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Que Ondee Sola - November 2014

Alyssa Villegas-Rodriguez

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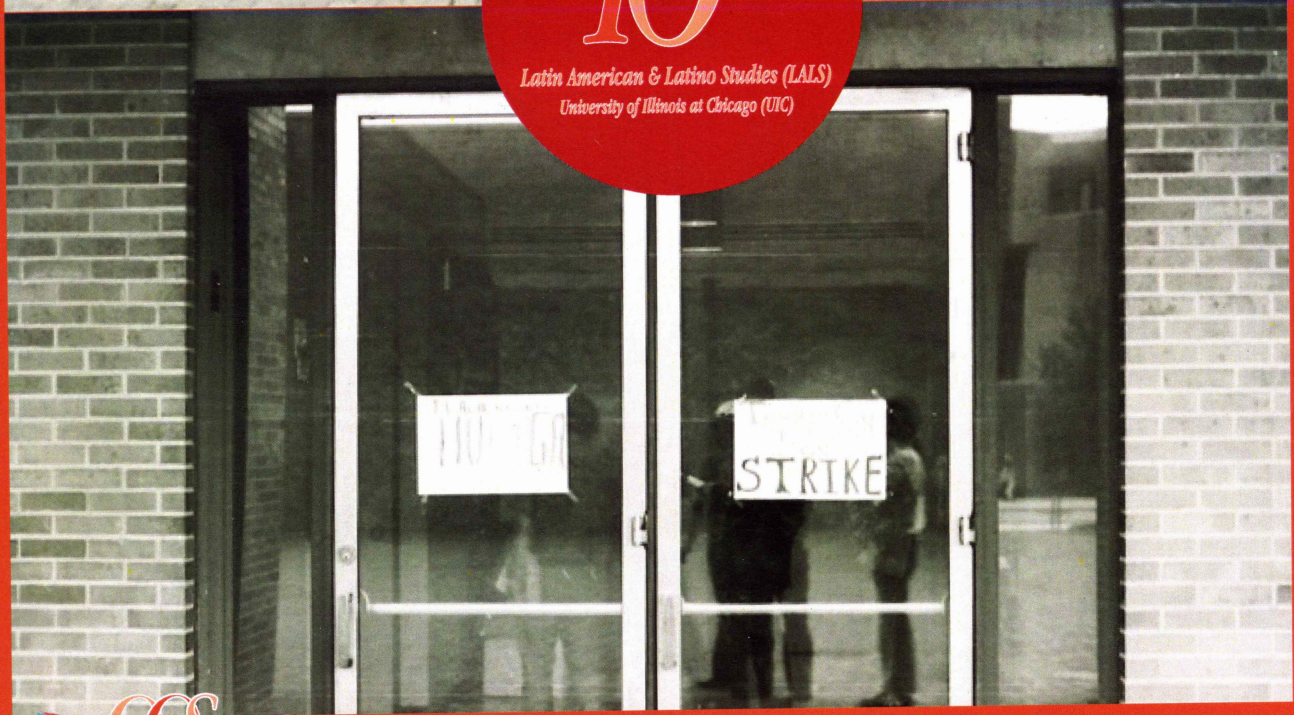
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From Vision to Legacy



1974-2014
40th
Latin American & Latino Studies (LALS)
University of Illinois at Chicago (UIC)





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Que Ondee Sola

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Misión

Que Ondee Sola was established in 1972 and remains the oldest Puerto Rican & Latina/o university students publication in the United States. Our mission is to provide the NEIU community with a relevant and engaging publication that deals with student issues with a focus on Puerto Rican and Latinas/os, our communities, and our patrias.

Que Ondee Sola continues to affirm the right of Puerto Rican self-determination, freedom for all Puerto Rican political prisoners, and support for a truly participatory democracy.

We appreciate and encourage suggestions and contributions.

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Welcome to the Next 40 Years!

Amalia Pallares



Amalia Pallares, Director Latin American & Latino Studies Program at UIC

This is such an exciting time for the Latin American and Latino Studies Program at UIC as we prepare to commemorate our 40th year as an academic unit. We came into existence because Latino students, mostly Puerto Rican and Mexican, organized in the Fall of 1973 to demand that there be an academic program and curriculum that was relevant to their experiences and aspirations. In addition to the creation of LALS, continued student activism led to the creation of the Latin American Recruitment and

Educational Services (LARES) and the Rafael Cintrón Ortiz Latino Cultural Center.

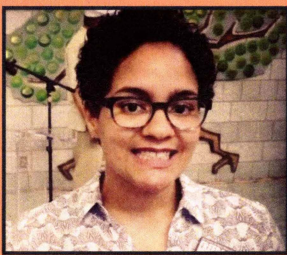
By focusing on both Latin American and Latino studies since its inception, LALS has tried to fulfill the vision of the students, who wanted to learn about the history, politics and culture of the Americas as well as the experiences and struggles of people of Latin American descent in the U.S. Additionally, the LALS vision is one that does not separate academic excellence from community engagement. In fact, we believe that students learn best when they are asked to research, write and reflect on the issues that concern their communities and families the most. Our faculty teach about migration, social movements, civic engagement, gentrification, colonialism and postcolonialism, political economy, slavery, reproductive rights,

youth and education, environmental issues, racial and ethnic inequalities and struggles, and many more topics that have great contemporary relevance. I am proud to be a part of the Latin American & Latino Studies Program at UIC and look forward to its continued success over the next 40 years.

A special thank you to Roberto Clemente Community Academy Principal Marcey Sorensen and TV Video Department Chair Mildred Amador and her class, Videographer Milton Tanco and Matt McCanna, who shot and edited the 17 videos to help publicize this celebration. As well, we are indebted to Alyssa Villegas, QOS editor for her offer to partner with us and share the pages of this extraordinary issue of *Que Ondeé Sola*. Thank you!

A Small Contribution to the Legacy of Latin American and Latino Studies

Alyssa N. Villegas Rodriguez



QOS Editor Alyssa Villegas

The struggle for Latino/Latin American Studies (LLAS) at NEIU was over three decades

in the making. Three decades of dedicated students, faculty, and community

members struggled with the administration and demanded an education that reflected the histories, culture, and lived experiences of the student population. Forty years ago, there was a small Mexican/Puerto Rican & the Caribbean Studies program that existed at NEIU. The school eventually cut funding to the program. It took three generations of students and relentless efforts to finally create the LLAS major and minor.

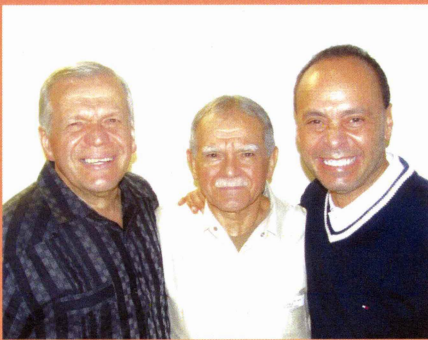
For me, being a student of Puerto Rican descent in higher education, the best thing that happened by my education was LLAS. I've spent most of my time in the education system being forced fed a white washed account of my country's history. At a fresh, young age of eighteen, I had no idea what colonialism meant, the effects it had on my community, and myself. Like many of peers, my

See P.18

But we were determined, willing and strong enough to continue doing what needed to be done...

Oscar López Rivera

May 29, 2015 will mark the 34th anniversary of the arrest and imprisonment of Oscar López Rivera, making him the longest held political prisoner in the history of Puerto Rico. A petition seeking his immediate release awaits President Obama's signature. Puerto Rican civil society, the United Nations Decolonization Committee and Nobel Laureates are among the many voices urging the president to release him.



Terre Haute, IN Federal Prison: José E. López, Oscar López Rivera & Cong. Luis V. Gutiérrez

Allow me to share this moment with you, to celebrate it and enjoy it vicariously while sharing some info about the struggle at UICC (University of Illinois at Chicago Circle Campus). When it was decided to start the struggle to force UICC to institute programs to increase the enrollment of Latino students and to provide classes and an environment that would guarantee them once they were enrolled that they would complete their academic goals, we had no idea what the outcome would be, how long it was going to take to achieve our goals, and what would be the price we were going to pay. We thought that the conditions were right because there were many Latino students, community people, and a few professors at UICC committed and willing to help in order to stop the university's discriminatory practices against Latino students. There were also

non-Latino students willing to solidary themselves with the struggle. When we approached the administration and tried to negotiate with it, the chancellor chose to ignore our demands and started to play games, believing we would go away eventually. He started to send administration flunkies to see if they could appease us with empty promises, but without any concrete commitments. But we were determined, willing, and strong enough to continue doing what needed to be done until we would achieve our goals. We started organizing demonstrations, pickets, and sit-ins, and employing disruption tactics. The administration responded by harassing us with the campus police and even had a group of us arrested. We ended up being locked up at police headquarters and going before Judge David Cerda. But we kept at it and were not deterred.

One day we learned that the Chancellor was having a conference in his penthouse office. It was decided we would try to take it over. We broke into two groups, one would go up the elevators up to the front of the chancellor's office and the other group would go up the stairs, claiming they were from the fire department. The plan was executed and worked perfectly. Once we got in, the chancellor had no choice except to ne-

gotiate. By 6:00 PM, the takeover was over. The chancellor had accepted our demands. When we came out there was plenty of media, a large police presence, and lots of students cheering after it was announced we had achieved our goals.

The fact that what we fought for and won still exists, and has been greatly improved, is a clear illustration that struggling for just causes and worthy goals is always worth whatever it takes to get the job done. It also illustrates that from those lessons, leaders and a sense of community and solidarity were created. Just by naming some of the students who were involved confirms this: Danny Solis, Roberto Caldero, Ramiro Borja, Felipe Aguirre, Carmencita Rivera, Rudy Lozano, Carlos Alberto Torres, Marta Rodríguez, Haydee Beltrán, Alicia Rodríguez, Linda Coronado among many others participated in that great struggle. Also professors like Jim Blaut, Otto Píkaza, and Mary Kay Vaughn were instrumental. And if we only learned the lesson that it is hard work that bears fruit, then we have achieved even more. If we want a better and more just world then let's work to make it possible.

We are only entitled to what we do and what we are willing to struggle and work for. En resistencia y lucha, OLR



The University of Illinois at Chicago (UIC) Latin American & Latino Studies 40th Anniversary Celebration

The Latin American and Latino Studies (LALS) is excited to be celebrating its Fortieth Anniversary in Fall 2014. Our program owes its creation to the struggle of UIC Latino students and community members who organized in the early 1970s and occupied the 28th floor

of University Hall in the Fall of 1973. The students and community wanted a curriculum that reflected their interests and would offer courses on Latin America and people of Latin American descent in the United States. They wanted

expert faculty to be hired, mentoring and advising for Latino students, and cultural programming that was relevant to their lived experiences. LALS was founded first, with the initial name of Latin American Studies (LAS), although always including a Latino as well as a Latin American curriculum. Students continued to organize for more and in subsequent years Latin American Recruitment and Educational Services (LARES) and Rafael Cintrón Ortiz Latino Cultural Center were created.

Join us in celebrating four decades of LALS. Since our founding, we have



Former Director of LALS, Prof. Otto Pikaza meeting with Latino students to discuss creation of Latino Studies Program at UIC. c.1973/4

grown and deepened our curriculum and expanded our faculty significantly. Today, our fifteen faculty and twenty research affiliates offer an exciting curriculum that brings together scholarship from the humanities and social sciences to provide students with a broad exposure to cutting-edge questions of race, nationality, gender, migration, social movements, civic engagement, globalization, precarity and inequality. We are in the fifth year of our Masters Program, which offers students an invaluable community internship experience. We also offer LALS certificates to PhD students of multiple disciplines. We are excited about future programs

and the new opportunities that we are developing for our students. Above all we are celebrating our alumni. We are proud to state that over 330 graduates of Latin American and Latino Studies have become successful professionals and agents of change in their community. Some hold advanced degrees in academic disciplines such as history, psychology, literature and political science.

Many have completed professional training in medicine, dentistry, nursing, education and the law. LALS graduates have increasingly entered positions in the city of Chicago where they work at important community agencies and are employed in banking and industry. They also serve on the city council and the city administration. Join us alumni, students, community partners, and friends at large- in a unique celebration that will kick off on October 29 with a Commemorative Fundraising Reception to launch our first Scholarship Fund, and will conclude on November 14 with an awards ceremony to honor our alumni who have been agents of change.

40 Years of Struggle, Resistance, and Education

Marta Rodríguez



Marta Rodríguez

I'd like to congratulate the University of Illinois Circle Campus' Latin American and Latino Studies Program on its fortieth anniversary. Those of us that witnessed its beginnings in the early 1970's perhaps did not foresee that it would endure for as long as it has, given the initial resistance to its existence. For this program serviced and supported students that did not habitually go on to study at the universities, because of the racism prevalent in the U.S. educational system.

I was at the Dr. Pedro Albizu Campos Puerto Rican High School during the

beginnings of this program. The students and faculty of our school, who were engaged in their own process of developing their alternative learning center were involved in the struggles for some of the programs of the Latin American Studies Program, like the LARP recruitment program and the Rafael Cintrón Ortiz Cultural Center. One of the salient features of the struggle for the Latin American Studies Program and its programs was that it was not a struggle driven exclusively by the college students, but one that involved teachers, parents, and other sectors of



Rafael Cintrón Ortiz Cultural Center, 1988: Juan Guerra, UIC English Instructor, and James Blaut, UIC Professor of Geography

our community who themselves were not involved in the University of Illinois.



Rafael Cintrón Ortiz Cultural Center, 1988: José Luis Rodríguez, student, Union for Puerto Rican Students, Juan Guerra, UIC English Instructor and Leonard Ramirez, former LARES director.

They were people who were invested in securing for their children's access to a college education, and an education that imparted our histories to our children at that. It's been this constant input from our community which has guaranteed the endurance of this program, as well as the dedication and commitment of all who have worked with the program.

Congratulations and thank you for continuing to support our people as they pursue their education.

View our 40th Anniversary Video interviews!

Interviews of participants, UIC students and alumni, Faculty and LALS Directors at the Puerto Rican Cultural Center YouTube page here: <http://bit.ly/UIC40th>

Video interviews by:

- Jesús García
- Ada López
- Amalia Palleres
- Celia Justiniano
- Lillian Ferrer
- María "Nena" Torres
- Andreas Feldman
- Linda Coronado
- Teresa Cordova
- Xóchitl Bada
- Joel Palka
- José E. López
- Andrea Herrera
- Jorge Mena
- Gabriela Benítez
- Carlos Heredia
- Manuel Jiménez
- Frances Aparicio
- Danny Solis





From that community effort was born the L.A.R.P. (Latin American Recruitment Program,) later L.A.R.E.S...

Carlos Alberto Torres



Carlos Alberto Torres, alongside a mural in Spanish Harlem during a recent visit.

After leaving prison in 2010, having served 30 years for seditious conspiracy in the struggle for Puerto Rican independence, my dreams and plans were to return to Puerto Rico and create a working pottery studio. I understood that even in the best of times making one's living from art would be a serious challenge. Living in a colony during an economic crisis, which saw thousands of teachers laid off by the stroke of a pen of an unpopular governor, would not make my plans any easier. Nevertheless, I was committed and enjoyed great support from family, friends and the community. Slowly, and with purpose, I began to see my dream take shape. In Puerto Rico an important venue for artists and artisans to sell their work is the 'ferias de artesanía,' local art fairs throughout the Island. In one such fair earlier this year, a graceful grandmother approached and began appraising my pottery. After a few moments, she smiled and said, "I knew your father."

She then told me her name and I immediately recognized her and remembered her family. Our conversation was filled with catch-up and reminiscence. Her sister-in-law had been active in our community struggle for admission to UIC in 1973. Today, I imagine many don't generally associate the phrase "admission to UIC" with the prefix "struggle for". Times have changed, and in many ways for the better. The struggle for admissions to UIC in 1973 began after a group of Latino students at the university approached members of the Mexican and Puerto Rican community with their concern regarding UIC admission policies. Among those students and community activists were Rudy Lozano, a pioneer in his defense of immigrants, Danny Solis, a well known political leader and Oscar López Rivera, Puerto Rican political prisoner. UIC policy had favored admission to high school students from affluent communities with excellent high schools, and prejudiced Latino students from poor communities with troubled high schools. In order to help break the cycle that perpetuated affluence and privilege to the already affluent and privileged, and poor education and poor future prospects to the already poor, the Latino community demanded that UIC take into account other factors in deciding their admission policy. The need to break the cycle of disadvantage included a commitment



UIC student and Miguel Palacio, UIC English Instructor

by UIC to facilitate the recruitment and admission of Latino students from poor communities. Also, the university needed to allow for an academic, financial and social support system within the university once the student was admitted. This would better balance out the financial and social assets available to the student. From that community effort was born the L.A.R.P. (Latin American Recruitment Program.) later LARES, to the present. When I returned to UIC last year as an invited speaker, not only was I amazed at all the changes and progress at UIC, but was humbled by the warmth and intelligence of the students. Today, when I work in my studio or advocate for the release of Oscar López Rivera, I am reminded of Oscar's profound words coined during the time of our struggle at UIC: "Things are not said, they are done. For those who struggle, their recompense is victory."



Wednesday, October 29, 2014 40th Anniversary Celebration Kick-Off Event

National Museum of Mexican Art
1852 W. 19th Street
Wednesday, October 29, 2014

6:00 p.m.
6:30 p.m.

Music by DJ Martin Mendoza
The Chicago Mariachi Project,
Benito Juárez High School

Master of Ceremonies,
Alfonso Gutiérrez
Telemundo – NBCUniversal

7:00 p.m.

Amalia Pallares, LALS Director

Eric A. Gislason, Interim Vice
Chancellor for Academic Affairs
and Provost

Astrida Orle Tantillo, Dean, LAS

Leonard Ramírez,
Former Director, LARES

Keynote Speech “Latin
American Studies: La visión y las
luchas” Mary Kay Vaughan
Professor Emeritus of History,
U of Maryland, College Park

Recognition of
Former Directors

María de los Angeles Torres
Professor, LALS ; Executive
Director, InterUniversity Program
for Latino Research

Frances Aparicio, Prof. Spanish &
Portuguese, Director, Latina &
Latino Studies Pro. at NU

Rafael Nuñez Cedeño
UIC Professor Emeritus, Spanish

Alumni

Carlos Heredia
Matthew A. Rodríguez

Students

Manuel Jiménez, Gabriela Benitez

Video Project

Roberto Clemente Community
Academy Students
Jesús García, Celia Justiniano-
González, Jorge Mena

Recognition of
Former Directors

Mary Kay Vaughan
Professor, Emeritus of History,
U of Maryland, College Park

Renato Barahona, Professor
Emeritus of History, UIC
(received by Bruce Calder,
Professor Emeritus of History)

Otto Pikaza, Professor Emeritus
and Founder of LALS, UIC
(received by Ada López UIC
Alumna, President of Strategic
Alliance International)

Community Organizers

José E. López, UIC Adjunct Profes-
sor, Executive Director, The
Puerto Rican Cultural Center

Rosi Carrasco, Founding member
Undocumented Illinois
Board Member, ICIRR

8:45 p.m.

Music by DJ Martin Mendoza



Forty Years of Struggle In Higher Education

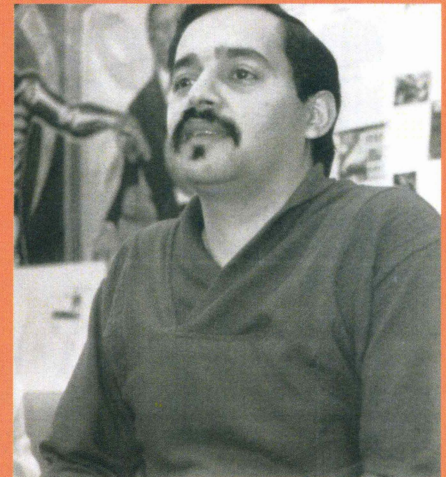
Leonard Ramirez



Otto Pikaza, Former Director and professor of LALS University of Illinois at Chicago (UIC)



Leonard Ramirez, Former LARES Director



Julio Cortés, Former LARES staff

The 1960s witnessed a push for civil rights and more militant calls to dismantle US structures of oppression. No longer satisfied with piecemeal reforms, Blacks and Latinas/os demanded political and economic change. "Blowouts" in the Southwest by Chicano high school students were followed by walkouts across the country. In Chicago Latinas/os demanded culturally relevant education and new schools. When I stepped on Circle Campus in the early '70s, few Latinos were from Chicago's working class neighborhoods. Latin American and US Latina/o history and experience were largely absent from the college curriculum. The Spanish Department focused on European culture, turning its nose up at the vibrant literature emanating from Latin America. The not-so-hidden message was that Latinos didn't matter. We had no important histories, made no significant cultural contributions and were largely absent from the national and international stage of

scientific and intellectual relevance. We were problems, objects to be studied, examined largely for tendencies toward dysfunction and criminality. Our future



role was to serve as subordinates in the lower ranks of the system's machinery. Latinas/os sought to end this racist educational apparatus of control. They fought to increase the low numbers of barrio students in colleges. They created wedges in the college curriculum, demanding that Latino faculty and staff be hired to meet the needs of Latina/o students and provide future leaders with the critical capacities and skills to make

fundamental social change. In other words militants sought to profoundly democratize education and reorient it to serve communities. Youth often began their involvement at local community colleges and many who had once participated in the Organization of Latin American Students (OLAS) urged the creation of UIC's Latin American and Latino Studies. They and successive student generations aided by community and activist faculty helped to develop a new vision of educational and social inclusion.

A series of events beginning on October 29, 2014 at the National Museum of Mexican Art and ending at the National Museum for Puerto Rican Art and Culture commemorates this important legacy of community action and empowerment.

Leonard Ramirez is the former director of UIC's LARES program.

LALS 40th Year Anniversary Celebration 2014 Calendar of Events

Wed. October 29, 2014 from 6 to 9 pm

“From Vision to Legacy: LALS 40th Anniversary Celebration”

Kick-off Event & Fundraiser for LALS Student Scholarship Fund
National Museum of Mexican Art
1852 W. 19th Street, Chicago, IL 60608
Suggested donation \$30 Students \$15
Guests coming to the kick-off event can also see the exhibits
in the Museum at 5:00 p.m. before the event starts.



Wed. November 5, 2014 from 3:30 to 5:30 pm

“The Founding of LALS: Together in the Struggle”

Dialogue between key players/students who fought for the creation
of the program and current student organizers.
UIC Jane Addams Hull House Museum
Residents Dining Room
810 S. Halsted Street, Chicago, IL 60607



Mon. November 10, 2014 from 3 to 5 pm

**“Storming the Gates” Documentary on Black and Latino
entrance into Higher Education in Illinois**

Followed by a panel discussion on collaboration across diverse groups
“Bridging Communities on Campus, Chicago and Beyond”
UIC Latino Cultural Center - Lecture Center B-2
803 S. Morgan Street, Chicago, IL 60607

Wed. November 12, 2014 from 3 to 5 pm

**“Latina/o Students on the Move: 40 Years of
Struggle and Engagement.”**

Overview of different key moments of students organizing followed by a
student workshop on political issues and strategies.
UIC Jane Addams Hull House Museum, Residents Dining Room
810 S. Halsted Street, Chicago, IL 60607



Fri. November 14, 2014 from 6 to 8 pm

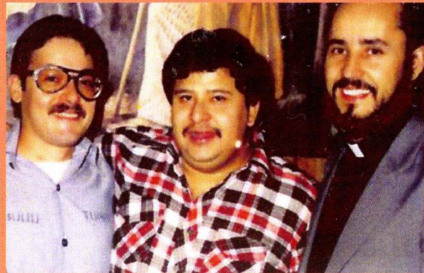
“LALS Agents of Change Celebration”

Awards and Networking Event recognizing those who have made an impact.
The National Museum of Puerto Rican Art and Culture
3015 W. Division Street – Chicago, IL 60622



The struggle continues daily because life is a struggle...

Gilbert Justiniano, Class of 1973-1975



Menard State Prison, Chester, IL:
Carlos Alberto Torres, Gilbert Justiniano and
Rev. Jorge Morales, United Church of Christ

I was a dropout of high school and was fortunate to be one of the first students to attend and graduate from the Alternative High School (La Escuelita), now Dr. Pedro Albizu Campos Puerto Rican High School. My years there helped me see that through education, one can break the chains of ignorance and become a better person. I was taught that receiving a higher education was the key to success. After my graduation, I attended UIC with a group of other community students and we all felt lost with no one to assist us. A group of students with the help of the Puerto Rican and Latino community saw the need for the University to respond to the needs of the students.

Back then the University did not have any programs, assistance or even teachers that could provide for the Latino community. This is how the struggle began. I remember

many confrontations and many of us were arrested for demanding the needs of Latinos to be met. After many demonstrations and sit-ins, the University gave in and had to recognize that we were a community that had to be dealt with. Through the sacrifices and determination of the students and community, the Latin American Recruitment Program was established (LARP). This

challenges. I believe that finances and getting a job is a key deterrent, in addition to the high undocumented population of students that want to better themselves but are not given the opportunity to get an education. The struggle continues daily because life is a struggle. To continue in the struggle one must have the knowledge of what needs to be changed. One must continue with their edu-



COMMUNITY INVOLVEMENT 1978: 1st Puerto Rican Peoples' Parade includes , 2nd, 3rd and 4th from left, Jesús García, Alberto Rodríguez and Julio Cortés.

program helped many and, personally, it gave me the opportunity to decide what it was that I really wanted to do. I was at UIC for two years and then transferred to a Seminary where I received my Masters in Divinity and was ordained minister of the First United Church of Joliet.

Forty years later, Latinos going to college still face many obstacles and

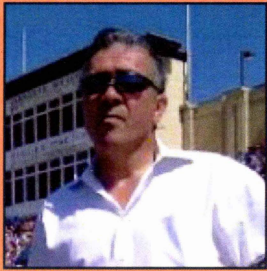
cation, the more you know, the better you will be able to manipulate your surroundings and the more one will be free from the restraints of others. Knowledge is POWER.

Congratulations to the Latin American & Latino Studies Program as you celebrate 40 years of struggle. ¡Recuerden que la LUCHA SIEMPRE SIGUE!



The sense of purpose of changing society and the world permeated every day and seemed possible

Roberto Caldero



The 40th anniversary of the Latino struggle at the University of Illinois is significant. The

1973 arrest of 39 students and community leaders' echoes and impacts to today, four decades later. Present day leaders, such as Congressman Gutiérrez, Commissioner Jesus García, and Alderman Solís were greatly influenced by the leadership and sacrifice of union organizer Rudy Lozano, Oscar López Rivera and many others.

At that time, there were no elected Latino officials and few significant business owners, Latinos didn't have any representation within the Chicago political structure. Police brutality was ram-

nant; the high school dropout rate was documented at over 70%. Racism was apparent at every level of government, and educational institution and segregation was very well defined. The arrests galvanized the Latino communities into action resulting in a two-year struggle to address the openly racist and discriminatory policies at the University of Illinois.

The struggle expanded to the communities to confront issues at Benito Juárez and Roberto Clemente Community Academy. The students recognized that the issues were broader and deeper than just the University. The first attempts at electing Latino officials were initiated by Rudy Lozano and the Raza Unida Party, while others, such as student leader Carlos Alberto Torres became heroic leaders of the Puerto Rican independence movement.

I believe it is hard to convey to present day students the risk and sacrifice that students and the leadership undertook at that time. The confrontations with campus and city police were frequent. The sense of purpose of changing society and the world permeated every day and seemed possible. Many of the positive changes in the nearly half a century since, local school councils, community policing programs, the election of Harold Washington and Congressman Gutiérrez and others, were greatly aided by the leadership that was forged at struggle at the University of Illinois. Forty years later the University is recognized as a national leader in the enrollment of Latino Students. Tens of thousands of Latino graduates have forever changed the fabric of life in Chicago and far beyond.

Thank You LALS 40th Planning Committee:

Ada López, UIC Alumna, 1st Latina Elected to the Board of Trustees of UIC and President of Strategic Alliance International

Alejandro Luis Molina, Secretary Board of Directors, Juan Antonio Corretjer Puerto Rican Cultural Center

Alexandrina Almazan, UIC Alumna, Graduate Placement Officer Business Career Center CBA

Amalia Pallares, Associate Professor and Director of Latin American and Latino Studies Program

Carlos Heredia, UIC Alumnus, Educator

Dolores Ponce de León, UIC alumna, LALS MA graduate student

Jennifer Juaréz, UIC Alumna, LARES Program/Student Advisor

José E. López, UIC LALS Adjunct Professor, Executive Director of the Puerto Rican Cultural Center Juan Antonio Corretjer

José Luis Loera, UIC Alumnus

Leonard Ramírez, UIC Alumnus, Former director of LARES

Marc Zimmerman, UIC Professor Emeritus

Mario Lucero, UIC Alumnus, Assistant Program Director, Rafael Cintrón Latino Cultural Center, UIC

Nora Bonnin, UIC Alumnus, Associate Director, Office of International Affairs

Rosemarie Domínguez, LALS Major, Undergraduate Student

Willie Rodríguez, LALS Alumnus, Associate Dean / Dean of Student Affairs

"Ours is a Struggle that Built Bridges and Still Prevails"

Special Thanks To



Ricardo Estrada, University of Illinois Board of Trustees
 Clare Muñana, President, Ancora Associates Inc.
 Jesús García, UIC Alumnus, Cook County Commissioner
 Carlos Tortolero, UIC Alumnus; Pres. & CEO,
 National Museum of Mexican Art
 Rachel Blanco, Director of Special Events at
 National Museum of Mexican Art
 Miguel Alba, Associate Director of Community Relations at UIC
 Brian Flood, Associate Director, News Bureau, UIC Press Office
 Arlene Norsym, V.P. UIC Alumni Relations & Awards
 Carlos Flores, UIC Alumnus, Community Activist, Photographer
 Willie Rodríguez, LALS Alumnus, Associate Dean of Student Affairs
 Jennifer Juárez, Student Advisor, LARES
 Mildred Amador's Film & Video Class, and Milton Tanco, Video Producer,
 from Roberto Clemente Community Academy
 Alyssa Villegas N.Rodríguez, Editor of Que Ondee Sola
 Matt McCanna, Filmmaker

LALS 40th Planning Committee Members!

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The sponsor logos are arranged in a grid-like fashion. The top row includes Allstate (Chicago's Own Good Hands), National Museum of Mexican Art, and the LALS butterfly logo. The second row features LARES (The Latin American Recruitment and Educational Services Program), Blue Foundation, Woods Fund Chicago, Puerto Rican Cultural Center (featuring Juan Antonio Corrales), and Don Rafa. The third row contains UIC Rafael Cintrón Ortiz Latino Cultural Center, UIC Chancellor's Committee on the Status of Latinos, UIC Hispanic Center of Excellence, K (Klein Advertising), Telemundo Chicago, and a red letter Q. The bottom row displays Jarritos, Lagunitas Brewing (California, Chile, & Colombia), Sidral Munde (an apple logo), Mineragria (Club Soda), and Sangria Senorial.

URBAN THEATER COMPANY IN ASSOCIATION WITH
THE NATIONAL MUSEUM OF PUERTO RICAN ARTS & CULTURE PRESENT

Julia de Burgos: Child of Water

BY CARMEN RIVERA
DIRECTED BY JUAN CASTAÑEDA

NOV 4–DEC 14, 2014
THURSDAY, FRIDAY, SATURDAY AT 8:00PM
SUNDAY AT 6:00PM

THANKSGIVING WEEK PERFORMANCES:
NOVEMBER 29 & 30

DECEMBER 13 AT 1:00PM

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URBAN THEATER COMPANY





Powerful Poet: Julia de Burgos

Liliana Macias

February 17th marked the 100th anniversary of Julia de Burgos birth. The brilliant and courageous poet Julia de Burgos left a legacy that has guided and encouraged women around the world to write the verses of their lives. We honor her life, activist, and art through this Powerful Poet Profile as well as the Que Ondee Sola & Union for Puerto Rican Students event Julia de Burgos: Child of Water on November 5th.

Powerful Poet's Name:

Julia De Burgos

Born:

February 17th, 1914

Childhood:

- Eldest of thirteen children.
- Six of her youngest siblings died of malnutrition.
- At a young age she developed a love for nature and her country.

Higher Education:

- In 1931, she enrolled in University of Puerto Rico to become a teacher.
- In 1933, Burgos graduated with a degree in teaching. Burgos also worked as writer for a children's program on public radio.
- Her love for literature led her to write poetry.

Nationalist:

- In 1936, Julia de Burgos became a member of the Puerto Rican Nationalist Party, a party that wanted to oust the U.S from Puerto Rico.
- Burgos best political poems were written during her time as an active member in the Puerto Rican Nationalist Party.

Literature:

- By the early 1930s, Burgos was already a published writer in journals and newspapers.
- She published three books which contained a collection of her poems.
- Her third book was published posthumously in 1954.
- Burgos was ahead of her time in grasping connections between history, the body, politics, love, self-negation and feminism that would later prove to be the foundations for many writers to come.

Nearing End:

- In 1939, Burgos moved to New York to work as a journalist for Pueblos Hispanos, a progressive newspaper.
- She left New York only to return shortly after where she took menial jobs to support herself.
- During this time Julia de Burgos fell into a deep depression and turned to alcohol.

- De Burgos's mental and physical health continued to degrade and made her a recluse during the late 1940s.
- She continued to be hospitalized for treatment of her alcoholism.
- Toward the beginning of May 1953, de Burgos was finally released from the hospital and went to live with friends in Harlem.
- In February 1953, she wrote one of her last poems, "Farewell in Welfare Island", in which she hauntingly foresaw her death.

The End:

On June 28, 1953, Julia de Burgos disappeared.

It was later discovered that on July 6, 1953, she collapsed on a sidewalk in Harlem and later died of pneumonia at a hospital in Harlem at the age of 39.

Since no one claimed her body the city gave her a pauper's burial.

Eventually, friends and relatives were able to trace her, find her grave, and claim her body.

A committee was organized in Puerto Rico, to have her remains transferred to the island.

Burgos' remains arrived on September 6, 1953 and she was given a hero's burial

The Writing on the Wall

Liliana Macias



Photo by: Clarisa Muñoz

As the University of Illinois at Chicago celebrates the 40th Anniversary of their Latin American and Latino studies program, which due to student activism was adapted in 1974, nearby Pilsen neighborhood showcased its 12th annual edition of 18th ST Pilsen Open Studios. On October 18th and 19th the 18th ST Pilsen Open Studios event, which began in 2003, showcased over 80 Latino/a artist studios, alternative spaces, galleries, and cafes. The focus of the event is to share the work of Latin@ artist, living working or those who have strong



Artist: Sal Jiménez
Photo by: Clarisa Muñoz

connections with Pilsen, to a greater Chicago. Pilsen Open Studios is part of Chicago Artist Month 2014, an event funded by the Chicago Department of Cultural Affairs, whose purpose is to showcase the amazing work created by local artist in many of Chicago's vibrant neighborhoods. Since its first inaugura-

tion 18th ST Pilsen Open Studios has become a highly attended event. Last year alone the event saw over 4,000 people venture over to 18th street, and a radius that expanded from Western Ave. to Halstead Street, to view the expanding work of Latin@ artist in Pilsen.

Both the creation of Latin American and Latin@ programs at UIC and Events like 18th ST Pilsen Open Studios exemplify the incredible output of cultural expressions and activism that Latin@s in Chicago have had to offer. Events like the 18th ST Pilsen Open Studios are made possible not only through the activism in the 60's and 70's that saw a unification of Latin@s against marginalization but also in part due to the continuous activism that Latin@s continue today.

The 18th ST Pilsen Street Open Studio event exemplifies the amazing way Latin@ and Caribbean culture has become transnational. The transnationality of Latin@ and Caribbean cultures have established enclaves that have harbored a creativity that manifest the complexity of set cultures. This creativity, which is responsible for literary and artistic movements, inspired publications like *La Tolteca* edited by the talented author activist and NEIU graduate Ana Castillo. It also inspired poetic movements like the Nuyorican movements that shook the foundation of language and whose poems painted vivid pictures of the Puerto Rican struggle in New York. Latino and Latina authors like Piri Thomas, Gloria Anzaldua, Gianina Brachi Sanda



Artist: Francisco G. Mendoza
Photo by: Clarisa Muñoz

Cisneros, and Pat Mora to name a few created literary works that were so powerful that they subverted the marginalization of their creators and became the core of multicultural curriculum that challenged Eurocentric academics.

The 18th ST Pilsen Street Open Studio event, like the different artistic movements that have come before it, is also driven by a spirit of activism that fates back to their ancestors and their paisanos. As gentrification threatens Pilsen, as seen in the last couple of years with the rise of condos through out the neighborhood, the community has banded together to fight against developers and hordes of "hipster" tenants which are causing the rise of rents.

However, the Open Studios event is but another way in which the neighborhood has united to display the many qualities that Pilsen has, but more importantly, it allows others from other parts of the city and world, not only to see the cohesiveness of the neighborhood but show how deeply rooted and invested Latin@s are in Pilsen. Events like 18th ST Pilsen Street Open Studios has not



Artist: Sal Jiménez

Photo by: Clarisa Muñoz

only brought the community closer together by creating a safe place for expression, but has also garnered international attention. Walking down 18th street on the day of the event French, English, (both U.S and British regional accents), Spanish (with regional accents from Spanish Mexico Argentina Puertorican and Central America), German, Cantonese and Mandarin languages proliferated the artistic spaces. In the highly segregated city of Chicago the Pilsen neighborhood has stepped up to the plate to say to the world: Here we are. These are our homes. These are our businesses. These are our artistic expressions. Y aqui nos quedamos.

Considering the large numbers of deportations which are breaking up families, the debate around immigration which is centered around the criminalization of Latin@s, it is important to acknowledge that Latin@s are (and have been since the creation of the U.S) an essential part of the cultural expression of the U.S. And though the struggle for Latin@s is long from over it is important to point out that the writing has long been on the wall; Latin@s are talented individuals that will not be pigeonholed criminalized marginalized or subverted.

Georgina Lazaro Opens “Jornada Centenaria a Julia de Burgos” at the National Museum of Puerto Rican Arts & Culture



The love for literature and the need for creativity to be explored was the central topic of children’s book author Georgina Lazaro’s at various book readings and presentations all around our community this past week. On October 21st toddlers from our Centro Infantil Consuelo Corretjer” visited the National Museum of Puerto Rican Arts

and Culture (NRAC), where they got introduced to the book El Flamboyán Amarillo. Later that day she visited Bernard Moos Elementary where she presented a 3rd grade class with the process of how to make a book, followed by the book reading of Julia, a book dedicated to Julia de Burgos.

Lazaro has received many international awards for her literature and pedagogy, including the Educator of the Year Award by the Chamber of Commerce of the Municipality of Ponce, Puerto Rico. On Thursday, Georgina was received by over 200 students from different Charter Schools, among them Erie Charter School and Volta, who were also able

to learn the process of creating a book, as well valuable information about Julia de Burgos. NPRAC is now showing a beautiful exhibition installed by BACCA Coordinator Maria Borrero and ACA Navigator Raul Maldonado, which brings together historic images of the poet as well as a 3D painting titled: Transcendent Julia. Students were also encouraged by their chaperones and professor to walk around and learn about our Puerto Rican poet Julia de Burgos. The exhibition and book readings are all part of the Jornada Centenaria and centennial celebration of Julia de Burgos, which will also include the play presentation of Julia de Burgos: Child of Water by Urban Theater Company .



Quote of the Month



*Yo de nadie, o de todos,
porque a todos, a todos
en mi limpio sentir y
en mi pensar me doy.*

A Julia de Burgos

*I belong to nobody or to all,
for to all, to all I give
myself in my pure feelings
and thoughts.*

To Julia de Burgos

A Small Contribution to the Legacy of Latin American and Latino Studies... from p.3

knowledge of historical figures like Julia de Burgos was slim to none.

When I took my first LLAS class, Puerto Ricans and the Caribbean, I was taught about Címarrones and the mass sterilization of Puerto Rican women in the 1950s and 1960s. I was also given the opportunity to become involved in the Humboldt Park community and participate in the 40th anniversary of Que Ondee Sola. Without LLAS, I might not have been given such a life changing opportunity to be a part of this magazine or a historic community like Humboldt Park.

Our compañeros at the University of Il-

linois, Chicago are celebrating the 40th anniversary of Latin American and Latino Studies (LALS). Student organizations like the Union for Puerto Rican Students have been key to the existence and the support of LALS. Having faced a struggle similar to that at NEIU, the LALS program at UIC is a beacon of resilience and hope. For four decades, the community has ensured a relatable and relevant education for Latin@ students at UIC. Students have been given the opportunity to understand their vast histories and culture and to transform the future of their communities.

As students, we have a duty to contribute the sustainment of Latin@/Latin

American Studies. It can often seem obvious that these courses are important to have at our universities and easily taken for granted. Without constant support, continuous appreciation, and effort to keep students engaged and involved in the program, there is little to prevent the programs at NEIU or UIC from disappearing. We have the right to our education and we have the responsibility to ensure LLAS is around for future generations. This is our small contribution to the future of LALS and the leadership of our communities.



Mi Historia: Lo que cambio mi vida

Yaritza Olvera

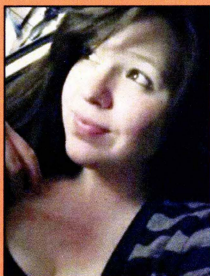
Noches que no duermo
Por el coraje que te ha tenido;
Dios, siento que me castigas
Con llevarte a alguien que yo siempre a querido.

Noches de pensar en usted
Y en la falta que me ha hecho;
Siento un dolor en mi alma y mi corazón.
Nunca va ser igual, nunca voy a dormir agusto y en ningún techo.

Noches tristes y de sufrimiento
Desde ese día que Dios se lo llevo;
Desde ese día que usted se alejó.
Todo este coraje contra usted y Dios se elevó.

Noches de tratar de averiguar
Las razones porque usted se quiso ir;
Con toda esta falta que me hace usted.
Cómo voy a vivir?

No me despido,
Por que algún día lo miré.
No me despido,
Por que algún día lo abrazaré.
No me despido,
Porque aunque no lo vea,
Yo se que usted está a mi lado.
Pero yo siempre lo amaré



About the Poet: Yaritza Olvera was born and raised in Chicago, Illinois. She is currently pursuing her bachelors degree in sociology and justice studies in Northeastern Illinois University. Her plan after earning her degree is to become an officer in the military.

Yo Misma Tru Mi Ruta

Julia de Burgos

Yo quise ser como los hombres quisieron que yo fuese:
un intento de vida;

un juego al escondite con mi ser.

Pero yo estaba hecha de presentes,

y mis pies planos sobre la tierra

promisora

no resistían caminar hacia atrás,

y seguían adelante, adelante,

burlando las cenizas para alcanzar el beso

de los senderos nuevos.

A cada paso adelantado

en mi ruta hacia el frente

rasgaba mis espaldas el aleteo desesperado

de los troncos viejos.

Pero la rama estaba desprendida para siempre,

y a cada nuevo azote la mirada mía

se separaba más y más y más de los lejanos

horizontes aprendidos:

y mi rostro iba tomando la expresión que le venía de adentro,

la expresión definida que asomaba un sentimiento

de liberación íntima;

un sentimiento que surgía

del equilibrio sostenido entre mi vida

y la verdad del beso de los senderos nuevos.

Ya definido mi rumbo en el presente,

me sentí brote de todos los suelos de la tierra,

de los suelos sin historia,

de los suelos sin porvenir,

del suelo siempre suelo sin orillas

de todos los hombres y de todas las épocas.

Y fui toda en mí como fue en mí la vida...

Yo quiese ser como los hombres quisieron que yo fuese:

un intento de vida;

un juego al escondite con mi ser.

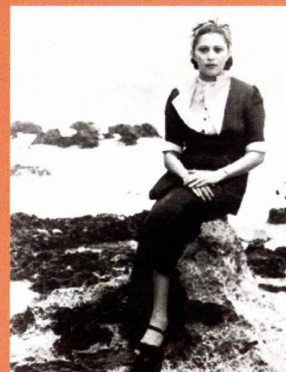
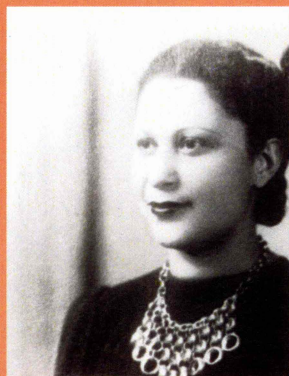
Pero yo estaba hecha de presentes;

cuando ya los heraldos me anunciaban

en el regio desfile de los troncos viejos,

se me torció el deseo de seguir a los hombres,

y el homenaje se quedó esperándome.





I Was On My Own Route

Julia de Burgos

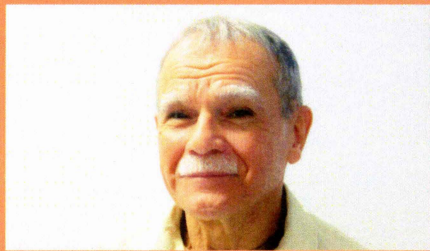
I wanted to be like men wanted me to be:
an attempt at life;
a game of hide and seek with my being.
But I was made of nows,
and my feet level on the promissory earth
would not accept walking backwards
and went forward, forward,
mocking the ashes to reach the kiss
of new paths.
At each advancing step on my route forward
my back was ripped by the desperate flapping wings
of the old guard.
But the branch was unpinned forever,
and at each new whiplash my look
separated more and more and more from the distant
familiar horizons;
and my face took the expansion that came from within,
the defined expression that hinted at a feeling
of intimate liberation;
a feeling that surged
from the balance between my life
and the truth of the kiss of the new paths.
Already my course now set in the present,
I felt myself a blossom of all the soils of the earth,
of the soils without history,
of the soils without a future,
of the soil always soil without edges
of all the men and all the epochs.
And I was all in me as was life in me . . .
I wanted to be like men wanted me to be:
an attempt at life;
a game of hide and seek with my being.
But I was made of nows;
when the heralds announced me
at the regal parade of the old guard,
the desire to follow men warped in me,
and the homage was left waiting for me.



In His Own Words: Oscar Discusses Poverty and Education

Dorian Oetega

Dorian Ortega: Tell us about your experiences combating poverty and educational inequity in Chicago's Puerto Rican community in the 1960s and 1970s? Is there anything you would have



done differently? What is your advice to young Boricuas working to improve access to formal education in their communities?

Oscar López Rivera: The two issues need to be put in historical perspective in order for me to explain what I was trying to do while organizing in the community and addressing issues like poverty and educational inequality.

As soon as the Puerto Rican community started to consolidate itself in the West Town community the system of public education began to eliminate some of the institutions that had existed in the area for years. There was a Teachers College that was eliminated. There were public libraries that were eliminated. And many of the best teachers transferred to other communities. Most of the schools became overcrowded as the Puerto Rican population grew, and most of the teachers didn't know how to teach students who only spoke Spanish. And if a principal was asked how he

or she was addressing these problems there was no honest answer forthcoming, because principals didn't know how to deal with them.

The solution for the overcrowding problem the Chicago Board of Education came up with was to place mobile units on the school yards. That meant that the recreational space had to be reduced or eliminated completely. The overcrowding problem and the lack of recreational space made it almost impossible for the students to get an education. And if the students were recent arrivals and spoke no English the problem of not getting an education was even worse.

West Town was surrounded by factories and many of the residents worked in those factories. But the factories started to move to the suburbs and the working opportunities went with them. In order to find jobs in the suburbs cars were needed, but most of the Puerto Ricans had just come from Puerto Rico and didn't know how to travel, and didn't have access to any means of transportation, be it private or public. On top of that they didn't speak English and they didn't have the necessary skills the employers demanded. If they were lucky they would find work in hotels at the lowest wages. They also faced discrimination even if they had skills. I remember Puerto Rican carpenters, electricians, plumbers, etc, who couldn't get a job in the construction industry just because the employer thought he couldn't do the work.

In the area of education the community needed schools with space and an environment that was conducive to learning – teacher who were bilingual and programs that met the cultural needs of the students. Most teachers were monolingual, had race issues and weren't prepared to teach in overcrowded rooms. But the community wasn't organized and most parents thought that just by sending their children to school they would get an education. And most school's administrators weren't encouraging the parents and the community to be involved in school issues.

When I started organizing it was the most basic level. I had to go knocking on doors, talking to the parents and try to get them involved in the education of their children. What surprised me most was to see the positive response of the parents. What little we accomplished during the years I was organizing was because the parents took an interest and responded to the challenge of going to the schools and forcing the administrators to listen to their concerns. In the schools the administrators listened to the parents and some of the issues were resolved.

I also ask: how could an unemployed Puerto Rican find a job where most of the factory jobs were only available in the suburbs and there were very few jobs available in the inner city? They spoke no English and had very few work experiences.



The first step in dealing with the issue of poverty is for the individual to be able to sell his labor power. On Division St. there many boarding houses. Most of the men who came from Puerto Rico lived in those houses. Sometimes there were two or three men living in a single room. If one was working he would help the other one or two. It was heart wrenching to see men, who had left their family behind in Puerto Rico, living under those conditions. Because I was the one who spoke English and knew how to move around many of them would ask my parents to allow me to take them to an office the Puerto Rican government had opened downtown. I used to take them there, and to my surprise the staff person would look in the wanted ads of the Chicago papers and send them there. I never saw a single one of them get hired. I would tell them it was better for me to look in the newspaper and see in they could get hired that way rather than spending money going downtown. I took quite a few Puerto Ricans to that office. I also took a lot of Puerto Rican women to the welfare office.

If there aren't employment opportunities, what were the new arrivals to do?

My father did labor work in a factory and my brother-in-law worked in a hotel. Both worked for minimum wages. By the time I was an organizer the level of poverty had not changed. The only way to attack poverty is by looking for ways to create employment opportunities. We focused on taking the problem to the employers. With the construction industry we just followed the example set by Operation Push. It was this organization that took the lead in challenging the construction industry to stop its discriminatory practices. One of the ways to force it was by stopping progress in any construction site where it was obvious there was discrimination. In some of the sites we joined Operation Push and in others we did it by ourselves.

The housing and health issues were also addressed. We tried to get the absentee landlords to fix their property if the conditions of their buildings weren't up to code. Again it was by organizing tenants. And in some of the buildings we had success.

If I were organizing today I wouldn't change the basics of effective organizing. Knocking on doors, talking with

the people, finding out from them what problems they see that need to be resolved and bring them together. When people come together and talk about a particular issue they identify that needs to be dealt with and are willing to tackle it most likely the issue gets resolved or improved. I would focus more and more on whole families. Education, employment, housing and health are basic problems that if resolved will help families to come out of extreme or dire poor conditions. Education must start while the child is in the mother's womb. That's how I would start addressing the most basic issue that are the roots of poverty.

EN RESISTENCIA Y LUCHA,
Oscar López Rivera

Check out Oscar's Corner at larespuestamedia.com

You can write to Oscar at:
Oscar López Rivera
87651-024
FCI Terre Haute, PO Box 33
Terre Haute, IN 47808

QS
Festival Comerieño Jibaro
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The 20th Anniversary of Fiesta Boricua A Special Two Day Event Saturday Aug. 31 & Sunday Sept. 1
p. 16 Open Letter to Barack Obama
Que Ondee Sola August 2015 Vol. 42 #1

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*Learn how to:
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Every Thursday from 3-4pm!*

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UFRS at UIC Present: 20th Annual Pa'lante Conference p.6
9th Annual Plantando Semillas p.4
Que Ondee Sola April 2014 Vol. 42 #4

IN HONOR OF DOMESTIC VIOLENCE AWARENESS MONTH
FEMINIST COLLECTIVE PRESENTS

TAKE BACK THE NIGHT

...Because the night belongs to us

THURSDAY, NOVEMBER 6, 2014

WELCOME CEREMONY; 5:00-5:30 p.m., SU 003

SPEAKERS FROM MUJERES LATINAS
EN ACCION (Talk and Q&A); 5:30-6:30, p.m. SU 003

POETRY SHOWCASE; 6:30-7:30, p.m. SU 003

DISCUSSION CIRCLES; 7:30-8:00 p.m., SU 003

THE NIGHT MARCH AND CLOSING PEACE FIRE
8:00-9:00, p.m. Around Campus and Outdoor Peace Circle

Take Back the Night is a National
Movement to reclaim the night as a
safe space to resist violence

