizing on a St. Thomas muffed punt.

On the ensuing St. Thomas possession, an explosive passing attack led the Tommies on an 80-yard touchdown drive. The drive, which featured big completions from Tommies quarterback Jacques Perra, was punctuated by a 31-yard touchdown pass to tight end Matt Christenson. That score gave St. Thomas a 7-3 lead at the end of the first quarter.

The score remained the same for much of the second quarter until Perra and the St. Thomas passing game struck again with a play-action deep ball to wide receiver Gabe Green for a 61-yard touchdown.

Later in the quarter, just as it looked like St. Thomas might pull away early, St. John's offense generated its biggest play of the day to that point, a 31-yard touchdown pass from quarterback Jackson Erdmann to junior tight end Jared Streit.

St. Thomas tacked on a field goal just before the end of the second half to extend its lead to 17-10 entering halftime.

The Tommies added another field goal in the third quarter to extend their lead to 20-10. But an interception in the St. John's end zone kept the game within the Johnnies' reach entering the fourth quarter.

It took nine minutes in the fourth quarter for St. John's to claw back into the contest, when the Johnnies' Erdmann connected with wide receiver Evan Clark for a 40-yard touchdown strike, trimming St. Thomas' lead to 20-17 with 5 minutes, 59 seconds remaining.

The Johnnies got the ball back with more than 3 minutes left in the football game, but they quickly went four-and-out after another key stop by the Tommies defense. St. Thomas iced the game with a first down on the next drive and walked away with a 20-17 victory.

Despite St. John's late comeback attempt, the St. Thomas defense was dominant. The Johnnies offense was held 0-for-11 on third-downs and totaled 1 rushing yard in the game.

Perra led the Tommies through the air with 230 passing yards and two touchdowns, while fullback Jeremy Molina did the heavy lifting on the ground with nine carries for 61 yards. Erdmann led the Johnnies with 127 passing yards and two touchdowns.

—Zekriah Chaudhry



The sights of Tommie-Johnnie included cheering fans, spirited coaches, hard hits and big plays. St. Thomas beat St. John's 20-17 in front of a record crowd of 37,355.

"The rivalry that we have between the Johnnies is something that you can't really explain," said St. Thomas quarterback Jacques Perra. "It's hard to think about how it's that big of a rivalry."

In front of a record-breaking 37,355 people, the Tommies defeated St. John's 20-17 for their seventh win in the past nine Tommie-Johnnie meetings.

Ayo Idowu is a veteran of Tommie-Johnnie games. One of the top defensive players for St. Thomas in recent years, Idowu played for

the Tommies from 2008 to 2012.

"During warm ups you go out there and it sounds like a damn airport," Idowu said about the crowd during his games against St. John's in Collegeville, outside of St. Cloud. "When you are playing you don't hear a damn thing except for the quarterback and your coaches, but sometimes when you just step back and smell the roses during a timeout, the ground is shaking."

Idowu played at Woodbury High School, where his head coach, Beau LaBore, one of the

greatest linebackers to play for the Johnnies, oriented Woodbury's program around the traditions he had learned at St. John's, according to Idowu.

"I was quite frankly sick of it after three years of high school," Idowu said, laughing. "So when I decided to come to St. Thomas, I made it a point that I never lost to these guys. I probably played my best game all four years against St. John's. That's my personal vendetta."

Doug Hennes, the vice president for government relations and special projects at

St. Thomas, often covers football for Tommie Sports, the official website of St. Thomas athletics.

Hennes has been a Tommie fan since he was an undergraduate at St. Thomas in the 1970s. He remembers sitting in the stands with his uncle during his freshman year at St. Thomas.

It was a homecoming game on a Saturday night. St. Thomas won. His uncle was a Johnnie.

TOMMIE-JOHNNIE *continued on page 30*

PHOTOS COURTESY OF UNIVERSITY OF ST. THOMAS



University of League of Legends president Adam Thao (center), club member Lani Dubberstein (right) and gamer Xander Westgaard share a laugh in front of their computers. Thao, a senior, started the University of Minnesota club, which plays League of Legends, a popular computer game. The club now has more than 300 members.

HEAVEN ASCHALEW/THREESIXTY JOURNALISM

eSports on the rise

U of M League of Legends club wants official sport status

TYPICALLY, ATHLETES WORKOUT and sweat. A select few gain scholarships to compete in college.

Video gamers, on the other hand, are typically thought of as sitting in front of a screen for hours and hours.

Yet college students in the University of League of Legends, an eSports gamers club at the University of Minnesota, received \$5,000 scholarships to participate in a conference-wide League of Legends competition earlier this year. Members of this club want the university to recognize eSports such as League of Legends, a popular team-based computer game, as an official sport, a move other colleges and universities across the nation are also weighing.



Heaven Aschalew
Active Life
Reporter

“A lot of people have kind of a negative stereotype of eSports, saying it’s not really a sport and it’s a very kind of nerdy thing to do,” said Adam Thao, the University of League of Legends club president and founder. “It’s actually really competitive.”

In League of Legends, a computer game created by Riot Games, two teams of five play head-to-head in online battle arenas and attempt to destroy the opponent’s nexus, a central structure of a team’s base. The

game can be defined as being “like capture the flag,” according to Thao.

With more than 100 million active players worldwide, League of Legends hosts tournaments across the globe, including a yearly championship series in which professionals compete for millions of dollars, according to the game’s website.

“It’s just a different mindset for a sport,” said junior Xander Westgaard, a League of Legends gamer. “You just have to get out of the traditional mindset of, you have to be running in a field. It’s not as much physical work, but it’s just as much practice and a whole lot more mental work and strategy and effort.”

Thao created the University of

Minnesota club as a sophomore in college. He wanted to play League of Legends with his friends and not by himself, he said.

“I would normal play in my dorm by myself and maybe Skype my friends and then we would play,” Thao said. “... [We] started the organization and from there it just kept growing and growing, and now we are over 300 members.”

Weekly practices are held at the University of Minnesota, which has dedicated one room and five computers for practice. The club practices 10 hours per week.

Westgaard joined the club when he was a freshman. He now competes on the Minnesota League of

Legends Collegiate Series, a different League of Legends group.

“Everyone gets to meet new people,” Westgaard said of the U of M club. “It’s a great way to network because we have over 300 people that’ll play in our college.”

Senior Lani Dubberstein joined the University of League of Legends when she was a sophomore. Now, she’s a gamer and graphic designer for the club.

“I made some friends with other women who play,” Dubberstein said. “That’s a little bit harder to find because most of the people who play are men. It’s nice to be able to meet other women through the club.”

Earlier this year, Minnesota was one of 12 schools to compete in the Big Ten Network League of Legends season, which was sponsored by Riot Games. Club members received \$5,000 scholarships to compete in the first-ever Big Ten competition in March. The championship was televised live on Big Ten Network.

“Everyone’s taking notice, and it’s quickly growing,” Thao said.

In an effort to gain official sport status, Thao and club members are working with the university’s athletic department to grow the eSports community through hosting events with the University of Minnesota and the Big Ten Network, he said.

If eSports become recognized as an official sport, there would be an increase of club members and the sport would grow from just being a hobby, said Thao. Club members have said they want the athletics department to provide a 24/7 team lounge and improved Internet speeds, according to news reports. They say they’ll be better equipped to compete against teams that have similar funding.

Thao said he “strongly believes” the university will recognize eSports as a sport because the university already has taken steps to support the League of Legends club, including providing practice space and sponsorships.

“A lot of people play League but don’t attend meetings because it seems nerdy,” said Thao, “but if we are recognized as a sport, more players will come out and try to improve as a player.”

“It’s just a different mindset for a sport.

You just have to get out of the traditional mindset of, you have to be running in a field.”

—Xander Westgaard, junior at the University of Minnesota and a League of Legends gamer

Ninjas in training

American Ninja Warrior-inspired gym creates local youth program

MASON ENGNES is known in the gym by his alias, “The Golden Badger.”

Engnes is a 22-year-old “ninja” and youth program coordinator at Obstacle Academy, an “American Ninja Warrior”-inspired training facility in Edina. He teaches young people how to be ninjas.

NBC’s American Ninja Warrior television show, a spin-off of the popular Japanese competition called “Sasuke,” is known for its crazy obstacles, skillful athletes and falls into the water below. The

“I’ve dedicated my life to not only being able to train and work with kids, but turning this into a sport.”

—Mason Engnes,
youth program coordinator
at Obstacle Academy
in Edina.



Mason “The Golden Bear” Engnes, a youth program coordinator at Obstacle Academy, teaches young people how to become ninjas.



Zekriah
Chaudhry
Active Life
Senior Reporter

future of the sport is unfolding in local training facilities such as Obstacle Academy, a non-affiliated gym that has developed competitive youth teams.

“They are going to become top-level ninjas as the sport grows,” Engnes said about the youth participants. “In the next five years we are hoping that it is a pretty big national sport, and the kids that are working hard now when there isn’t a guaranteed payoff are going to have the most training experience, the most time competing, and they should be able to do much better than the average person in the sport.”

On American Ninja Warrior, contestants attempt to cross an obstacle course as fast as they can without falling off the course. One by one, athletes attempt to complete the obstacles with faster times than their opponents.



A youth “ninja” practices at Obstacle Academy in Edina. Obstacle Academy has created a youth program inspired by the popular TV show “American Ninja Warrior.”

“You get one opportunity on the course,” Engnes said. “So a simple mistake and you fall, you’re done.”

Other facilities, such as Conquer Ninja Warrior and Ninjas United, also have youth programs.

The youth teams at Obstacle Academy, made up of kids ages 6 to teenagers, practice together twice a week. Training sessions are aimed at preparing the Academy’s ninjas for youth competitions, which have been popping up more around the country in the past two years, according to Engnes. Youth members are encouraged to compete in monthly competitions throughout the region.

In preparing for the events, young people are put through difficult training sessions.

The ninjas alternate multiple times between completing a practice course and doing push-ups, pull-ups and core workouts. They try to complete courses while they are tired to simulate a real competition, in which nerves play a factor.

Completing a course is also a mind game. Engnes conditions his youth team to decide on a plan of

attack before starting the course. They look for places to take breaks, to catch their breath and also for the most difficult part—what the ninjas call the “crux” of the course.

Ethan Robbins, a junior at Eden Prairie High School, is a member of the Academy’s youth traveling team, the “OA Dragons.” He has been training at the gym for about a year-and-a-half.

In October, Robbins said he had been training for about eight hours per week in preparation for a competition in Michigan. He said he’s ready to “push through things, to continue that little extra movement that could help him get the fastest time.”

“You are not going to get better if you just give up where you did last time,” Robbins said.

Before youth competitions, Engnes will give students advice on breathing, relaxing and attacking the course. During competition, he stays on the side of the course, cheering on his gym’s ninjas.

“It is one big family, basically,” Robbins said about competition

days. “Everyone is cheering each other on, no matter what.”

Coaching the youth is a serious commitment for Engnes, who competes in ninja competitions himself. His workload often totals 80 to 100 hours per week, he says, but he shows no signs of slowing down.

“I’ve dedicated my life,” Engnes said. “I graduated college with a business degree and could have gone and got a desk job that would’ve made more money, wouldn’t have been as fun. For me, it means a lot because I’ve dedicated my life to not only being able to train and work with kids, but turning this into a sport.”

Two years ago, Engnes started to compete in National Ninja League competitions, but a torn ACL forced him into nearly a year of rehab. Now, he’s back and leading future athletes in the sport by example.

“This sport anybody can become good at,” Engnes said. “Whether you’re overweight, too small, short, never been good at sports – it doesn’t mean that you can’t become good at this.”



PHOTO COURTESY OF MINNEHAHA ACADEMY

Minnehaha Academy students showed their support in the aftermath of the explosion by writing encouraging messages in chalk in the parking lot and by hanging red ribbons on a nearby fence.

MINNEHAHA from page 7
on the athletic field. High schoolers danced to music on the field. Adults socialized and alumni reminisced on their time at Minnehaha Academy.

One of those alumni was Leah McLean, a news anchor at KSTP in Minneapolis. On Aug. 2, McLean was at Target, buying school supplies with her two young daughters, when she received a phone call saying there was an explosion at the school. For McLean, the tragedy she was going to have to cover for the news suddenly became personal.

“In a moment it became busy, it became intense and more personal than an explosion anywhere else would’ve been,” McLean said.

McLean says that the school’s faith—Minnehaha Academy is a Christian school—has played a major role in how its community has responded.

“When a tragedy happens, instead of everybody getting down and looking at all the negatives, everybody is looking for the positives,” McLean said. “They’re looking for opportunities for growth. They’re looking at ways they can come together and support one another.

“The theme has been “Together we rise,” and I think it’s so true. I think this school will rise, it will go on and it will be better than it was before.”

The senior class has its own motto: You can’t shake our foundation.



PHOTO COURTESY OF MINNEHAHA ACADEMY

Emma Melling, a senior at Minnehaha Academy, says the school has rallied together since a fatal gas leak explosion in August.

“I think that we are stronger because of it,” Melling said, “and we have all come together.”

WILLIAMS from page 10

willing to take on or to search for and be very open in the type of candidates it will attract, that by definition or extension should attract students of color because they see the opportunities for acceptance, they see the opportunities for diversity, they see the university’s commitment to diversity in that way. So it is not really part of my portfolio as dean, but it is certainly in the back of my mind in terms of making a difference.

When you are talking about private elite institutions, for the most part, diversity is a problem across the board. Parts of that are getting in and trying to create pathways for students of color to be able to a) have the financial resources to go to college—Dougherty Family College answers part of that—but b) just to create a space where they feel welcomed and accommodated. And that really begins with a diverse faculty, diverse leadership, opportunities for student engagement. And that is something as dean that you can really work to improve.

Q: How would you like to see St. Thomas contribute to a sense of community in surrounding public schools?

W: I think one of the great things that was attractive to me about this campus was ThreeSixty Journalism. That’s a good example of a program that shows the university’s commitment and investment in young

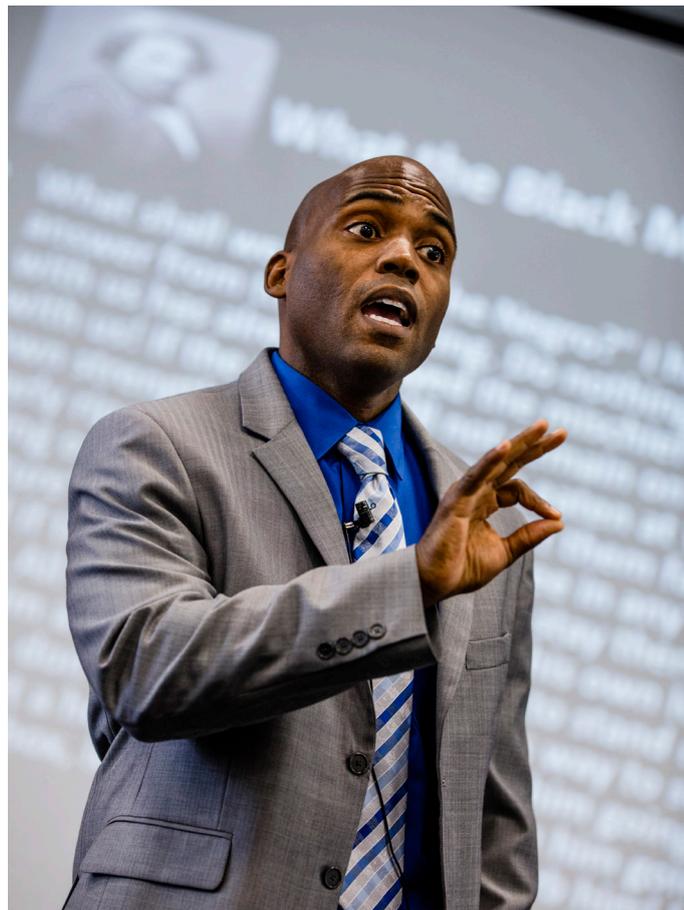


PHOTO COURTESY OF UNIVERSITY OF ST. THOMAS

Williams speaks to University of St. Thomas students, staff and faculty during a conversation about confederate monuments in the U.S.

people that live in this community. Whether they come to St. Thomas or not, that’s part of the mission.

We talk about educating students to think critically and act wisely toward the common good, part of that is thinking about the ways in

which we can create opportunities for students in the Twin Cities to self-actualize, to realize their dreams, to actually make a difference.

This is a good example of a program that really demonstrates that

investment and commitment to the young people in this community and also says, ‘Your success is our success.’ Ultimately, as we demonstrate and create opportunities for young people we hope to at the same time make our campus more diverse and give people a sense that the community and campus work in partnership for the better of the Twin Cities as a whole.

Q: What kind of atmosphere do you envision at St. Thomas?

W: I am an education activist and I also take on anti-racist activism. ... My agenda is to remain active in those areas in which I have expertise, and to try and create opportunities in those areas, to try and bring light to things like unjustified shooting and policing of black and brown bodies in public spaces, problems associated with education and educational inequality. And then on campus as a whole, just trying to make sure that we’re more diverse and that we address diversity in ways that are substantive so we are not just talking about it, but we are doing something to address that inequality.

Q: Are we taking steps backward in terms of social equality and social justice?

W: It is difficult for me to say that we are taking a step back because that would negate the work that was done by previous generations in addressing the more visible, legal

structures that limited opportunities for African-Americans and others. So we are fortunate we don’t have Jim Crow segregation anymore. There are no “white” and “colored” signs. But there is still significant racial and economic inequality in this country.

Next April we will commemorate the 50th Anniversary of the assassination of the Rev. Dr. Martin Luther King. One could argue that the things that he was pushing for toward the close of his life in 1968 haven’t substantively been addressed. You had a King who said we looked very deeply at issues of racial injustice, but we should have also in part of that conversation been talking about access and opportunity, economic justice.

Right now in the present moment, a lot of the conversations ... are about racism and economic justice. And when a society doesn’t live up to its principles, what you get are these embarrassing moments where you profess one thing, but the reality on the ground is something far different. Puerto Rico is a good example of that, our unwillingness to address police killings is a good example of that, the state of our public schools is a good example of that.

Q: How did you become invested in addressing these issues?

W: I grew up in a household where my parents were both educators.

WILLIAMS continued on page 28

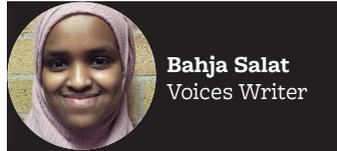
Learning from a Rohingya man who carried his parents to escape

I'M A WOMAN, I'm black and I'm a Muslim. I'm also grateful.

I was scrolling on Twitter when I saw a Rohingya Muslim man who had carried his parents for nearly 100 miles to escape a Myanmar (formerly Burma) death squad. The Rohingya Muslims are considered by many to be one of the most persecuted ethnic groups ever. United Nations officials have accused the Myanmar government of carrying out ethnic cleansing of the Rohingya Muslims. Instances of gang rapes, whole villages being burned and other human rights atrocities have been widely reported.

The story of that Rohingya Muslim man carrying his parents on his shoulders for 100 miles over 10 days makes me reflect and appreciate my life and situation even more.

I was born in 2001 in Mogadishu,



Bahja Salat
Voices Writer

Somalia. When I was a few months old, my family escaped the war in Somalia and moved to a Kenyan refugee camp.

I've spent the past eight years in the United States. Since I've been here, people have often treated me like an alien. I'm a triple-threat to certain ignorant people: I'm a woman, I'm black and I'm a Muslim.

Although I'm not running from death squads, I can feel that man's pain. The challenges the Rohingya Muslims are facing in southeast Asia are worse than I face in the United States, but I have to deal with a big weight on my shoulders,

too—worrying if that person on the street staring at me is going to attack me.

I worry about walking alone. Violence is never far from my mind or my family's minds. For example, this summer my oldest sister and I were planning on traveling to Iowa for a mini-vacation. We were going to go to a water park, to just drive and chill, to explore the area.

Images of an anti-Muslim protest, shown on Facebook Live and elsewhere, though, worried us. My mom

had also seen stories about Nabra Hassanen, a Virginia teenager who was murdered leaving a mosque just weeks earlier. We canceled our plans. Those and other experiences have opened my eyes and made me realize just how unsafe this world can be to people like me.

The Rohingya Muslims' stories I read, hear and watch make me grateful. They go through so much, so much that I have never experienced, and I hope I never do. Even though I have a target on my back

"I now see I want to spend my life helping those who need it most."

for some people, when I think of the Rohingya Muslims' situation it makes me appreciate the opportunities I have, the rights and freedoms I have, and the help and support I have here in the United States.

I now see I want to spend my life helping those who need it most. I'm going to try harder in school and life, and strive for excellence so I can make an impact in the world. I want to be a person who makes people feel safe not only with my words but with my actions, too.

I want to carry people on my back as best I can.

"Since I've been here, people have often treated me like an alien. I'm a triple-threat to certain ignorant people: I'm a woman, I'm black and I'm a Muslim."

K-pop and me

A reluctant love story

IT ALL BEGAN with a love-hate relationship between me and K-pop, a subculture of music that comes from South Korea. This genre has been influenced by a lot of Western music, including hip-hop, electronic and pop music.

If you've heard the popular song "Gangnam Style" by artist PSY, you've heard K-pop. This music has grown in popularity in the U.S. and other countries around the world.

A person I worked with during a summer internship introduced me to K-pop. She asked me to let



Heidi Sanchez Avila
Voices Writer

her look up a song on my laptop. Initially, I was resistant because I thought the music was overrated.

I also didn't want to become an "Adorable Representative MC for Youth" (ARMY), the fandom name of BTS, a popular all-male K-pop group.

I finally decided to say yes. The first song she showed me was

"FIRE" by BTS. I hated it.

Well, not really.

I kind of tricked myself into thinking I did. The next song I heard was "Save ME," also by BTS. The songs were very catchy, but I still didn't want to admit they were actually good.

Over the next week-and-a-half, I caught myself Googling BTS, and I began to listen to the group's songs on my own. It wasn't until October of 2016 that I became invested. My friends had also discovered K-pop over the summer.

When some people first see a K-pop group, they immediately mention the number of members in the group. Typically, American boy bands such as Backstreet Boys, NSYNC and One Direction have about five members. K-pop bands can range from four to 15 members, or more.

I've also come to love K-pop

because I can see the personalities of each individual member of the groups shine through. In K-pop, "bias" is a term for your favorite group member. There's a famous saying within the K-pop fandom: "You don't pick your bias, your bias picks you."

Many people view it as a joke, but in reality, it's a common belief among K-pop fans.

K-pop began to grow in popularity in America in the last couple of years. Recently, Korean idols have performed more in the United States. In May 2017, BTS

was the first K-pop group to win the Billboard Music Awards Top Social Artist, gaining more than 300 million votes on Twitter.

As I've grown older, I've begun to admire all types of music. Discovering K-pop helped me realize that a song didn't need to be in English for me to understand the true meaning.

People continually ask why K-pop is so popular in America and other countries. I think, as cheesy as it may sound, music is a universal language that anyone can love.

"People continually ask why K-pop is so popular in America and other countries. I think, as cheesy as it may sound, music is a universal language that anyone can love."

The largely untold story: The Karen minority

The ethnic group has been victim to decades of abuse, persecution

I WAS THE first one to get the bad news. On a Sunday morning in September, I got a Facebook message from my cousin in Australia. My uncle—my mom's brother—had died.

We hadn't seen him since we were together in a refugee camp in Thailand eight years ago. The memory of that refugee camp in Thailand got me thinking about current stories of Muslim people, tens of thousands of them, fleeing abuse and oppression at the hands of the Myanmar army—fleeing to refugee camps in Thailand. The images are on the TV news almost every week.

It made me wonder, "Why aren't there stories about my people?"

My family is from Myanmar,



Pay Poe
Voices Writer

too. We're Karen, not Muslim. But we too fled from decades of abuse and persecution in what used to be called Burma. Lots of people here in America don't know the story of Karen refugees. I want to tell that largely untold story.

The Karen people have faced human rights violations, such as forced relocation and forced labor, for more than 70 years. Those abuses are still going on.

Naw Htoo, my mom, experienced the civil war in Burma when she was

younger. When she turned 15, she ran for her life.

"If you didn't run away, the soldiers would kill you," Htoo said.

When the soldiers came to her village, they destroyed houses and farms and killed the farm animals. The soldiers also took men for forced labor and raped many women, Htoo said. The government's objective was to get rid of the Karen minority, one way or another.

Htoo left her village in 2000 with her two children. In 2005, she made it to Mae Ra Moe refugee camp in Thailand, along with her brother and his family. Eventually, she built a little bamboo house for her family—which by then included me and two older siblings.

Around 2009, my uncle left our family in the Thai refugee camp and immigrated to Australia. Then, our family was invited to move to the United States. Htoo was afraid to go to the U.S.—a strange place 10,000 miles from home. She was afraid that she wouldn't be accepted in a strange culture. She didn't know English, she had only two years of schooling, and she knew it **KAREN** *continued on page 30*



Naw Htoo (shown) experienced the civil war between the Karen and the Burmese soldiers and immigrated to the United States for a better life. She's the writer's mother.

PAY POE/THREESIXTY JOURNALISM

What does it mean to be Karen?

Student shares her experience as member of ethnic group

I AM PROUD to be Karen (pronounced "kuh-REN").

My family is from Burma, also known as Myanmar, a country in southeast Asia. The Karen people are just one of many ethnic groups in the country. And since the early 2000s, more than 12,000 Karen have settled in St. Paul.

St. Paul is home to one of the largest Karen communities in Minnesota, according to the Karen Organization of Minnesota. Many of us believe that life here in Minnesota is better because of



Ba Po
Voices Writer

the opportunities in education and jobs, and because of that, the Karen people are here to stay. But, there's still a lot of people who don't know who we are and why we're here. I'm here to share more about my people and heritage.

After thousands of years in Burma, the Karen were forced out

starting in the 1960s. Many, like my family, escaped to Thailand, where we lived for about nine years. It's the first home I remember. Our house was made of wood and bamboo with a straw roof. It was located at the top of the hill. Next to our house was a garden where we grew lemons, pineapples, ginger and sugar cane. I had a lot of fun in the refugee camp with my friends. We ate rice, vegetables and fish with chilies. We Karen people don't typically eat breakfast.

In 2009, when I was 9, my family moved to the United States. We first landed in Texas, then we moved closer to my grandmother in Indiana. We didn't like that state either. My mom heard that there were more Karen people settled in Minnesota, so we moved here.

I started school in the Roseville Area School District. My classmates were mostly white. And I didn't understand what they were saying nor what my teacher was saying. I

was frustrated.

Karen people speak Karen. It's my first language and it connects me with my parents and grandparents. I learned how to read and write in the Thai refugee camps, but without a lot of practice, I forgot most of it.

"You're Karen and forgot your language?" yells my mom when I try to read the Bible at night before bed. Eight years later, I'm realizing how important it is for me to read and write Karen. I'm trying to reteach myself, and going to church helps. It is important for me to learn to read, write and speak Karen because I want to pass it down to my children, so they can learn their history and heritage. That way they don't forget where they came from. I don't want my children to learn only about the American culture, I want them to learn about their Karen culture, too.

In Karen traditional culture, women's roles are to cook, clean,

look after the family and do the laundry. The men's roles are to go make money.

But it's changing. The roles of men and women are blending. In America, Karen women are also going to school and becoming professionals, such as interpreters, teachers and lawyers. Karen men know how to cook, clean, take care of children and do laundry. My uncle is even the main caretaker for his children while his wife works.

Family is our number one priority. A family is your support system. And most Karen families I know stay close to each other.

We are also punctual. Even our church youth leader told the congregation that Americans respect us because Karen people are known to be on time.

The most important holiday for the Karen people is Christmas, celebrated on the same day as Americans. Many Karen have **CULTURE** *continued on page 30*





WILLIAMS from page 22

My father was a music teacher, my mom worked with young people, and they were community activists in the sense that they worked in community centers ...

Everybody gets spiritual gifts, we all don't get the same. Some people are great singers, some people are actors, some people are writers, some people are speakers. But whatever it is you've been given—some people are great athletes—you find a way to share that in a space that helps to build community and support others.

So when I had the opportunity to go to college, my parents were very clear, you have to do something with those talents in order to address the things that you came from and to do something substantive and tangible to bring others along.

My entire career has really been about that. That is why I stayed in higher ed. I spent a little bit of time with the Jackie Robinson Foundation. I was the chief historian there, but I also was the vice president for community outreach. What we did was provide scholarships to young people to be able to go to school.

Q: How can St. Thomas be at the forefront of becoming a more diverse university?

W: You have to create pathways to higher education for students who otherwise wouldn't have the opportunity to go. A lot of that is financial. There is structural inequality that is kind of baked into all of this.

I think Dougherty Family College [St. Thomas' new two-year school] is a very good example of how St. Thomas is trying to address that. It is one of the reasons that I was very attracted to coming here because to me that's a very deep investment in, 'Let's create this pathway.' And then hopefully our responsibility in the college will be, once those students get through those two years, to create a clear path to a degree for those students who matriculate through Dougherty.

Q: What can high schools do to help get students of color to places like St. Thomas?

W: It's a good question, it's a difficult question, because those schools are still struggling with the same structural inequalities that universities are. In fact, the problem is more acute when we talk about K-12. If we go back to Ferguson in 2014 after Michael Brown was killed, the number of students that were on free-and-reduced lunch in the Ferguson-Florissant School District, that was a good indication of the level of poverty in that community. So when we talk about K-12 and what teachers can do in that space, we have to equip them to do that.



Williams (right) and Robert Vischer, dean of the University of St. Thomas School of Law, share a laugh during a university-wide discussion about confederate flags in September.

It is not just about more technology. People say, "Teachers need to be better trained." You can't talk about that if you have classes that are 35 students deep. You have to have a small class size. Although charter schools offer one opportunity, there should be deep investment in public schools. All students should have an opportunity and we should be thinking about creating pathways for all students to get that quality of education.

We can't abandon things. Foreign language should be taught, should be required. Technical skills. But also the liberal arts: history, culture, English. ...

Schools have a big role to play, but they can't do that if they are underfunded.

Q: What motivates you each day?

W: My favorite book in high school was "The Catcher in the Rye" by J.D. Salinger. Mr. Antolini offers some advice to Holden Caulfield in that book that I think kind of compels me, and whenever I start to feel discouraged I remember this: Mr. Antolini told Holden that the mark of an immature man is that he is willing to die for a cause, while the mark of a mature man is that he is willing to live humbly for one.

You wake up every day and you live humbly for justice, you wake up every day and you live humbly for others, you wake up every day and you think about what you can do, in your own small space, no matter how small, to try to make things better.

That can sometimes get you through the day, really get you through periods like this where we are all a little overwhelmed and shell-shocked about what is happening... You live humbly for justice.

Q: How will a shared sense of community affect our social climate?

W: We have to get there first. This is Dr. King's concept of a beloved community and we are far from there.

Until I see every undocumented student as my child, we are not going to get there. Until I see every victim of violence as my responsibility, we are not going to get there. Until I see poverty as violence, we are not going to get there.

Q: Are we repeating history?

W: It's funny, because people say that history repeats itself. It doesn't necessarily repeat itself—it echoes.

In the Civil War, you abolish slavery with the Thirteenth Amendment but you don't do the hard work of creating legislation that will address the inequality that you know is to come. It is the unfinished revolution in the reverberations of your lack of will.

[Hurricane] Katrina is not the Mississippi Flood of 1927 or Puerto Rico today. But what they share is this idea that black and brown people, when they are confronted with a natural disaster, can't depend on their countryman that privileges their humanity. That's a problem.

Q: When you were growing up, when did you first pick up on these inequalities?

W: I grew up in Bridgeport, Connecticut. In 1988 or '89, we were the murder capital of the world. I don't think that story is, in and of itself, unique. Many people in many places can talk about that as being one manifestation of inequality.

"You wake up every day and you live humbly for justice."

—Dr. Yohuru Williams, dean of the College of Arts & Sciences at the University of St. Thomas

But I was very aware of it even as a young person, because my dad worked in the city's largest housing project as a music teacher and I would go with him when I was 4 and 5. I even taught music classes there later on when I was in my teens. I spent a lot of time in that housing complex. I saw the root of that inequality every day. In the summer, I would be there with him every day and it was just palpable, the injustice of it.

Not that we lived in a much better neighborhood, but we at least weren't in those housing projects. But being in that environment every day reminded me of the importance of trying to find a better way to address the poverty and inequality that impact those people that live there—who were good people, people who, for whatever reason, society in some sense forgot because they created a housing complex and said, 'We solved the problem.' And that is just the tip of the iceberg.

Q: What do you want people to think about in the coming years when they think about the University of St. Thomas?

W: I want them to think the same thing that they think now, at least in terms of it being a high-quality education. But I want them to associate us more with our justice imperative. Like any private, liberal arts school, there is always going to be the idea that this is a haven for wealthy privileged students. The only way that you can really attack that is to do some of the things the university is doing—with Dougherty [Family College].

But then you also have to create programs, you also have to create community partners, you have to also go out and show yourself willing to engage with the community and say "This is your space, too. We are going to work with you because in that sense, all boats rise."

If we can make a difference, make a dent in poverty, make a dent in education, make a dent in violence, if we can think about conquering food deserts, we are increasing for the betterment of the entire community, our ideal of pursuing the common good. That's good for everybody.

This interview has been edited for length and content.

PHOTO COURTESY OF UNIVERSITY OF ST. THOMAS

SHAKESPEARE from page 13

examples to help the students improve. Often, he uses movie references to make his point clear.

The cast rehearses a scene over and over again, until it's close to perfection, before moving on to a new scene.

The students revise scripts during rehearsals to help them when practicing at home. The students spend anywhere from 10 minutes to two hours, they say, going over lines and getting the

motions correct at home.

With so much acting taking place on stage, the tech crew is nowhere to be seen. It turns out the crew works on a different schedule than the cast.

"We just build the sets for the stage," said Julie Cheng, a member of the all-female tech crew. "The only time we would communicate with the cast is during show time."

Not only do members of the tech crew make sets, but they also run the soundtracks and lighting

and work at the ticket stands, according to Cheng.

Through the student cast and crew's experiences, they've learned more about themselves and learned many skills that will come in handy for the future, students say.

"I enjoy doing it because it's fun and it's creative," Cheng said, "but it's a lot of work."

As of October, the play was set to open on Nov. 21 and run through Nov. 22.



Students at St. Paul Johnson High School rehearse in October for "The Complete Works of William Shakespeare (abridged)." The play, which was expected to have five actors play nearly 40 characters, was scheduled to open on Nov. 21.

MOVIES from page 14

and my high hopes dropped dramatically.

I felt like a little kid who just found out "Santa Claus" is actually my mother. I felt like I dropped a slice of Hawaiian pizza with Canadian bacon (my favorite) on the floor. Frankly, it hurt.

I've learned not to base high school life on movies anymore. I have a message for other students

"I'm nearing the end of my high school career, but in reality, I believe this is only the beginning of my story."

who are new to American culture: The struggle of high school life is more than what's shown in the movies. But reality is still better.

Movies can exaggerate. For example, in almost every movie there are stereotypes: nerds, emo people, jocks, mean girls and outcasts in high school. But in reality, the stereotypes aren't as true. People at my school don't always hang out with only their groups, but they mix with others.

Some of these movies also aren't very diverse. My school has a mix of nationalities, ethnicities and personalities, which can be very helpful because we can learn more about the world through each other. Movies don't always show this diversity.

American movies about high school also hide some important parts. Movies rarely show the

struggle of taking AP classes, preparing for the ACT, worrying about financial aid, anxiety over grades and responsibilities such as paying bills.

In reality, not everything in high school is always easy and fun like the movies. There may be many struggles. But I've learned I can overcome struggles to become stronger. I can learn more about the world through the people around me.

That is why I started to prefer reality.

Even though my high school life hasn't played out like an American movie, I'm still the main character of my story. The movies about high school always have a happy ending. I'm nearing the end of my high school career, but in reality, I believe this is only the beginning of my story.



Arradondo became Minneapolis police chief in August 2017.

POLICE CHIEF from page 17

Q: It seems like the police are under a microscope these days. How has that changed the dynamic of policing in Minneapolis?

A: There is certainly a lot more attention being played upon by policing, and I would say, that from a historical context, I think it's been there to an extent. But I certainly think over the last several years that microscope and scrutiny has increased. ...

Our society has certainly paid—and particularly communities of color have always, I believe—paid attention to policing in their communities. Now just about everyone in our communities [are] carrying cell phones that can record incidents. Now, with the demand, and certainly here in Minneapolis we have them, with officers wearing body cameras. Back in the early '90s, when the Rodney King situation happened, there was no such group called Black Lives Matter. There were not these hashtags and other types of attention from social activist justice groups. A lot has evolved. There has been a lot more scrutiny on policing.

But I would also say, part of that is also because we are the most visible arm of government in any community. You're more likely to see a Minneapolis police officer in the community than you would be the two senators that represent the state of Minnesota, than you would be to see your congressman or your mayor, just because we're constantly visible, we're out there. We're responding to over a half a million 911 calls a year in Minneapolis. There is going to

be a lot of contact, and with that is going to come, particularly if there's still distrust, there is going to be that scrutiny.

It's important for our officers to know that in all of their interactions, use procedural justice. And procedural justice is simply that we value the process as opposed to the outcome. Procedural justice is ensuring that you give people voice, you give them respect, you build trust with them and you remain neutral in your interactions.

Q: What do you hope your legacy as police chief will be?

A: If [my legacy] can be looked upon that, during a time that our communities were calling out and wanting to see change for the better, and amidst the storms and amidst some of the chaos, I was able to have contributed in some way, as small as it may be, that we were able to change the Minneapolis Police Department culture so that our community truly started to look upon us as guardians of their community and were giving those officers the benefit of the doubt that they were earning, and that we were able to change the culture and be on the right side of history, then I would be absolutely fine with that. And I would also say, if both my community and the department members could know that, you know what, Rondo wasn't perfect, but each and every day he came to work, he tried to make a difference [for] the better, then I would be fine with that.

This interview has been edited for length and content.

PHOTO COURTESY OF MINNEAPOLIS POLICE DEPARTMENT

ETHNIC STUDIES from page 14

issues in class, to talking to students about how their day is going. She also serves as a support system for students and their families.

“It can really benefit everyone,” Crosby said of the new course. “It’s cool that we have a class that focuses on just kind of the things that our students have been saying throughout the years and what they want to learn more about.”

In Robbinsdale, a group of students brought the idea to the school board after participating in a District 281-sponsored program called the Civil Rights Research Experience

(CRRE), according to Crosby.

CRRE is an extracurricular program that helps students learn about civil rights and their ethnic history, and in recent years, the program has also expanded to be college-focused. Students from CRRE wondered why a course with in-depth multiculturalism wasn’t provided in their school, according to Deiman. They spoke to the school board in 2015, and the class was launched this school year.

“Ethnic studies is a really, really productive class,” Hoskin said. “We have so much more open-minded discussions and topics.”

STEREOTYPES from page 15

other out with homework or cook.

A good fraction of why these views on Somali-Americans exist is that people are afraid of difference. One may call this xenophobia, which is defined as a fear of those who are from foreign countries. And it seems like stereotypes progressively take up more of the recesses of the brain, clawing onto it so people cannot see anything else about a select group—whether it is African-Americans innocently walking this earth, given glances from passersby fueled with fear who cling onto their children (“Stay close to me, Johnny. That

man could hurt you!”) or us females looked down upon by some members of the opposite gender.

The world is built on stereotyping one another. As award-winning Lebanese-French author Amin Maalouf puts it, “Taking the line of least resistance, we lump the most different people together under the same heading. Taking the line of least resistance, we ascribe to them collective crimes, collective acts and opinions.”

But I believe that if we work together and challenge media propaganda, then we just might be able to stop it.

KAREN from page 25
would be a hard life.

However, after a conversation with a woman from the refugee agency, Htoo signed up to go to the U.S. The counselor told her she would get “all the help you need” and that she would have more job opportunities for herself and a better education for her children.

Living in the U.S was difficult for our family at first because of the new language, new people and the strange environment.

“Now, [Htoo] says it was ‘a blessing’ that she made the decision to come to the U.S.”

We didn’t know who to connect with or how to do it. We also didn’t know how to use the technology—something as small as turning on the air conditioning—because we’d never had such things before.

However, we learned and adapted. Htoo got a job with FedEx. Now she says it was “a blessing” that she made the decision to come to the U.S. Her life has changed for the better, she says. She no longer has to run for her life—unlike her sister, who still lives in Myanmar.

I’m glad, too, that she made that decision. We live in a comfortable, if modest, apartment. I’m in my last year at a good high school. I’m planning to go to college.

And I’m glad that I’ve had a chance to tell the story of at least one Karen refugee family—mine.



The Tommie-Johnnie rivalry began 106 years ago on Thanksgiving. At Target Field on Sept. 23, St. Thomas’ 20-17 victory was the school’s seventh win in the past nine meetings with St. John’s.

TOMMIE-JOHNNIE from page 19

“The game has always been special,” Hennes said. “Even going back when I was an undergraduate in the mid-1970s, this was the game that everybody always pointed to.”

Like Idowu, Hennes occasionally has a hard time containing his excitement.

“I try to be objective, neutral,” he said. “The old thing about no cheering in the press box, there is truth to that. But your heart’s still pumping a little bit.”

By the end of the game, players and coaches from both teams had recognized the milestone.

“I told our guys this is something you will probably remember for the rest of your life,” St. John’s head coach Gary Fasching said. “... They probably don’t realize that until after the game.”

Glenn Caruso is Fasching’s counterpart as the St. Thomas head coach. Caruso also noted the historical importance of the game’s location and its breaking of the Division III attendance record.

Division III schools—which don’t offer athletic scholarships—generally attract students who focus on academics more than sports. But St. Thomas and St. John’s manage to maintain

top football teams year after year. Together, both fan bases more than doubled the previous Division III attendance record (17,535).

“It will be forever remembered as ‘The Target Field Game.’ I don’t think that’s going away. I mean, I still hear about the Cigar Bowl and that was 1949,” said a laughing Caruso, referencing the only New Year’s Day bowl game St. Thomas has ever played.

“This is going to be the ‘Target Field Game.’ To be able to etch your name in the proverbial stone that is a game like this is awesome.”

CULTURE from page 25

adopted the Christian religion. My family and I look forward to Christmas every year. Last year, I practiced a play about Jesus’ birth for one month. We performed it during a church service for more than 100 people from various local churches.

Some people may think Karen

people are poor, uneducated and don’t care to get to know others. But we are more than that. We are a people who are proud of our culture and language and try to preserve it. We are here because we were kicked out of our country after a war and want what everyone else wants—an education and a good job.

I also want to make a difference in my community. I dream of being a teacher one day. I dream of working with students from all backgrounds so they can see life from a Karen woman’s perspective. The more we know about each other, the more we are aware of each other’s history, struggles and achievements.

PHOTOS COURTESY OF UNIVERSITY OF ST. THOMAS



2017 PROGRAM YEAR REPORT CARD

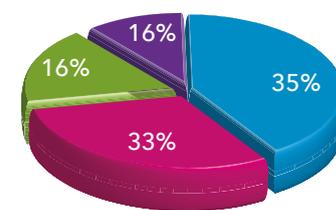
THREESIXTY JOURNALISM • JUNE 1, 2016-JUNE 20, 2017

Student Demographics	
African	20%
African-American	13%
Asian/SE Asian	32%
Caucasian/White	9%
Hispanic/Chicano/Latino	18%
Middle Eastern	2%
Multiracial	6%

ThreeSixty alum reported internships at:	
• Pioneer Press	• Twin Cities Black Film Festival
• Minneapolis/St. Paul Business Journal	• ThreeSixty through Minnesota Newspaper Association/Pohlad Family Foundation
• Round Earth Media	• TommieMedia
• The Current	
• KMOJ Radio	
• Prodeo Academy	

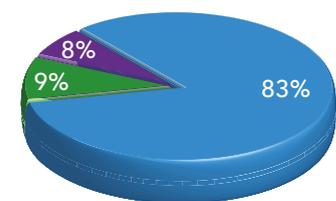
FY17 Financial Report

Revenue



Total Revenue	\$285,746
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Expenses



Total Expenses	\$271,846
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180 participants across journalism summer camps, school-year News Team, Youth Digital Media Summit and College Essay Boot Camps

\$185,000+ in ThreeSixty program scholarships provided to financially qualified students

266 volunteer shifts fulfilled by individuals from 72 organizations

82 student bylines published across three issues of ThreeSixty Magazine

18 student bylines published in the Star Tribune and Pioneer Press

39 reported stories written by students

81 college essays written by students

3 student-led breakout sessions created for Youth Digital Media Summit

- How Brands Connect with Audiences Using Instagram and Snapchat
- The World is Watching: The Art of Viral Videos
- Emerging Technology: Telling a Story Through Different Lenses

7 Minnesota Newspaper Association College Better Newspaper Contest Awards earned by ThreeSixty students

1 ThreeSixty student accepted into prestigious Asian American Journalists Association's 2017 JCamp in Philadelphia



THE GREAT MINNESOTA MEDIA GET-TOGETHER

Hosted by WCCO news reporter Reg Chapman.

Sponsored by



Thank you!



Our 2017 Great Minnesota Media Get-Together was a fantastic, fun evening of conversation and celebration. Together we raised \$54,476, all of which goes directly to ThreeSixty Journalism to benefit our students. We're fortunate and grateful to have such loyal, passionate and generous supporters.

