

WEBVTT

1

00:00:03.419 --> 00:00:04.620

Federico Perelmuter (He/Him): Meeting is being recorded.

2

00:00:06.210 --> 00:00:19.140

Federico Perelmuter (He/Him): So we put this teaching together to talk a little bit about the strike and what's been happening right now and think about it. Historically, and think about it as

3

00:00:19.560 --> 00:00:33.870

Federico Perelmuter (He/Him): Part of a sort of history of student activism very much related to have referred and in which, however, for has a very unique and prominent role, but also is connected

4

00:00:35.100 --> 00:00:38.940

Federico Perelmuter (He/Him): To a more transnational history in this case.

5

00:00:40.440 --> 00:00:41.280

Federico Perelmuter (He/Him): Latin America.

6

00:00:42.300 --> 00:00:42.990

Federico Perelmuter (He/Him): Because

7

00:00:44.040 --> 00:00:47.310

Federico Perelmuter (He/Him): Yeah, we wanted to talk a little bit about is where we're from

8

00:00:48.630 --> 00:00:55.020

Federico Perelmuter (He/Him): Yeah. And so I'll send it over right now to sell another one of the co organizers.

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00:00:56.190 --> 00:01:05.160

Federico Perelmuter (He/Him): To frame our discussion a little in history at Haverford specifically and then our faculty will do

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00:01:06.270 --> 00:01:15.060

Federico Perelmuter (He/Him): Some presentations, and then we'll have some space for questions, which will post some questions and the floor will be open for you all to pose questions as well. Um,

11

00:01:16.440 --> 00:01:17.520

Federico Perelmuter (He/Him): Yeah, so, so

12

00:01:18.990 --> 00:01:22.440

Saul Ontiveros: Yeah, I guess I'm going to put the presentation on soon. But I think it'd be

13

00:01:22.440 --> 00:01:37.080

Saul Ontiveros: Worthwhile if all of us to set our names for so you guys kind of know who's going to be where who's going to be bouncing around at certain times. So many times I would I use em pronouns do you want to do your pronouns and I'm a junior, by the way. Yeah.

14

00:01:38.370 --> 00:01:45.330

Federico Perelmuter (He/Him): Yeah, I'm say I'm at him pronoun time in English senior picture. Yeah, go.

15

00:01:46.500 --> 00:01:59.580

Claudia Ojeda: Hi everybody I'm Claudia. I'm a senior I use pronouns history major, and if everybody wants you can put like in your name like your pronouns. If you're comfortable and also your department, just so we get a sense of, like,

16

00:02:00.720 --> 00:02:14.070

Claudia Ojeda: Who's here and then I would also ask our lovely faculty participants also introduced themselves very briefly, if, if you want before Sal will kind of takes it away. And then we get started with the presentations.

17

00:02:19.560 --> 00:02:25.410

Roberto Castillo (he/him): To see you. I'm very happy to see all my students here, former and present. I mean, it's best apartment.

18

00:02:33.900 --> 00:02:34.620

Lina Martinez - Spanish Dept. (Ella/She): My goodness.

19

00:02:34.710 --> 00:02:39.900

Lina Martinez - Spanish Dept. (Ella/She): I'm also in the Spanish apartment and I use she her pronounce or eight yes again Spanish

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00:02:43.980 --> 00:02:45.270

Oh, sorry. I'm just

21

00:02:46.410 --> 00:02:49.050

Aurelia Gomez Unamuno /she/ Spanish: I'm a mess. I'm also in the Spanish department.

22

00:02:52.050 --> 00:02:54.360

She and her and

23

00:02:56.550 --> 00:03:01.950

Aurelia Gomez Unamuno /she/ Spanish: What I was supposed to be on leave now, but I just miss this opportunity.

24

00:03:05.820 --> 00:03:08.580

Andrew Friedman, History, he/his: I'm Andrew I'm in the History Department here.

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00:03:13.620 --> 00:03:20.010

Sebastian Figueroa (he/him) Spanish: Hi, my name is so I can teach in this finance department and pronouncer he and he and he

26

00:03:31.740 --> 00:03:40.860

Saul Ontiveros: Okay, good. So let's start. Um, we do have a presentation. I hope it's not boring for you guys, there's no words you guys don't have to read it. They're just really cool pictures.

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00:03:41.250 --> 00:03:56.100

Saul Ontiveros: On but all these are investors have had experiences in strikes in their academic work and in the real personal lives. So I think this is going to be a great opportunity to kind of learn from our community members and bring in a different perspective or

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00:03:57.180 --> 00:04:02.010

Saul Ontiveros: Across perspective into the present moment here at Haverford so um

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00:04:03.090 --> 00:04:05.550

Saul Ontiveros: Yeah, I'm going to share my screen now this is

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00:04:15.060 --> 00:04:21.930

Saul Ontiveros: And everyone can see it is i right. Can someone just like signal that it's like on the bonfire. Okay, good men.

31

00:04:25.380 --> 00:04:30.780

Saul Ontiveros: Nice. Cool. Slide since high school. Oh no. Okay, how do you make it full screen.

32

00:04:31.890 --> 00:04:32.580

Saul Ontiveros: Doesn't matter.

33

00:04:32.910 --> 00:04:34.650

Collin he/him, history: View and present

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00:04:36.630 --> 00:04:52.620

Saul Ontiveros: You present. Thank you. All right, so, uh, right. So I am tasks right now to contextualize the moment because last night during our second strike. We had somebody um

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00:04:53.250 --> 00:05:01.530

Saul Ontiveros: Some of the organizers. Try to contextualize it's happening now. I'm to the former strike that happened to have referred in 1972

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00:05:02.130 --> 00:05:13.800

Saul Ontiveros: And since we're going to be moving along I'm historical path and Latino medic about the student strikes that have happened in the past. Um, I think it's important that we acknowledge that

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00:05:14.550 --> 00:05:22.830

Saul Ontiveros: History is not something that's objective, like we can tell narratives and we can use it for certain things. And in this time together.

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00:05:23.250 --> 00:05:37.050

Saul Ontiveros: We hope that you all understand that we're trying to support the strike through this teaching and to acknowledge that everything that we're learning and coming from today comes from historical precedent that we have seen in the past and

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00:05:37.920 --> 00:05:45.360

Saul Ontiveros: Are either not aware of or are made to believe that it was farther than it was so 1972 for context.

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00:05:46.470 --> 00:05:52.830

Saul Ontiveros: We had students organizing the very same worries organizing now to ask her, basically the exact same things.

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00:05:54.240 --> 00:05:55.170

Saul Ontiveros: And and

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00:05:56.340 --> 00:06:03.990

Saul Ontiveros: Although it's only been less than 50 years there are students and faculty and administration that all around still remember these events and still

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00:06:04.560 --> 00:06:15.060

Saul Ontiveros: Have a place complaints them in their lives. So yeah, we're going to move on to the questions that we have for today arm and they are such

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00:06:15.450 --> 00:06:31.050

Saul Ontiveros: A Claudia wants to take a turn and start reading some of them. Note that we don't have answers for all these questions we're going to think through them together, but more than anything. We just want you as audience members as people in this teaching to

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00:06:32.100 --> 00:06:33.450

Saul Ontiveros: Really contribute something

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00:06:34.530 --> 00:06:41.370

Saul Ontiveros: Or to be willing to learn from our teachings professors today and from the students that are in

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00:06:42.600 --> 00:06:48.480

Saul Ontiveros: The zoom chat in general. So from that point I think La Jolla, you should start reading the questions.

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00:06:49.050 --> 00:06:56.820

Claudia Ojeda: Yeah. And before I do that, I just kind of want to point out their name that we gave this teaching, which is domain color you or occupy the school.

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00:06:57.420 --> 00:07:06.540

Claudia Ojeda: In English, and that is just a sentiment and a slogan that goes around in Latin America and the Caribbean. When these types of strikes at the universities back home.

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00:07:07.230 --> 00:07:15.930

Claudia Ojeda: Occur. And it's a sentiment that we believe encapsulate the moment that we are living in and have referred and as well as like all these historical moments that

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00:07:16.590 --> 00:07:23.730

Claudia Ojeda: We are going to be talking about today. So these are like sour was saying just the questions that we pose to the professors and the questions.

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00:07:24.060 --> 00:07:32.910

Claudia Ojeda: That we hope to think through with them and hope to think through with all of you as well as I'm beyond these. So I'll just kind of read them off. Before we begin,

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00:07:33.630 --> 00:07:39.780

Claudia Ojeda: So what kind of social experiment, independent of what we have done and think to be possible. Can we imagine

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00:07:40.260 --> 00:07:47.220

Claudia Ojeda: How is bipolar blackness focal or sometimes at odds with student Latina imaginary and the critiques.

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00:07:47.610 --> 00:07:56.790

Claudia Ojeda: What can student organizations strikes and other forms of student activism in the Americas teach us about the possibilities for institutional action and change and curriculum.

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00:07:57.330 --> 00:08:07.380

Claudia Ojeda: How has Latin America, historically at the forefront of student activism dealt with the university, how can their critiques demands relationships with the institutions and the forms of actions.

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00:08:07.590 --> 00:08:13.140

Claudia Ojeda: That have stemmed from them inform our own action, moving forward, both within the strike and beyond it.

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00:08:14.160 --> 00:08:19.290

Claudia Ojeda: So I think that now we have kind of post these questions out there, we can

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00:08:20.670 --> 00:08:25.440

Claudia Ojeda: Move on to our, our first speaker, which will be a professor Friedman.

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00:08:31.770 --> 00:08:32.670

Andrew Friedman, History, he/his: Hi everybody.

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00:08:33.780 --> 00:08:35.430

Andrew Friedman, History, he/his: Thanks for joining us and

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00:08:37.200 --> 00:08:45.930

Andrew Friedman, History, he/his: Thanks to sell and Claudia and filet for organizing our session and organ organizing us all into this project.

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00:08:47.010 --> 00:09:01.920

Andrew Friedman, History, he/his: Echoing so like I did want to open by saying just reiterating what might be obvious, but that I think is important to note that we're here for the strike and its mission. That's why we're doing this. It's not just a sort of alternative educational space.

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00:09:03.150 --> 00:09:20.190

Andrew Friedman, History, he/his: And as we're here for the strike. Um, I think it's also important to say directly that we're here because of the black women and by PSE and students who organized this strike and forced open this space for us through their political action.

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00:09:21.690 --> 00:09:22.680

Andrew Friedman, History, he/his: They say that

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00:09:23.520 --> 00:09:29.520

Andrew Friedman, History, he/his: strikes are profound acts of anti racist demystification of their own and

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00:09:30.090 --> 00:09:36.690

Andrew Friedman, History, he/his: I think that's already been evident in so many ways through the course of a strike already um

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00:09:37.800 --> 00:09:44.250

Andrew Friedman, History, he/his: I guess I also wanted to just say at the outset that i'm i'm here citation only from

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00:09:45.060 --> 00:09:55.170

Andrew Friedman, History, he/his: Scholars of color, such as Sarah Ahmed Roderick Ferguson June Jordan his car be Robin Kelly and so many other folks from

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00:09:55.680 --> 00:10:07.050

Andrew Friedman, History, he/his: Black Studies critical ethnic studies and queer color critique and really the intellectual training. I'm in these fields that I had the opportunity to

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00:10:07.530 --> 00:10:20.010

Andrew Friedman, History, he/his: Be trained in, um, and really to think about those fields as the essence and playing in a central role at the center of any serious institution of higher learning

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00:10:20.730 --> 00:10:33.390

Andrew Friedman, History, he/his: Um, and, you know, I guess, in one sense, I feel like it's important to mark that those fields which have done so much never came at the grace of liberal institutions, but because of student

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00:10:33.840 --> 00:10:43.170

Andrew Friedman, History, he/his: Protests and student actions like your own. Um, and also I would just note that the student resource list that the organizers of the strike put together.

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00:10:43.890 --> 00:10:52.140

Andrew Friedman, History, he/his: I've drawn so many of these readings from the list that they made which I also think is a crucial resource for all of us a number of faculty

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00:10:52.500 --> 00:11:00.240

Andrew Friedman, History, he/his: Have been asking in some of our meetings. Like, how can we learn what to do, how can we learn what's next. How do we learn with the students one

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00:11:00.690 --> 00:11:06.060

Andrew Friedman, History, he/his: And I just think it's important to mark and these spaces that the students who are striking already put together.

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00:11:06.570 --> 00:11:16.470

Andrew Friedman, History, he/his: A list of resources that anybody could read and learn at any time if they chose. So I call on all of you and all our faculty and administrators to read the resources they put together.

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00:11:16.950 --> 00:11:28.200

Andrew Friedman, History, he/his: If they want to know more about what's going on here. So, um, then with that. I think I'll just turn into and I really don't want to talk too long. I really hope that

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00:11:28.950 --> 00:11:42.480

Andrew Friedman, History, he/his: We can have a conversation about what you need at this moment to advance the strike and its demands, but I'm in tune with the historical spirit that our organizers laid out.

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00:11:44.370 --> 00:11:53.550

Andrew Friedman, History, he/his: I did really want to mark that um and I think this is kind of miraculous and amazing, in a way, but that the day of this teaching

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00:11:53.880 --> 00:12:16.500

Andrew Friedman, History, he/his: November six is actually the day that the Third World Liberation Front strikes started at SF State 51 years ago. Um, I really think that, you know, it's important in our work today to tie the current Haverford strike to those third world students strikes, as they call themselves of 1969

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00:12:17.520 --> 00:12:28.770

Andrew Friedman, History, he/his: To stress that really, in my opinion, every meaningful intellectual advancement of the modern university has come from the striking knowledge actions of by PLC students

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00:12:29.520 --> 00:12:39.570

Andrew Friedman, History, he/his: Um, so as a way into that activity to talk some about that this sort of detailed demands of those strikes and how they harmonize with some of your own um

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00:12:40.410 --> 00:12:52.590

Andrew Friedman, History, he/his: But first, I think that in thinking about, um, these knowledge actions and the demands for new programs and new curricula and epistemologies that the students strikes of 68 and 69 asked for.

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00:12:53.760 --> 00:13:02.820

Andrew Friedman, History, he/his: It's also really important to mark how the college and universities and colleges in general expropriate community and social movement knowledge.

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00:13:04.380 --> 00:13:13.650

Andrew Friedman, History, he/his: Um, and really extract them from social movement fields that really were about something else in their conception, you know, really about

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00:13:14.460 --> 00:13:25.770

Andrew Friedman, History, he/his: Demanding black and Latino and Asian American and Indigenous professors teaching black Latinx Asian American Indigenous students

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00:13:26.160 --> 00:13:37.650

Andrew Friedman, History, he/his: In black, Latino, Asian American indigenous departments and really thinking about the ways that those claims and demands then become sort of expropriated by institutions.

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00:13:38.010 --> 00:13:46.050

Andrew Friedman, History, he/his: Into themes or topics like race or gender or sexuality or class that can be really shorn

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00:13:46.680 --> 00:13:58.320

Andrew Friedman, History, he/his: Of the activism that brought them into university understanding and social movement demands in ways that then allow them to be taught by white professors in traditional departments in colleges that are

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00:13:58.710 --> 00:14:09.120

Andrew Friedman, History, he/his: Dramatically restructuring the anti racism. I mean, the racism at the core of their institutions. Um, and, you know, like

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00:14:09.990 --> 00:14:26.130

Andrew Friedman, History, he/his: I think it's really important that we have the 72 boycott slide up in our discussion and the ways that we can think about that has connected to the work that you all are doing today. I was just curious about this earlier. So I looked it up.

93

00:14:27.720 --> 00:14:40.350

Andrew Friedman, History, he/his: And you know, I think that it's really interesting to think that we're in this moment had Haverford that's what like 70 years since the first black student was even admitted to the college

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00:14:40.920 --> 00:14:51.630

Andrew Friedman, History, he/his: That were 36 years since women were admitted to this college on an equal basis equal basis and quotes and, you know,

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00:14:52.560 --> 00:14:57.810

Andrew Friedman, History, he/his: One thing that I was looking at there was like sometimes when people talk about the history of that they say that

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00:14:58.440 --> 00:15:10.470

Andrew Friedman, History, he/his: I'm around 1968 the same time as the third world strikes and in California and the strikes in New York City at City College that move the dial so much on these issues at the time that

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00:15:11.340 --> 00:15:22.680

Andrew Friedman, History, he/his: The number of black students at Haverford was really increasing that the statistic I found was that a doubled in 1968 such that in 1971 there were 10%

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00:15:23.190 --> 00:15:27.300

Andrew Friedman, History, he/his: Of the students that have suffered were black identified as black

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00:15:28.140 --> 00:15:34.560

Andrew Friedman, History, he/his: I was really interested to know when I was kicking around, and I'm sure there's some administrator out there who would critique.

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00:15:35.010 --> 00:15:43.800

Andrew Friedman, History, he/his: My understanding of this figure, but it seems to me that in the class of 20 28% of the student body is black.

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00:15:44.520 --> 00:15:54.090

Andrew Friedman, History, he/his: And I really think that's just something we need to think about here. You know that when those students were protesting in the 70s, I'm

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00:15:54.840 --> 00:16:03.390

Andrew Friedman, History, he/his: 10% of the students that have referred or black in our graduating class this year there are eight. How do we think about that, if I'm reading those numbers right

103

00:16:04.290 --> 00:16:10.590

Andrew Friedman, History, he/his: I mean, I think it's probably also worth mentioning here that 12.1% of the US population is black. So

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00:16:11.010 --> 00:16:19.590

Andrew Friedman, History, he/his: You know, that's another relevant detail, but I did just want to mention that here at the outset, thinking about where we are and the notions of progress that

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00:16:20.070 --> 00:16:28.650

Andrew Friedman, History, he/his: We're usually fed, but that don't always a chord with the historical arc and historical reality in ways that I think we're here throughout the day today.

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00:16:29.850 --> 00:16:38.220

Andrew Friedman, History, he/his: But anyway, um, you know, the principles of those third world strikes. I'm in California, particularly starting with SF State.

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00:16:39.300 --> 00:16:44.730

Andrew Friedman, History, he/his: Which I'm really like is known for holding the longest

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00:16:46.260 --> 00:16:48.690

Andrew Friedman, History, he/his: Students strike in US history from

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00:16:49.710 --> 00:16:52.530

Andrew Friedman, History, he/his: November six, all the way through March 21 of

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00:16:54.930 --> 00:17:05.100

Andrew Friedman, History, he/his: About four months longest student strike in US history. So far, we should note and then the two weeks strike at City College.

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00:17:06.450 --> 00:17:10.980

Andrew Friedman, History, he/his: The next year, Berkeley, there was another third world strike at that same moment.

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00:17:11.460 --> 00:17:22.560

Andrew Friedman, History, he/his: Mean, this is the origin of all ethnic studies programs first Asian American studies program in the United States. The first Latino Studies Latino Studies Program.

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00:17:22.920 --> 00:17:36.300

Andrew Friedman, History, he/his: At Cal State in 68 as well. The birth of black study is as such not the starting point for African American history, of course, but black studies as a revolutionary formation is generated from that same moment.

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00:17:37.260 --> 00:17:45.870

Andrew Friedman, History, he/his: Indigenous Studies, you know, like they all came from student strikes and from student protests like your own I'm

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00:17:46.770 --> 00:17:55.770

Andrew Friedman, History, he/his: All the if you're interested, I can send these to you, but other demands are available archival Leo online. And I do think it's really important to revisit those I'm

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00:17:56.610 --> 00:18:03.210

Andrew Friedman, History, he/his: Thinking about where we are today. I mean, and tying them directly to the Haverford strike. I mean, they were really asking for

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00:18:03.660 --> 00:18:22.740

Andrew Friedman, History, he/his: And I can talk more about these categories later if you're interested. But positions power funding redistribution implementation control justice autonomy community epistemology and world connection.

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00:18:24.300 --> 00:18:42.360

Andrew Friedman, History, he/his: And, you know, digging into those a little bit, although I think we could talk more about them later. I really just wanted to briefly focus particularly on this idea of redistribution, which seems to me to be key to your strike in the current moment the essential demand for the redistribution.

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00:18:44.010 --> 00:18:53.940

Andrew Friedman, History, he/his: Not only have money, but have the control over knowledge and its delivery system and have referred and then secondly, this demand over community.

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00:18:54.420 --> 00:19:16.620

Andrew Friedman, History, he/his: The essential demand, not only for spaces for from the relief from whiteness as they're on the puts it, but that all research and curriculum conducted about by P O sci fi PLC people and their communities be in the poetry and Jordans words consecrated to the preservation of that person.

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00:19:17.670 --> 00:19:39.150

Andrew Friedman, History, he/his: The point there that is that research conducted about by PSE people in their communities should be fundamentally defined and taught by the well being health longevity and intellectual and social needs of those communities. And then finally wrapping up towards my my clues

122

00:19:40.650 --> 00:19:53.700

Andrew Friedman, History, he/his: I did just want to talk a little bit about quote unquote diversity, since that's been part of the discourse and counter revolutionary discourse of this moment, and they have referred strike.

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00:19:54.930 --> 00:20:08.070

Andrew Friedman, History, he/his: I think it's really important to think historically about how as soon as I'm by PSE students appeared on campuses on white campuses that had formerly been segregated.

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00:20:08.520 --> 00:20:20.160

Andrew Friedman, History, he/his: And asked for spaces and curricula that spoke to them and nourished them white people pretty quickly invoked claims of diversity of opinion.

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00:20:20.640 --> 00:20:30.930

Andrew Friedman, History, he/his: And tolerance to protect racists and white privilege from revision and transformation in essence to protect the weight campus.

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00:20:31.650 --> 00:20:38.760

Andrew Friedman, History, he/his: I'm diversity in the sense, I think it's really important to mark was not an achievement or recognition of the demands.

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00:20:39.240 --> 00:20:47.580

Andrew Friedman, History, he/his: Of by PRC student movements, but rather a white institutional strap managerial strategy to police and control them.

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00:20:48.030 --> 00:20:56.100

Andrew Friedman, History, he/his: part of a larger goal of harassing and intimidating new by PLC students on college campuses and their visions of belonging.

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00:20:56.520 --> 00:21:09.750

Andrew Friedman, History, he/his: And really designed to erode the triumphs of by poct student organizing and then redistribute them as diversity to the institutional business brand of the college and university and

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00:21:10.320 --> 00:21:19.620

Andrew Friedman, History, he/his: I think we see this in a variety of ways. I mean, students of color. After 1965 for very variety of reasons. I can talk more about later if you're interested.

131

00:21:20.250 --> 00:21:31.860

Andrew Friedman, History, he/his: came to college in large scale numbers and at that very same time you get all this first sort of wave of debate around political correctness.

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00:21:32.220 --> 00:21:44.760

Andrew Friedman, History, he/his: And University speech codes and you know all these fears of how the demands to not be violated by white racism or violating the norms of diversity, such that, you know,

133

00:21:45.030 --> 00:21:51.150

Andrew Friedman, History, he/his: diverse students are now the ones who are a threat to diversity, which is an interesting formulation to think about

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00:21:51.810 --> 00:22:06.240

Andrew Friedman, History, he/his: But I really think in this current moment thinking about how terms like micro aggressions or cancel culture work in the same way is sort of rebooting those forms of policing anti racism on campus.

135

00:22:07.110 --> 00:22:13.800

Andrew Friedman, History, he/his: And really sort of fighting back against students strike movements to exclude whites from the availability

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00:22:14.160 --> 00:22:26.340

Andrew Friedman, History, he/his: Of certain meanings and, you know, as, as Michael Denning says in an essay. I really like this formulation and I thought it might be useful for you all in your work on the campus. He says,

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00:22:27.360 --> 00:22:29.730

Andrew Friedman, History, he/his: We want people to be as angry.

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00:22:30.990 --> 00:22:42.120

Andrew Friedman, History, he/his: About the call for solidarity without criticism, no reverse that. Sorry. We want people to be as angry about criticism without solidarity.

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00:22:43.530 --> 00:22:47.790

Andrew Friedman, History, he/his: As they are about the call for solidarity without criticism.

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00:22:49.230 --> 00:23:04.620

Andrew Friedman, History, he/his: So I'll say that again. But like we want people to be as angry and upset about criticism without solidarity and what that means, as they are about the call for solidarity without criticism.

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00:23:06.360 --> 00:23:07.710

Andrew Friedman, History, he/his: And with that I'll stop.

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00:23:15.060 --> 00:23:16.470

Saul Ontiveros: Okay, thank you.

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00:23:16.620 --> 00:23:22.290

Saul Ontiveros: Professor Friedman. That was very, was very interesting, and I think it's a lot of

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00:23:24.180 --> 00:23:30.810

Saul Ontiveros: It's a lot of information that I think will move forward and a really good way with our arm more

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00:23:32.970 --> 00:23:47.250

Saul Ontiveros: International concrete examples and we'll, we'll see how they resonate. And that go in the years to come. So I think now we'll move on to diversity Diego minutes I'm will speak on her perspective on this.

146

00:23:56.220 --> 00:23:56.490

Saul Ontiveros: Yeah.

147

00:23:59.880 --> 00:24:13.320

Thank you so much for inviting me. I said, said, I'm on leave from maternity leave, but I just stay out of what's happening here. I've been here for a couple of years and

148

00:24:14.430 --> 00:24:20.970

Even though there was a Black Lives Matter movement before and I want some students and I were organizing

149

00:24:22.260 --> 00:24:33.420

Something around your Tina boss case in Mexico. It was not as huge as what is happening now and and I really applaud.

150

00:24:34.530 --> 00:24:38.310

All students for taking the risk for doing this.

151

00:24:44.730 --> 00:24:58.290

Aurelia Gomez Unamuno /she/ Spanish: Any better or yeah I'm sorry, someone is saying that is not very clear. Okay. Yeah. So I want to congratulate and I appreciate very much the work that you're doing the organizers and everyone that is

152

00:24:59.340 --> 00:25:09.900

Aurelia Gomez Unamuno /she/ Spanish: Supporting the strike. Usually people think that making a strike is avoiding having class is just because it's lazy people who don't want to work.

153

00:25:10.410 --> 00:25:22.770

Aurelia Gomez Unamuno /she/ Spanish: But is is the opposite. It's a lot of work and I'm impressed with the work that you have been doing, how well coordinated, it is you have been thinking about many things and how how you are

154

00:25:23.220 --> 00:25:38.520

Aurelia Gomez Unamuno /she/ Spanish: So it's easy for you to develop this media and his website with all information. So it is clearly an amazing job. And I wanted to talk. I want to connect something with what Andrew was saying.

155

00:25:41.430 --> 00:26:02.730

Yes, so we, I think it was, it was very interesting how he he's portraying how the movements or the radicalism of the of the movements can be co opted by by by institution by the education institution colleges and

156

00:26:04.080 --> 00:26:09.000

The Mexican cases, a little bit different. So I'm going to give a little bit of background and what can we

157

00:26:10.080 --> 00:26:16.770

Learn from this other example in in Mexico, but basically the main idea I want to focus is that

158

00:26:18.840 --> 00:26:25.710

As as you are organizing as you are developing this movement in in the college

159

00:26:26.790 --> 00:26:51.840

This is a big deal of a learning process. And so is the kind of of learning process that you do. Are you can measure it, it does not have a number eight last add whatever but you are really producing something that is very creative and challenging. So that is really a lot of

160

00:26:52.950 --> 00:26:53.430

Work.

161

00:26:54.540 --> 00:27:00.090

Aurelia Gomez Unamuno /she/ Spanish: OK, so the context of Mexico is a little bit different and I will like to give a little bit of context.

162

00:27:00.750 --> 00:27:13.080

Aurelia Gomez Unamuno /she/ Spanish: And education in Mexico is public free and secular so every Mexican has the right to go to from elementary school to the university for free.

163

00:27:13.950 --> 00:27:28.500

Aurelia Gomez Unamuno /she/ Spanish: That was a ride. That was one after the Mexican Revolution and it stated in the constitution of 1970. So the idea of a public education. So this is suffering from

164

00:27:29.700 --> 00:27:39.930

Aurelia Gomez Unamuno /she/ Spanish: It's quite different from what we have here in the United States, the idea of public it's or the idea for private education or you pay a prorated

165

00:27:41.850 --> 00:27:50.100

Aurelia Gomez Unamuno /she/ Spanish: Mexico we think about about it that Easter. Right. And everyone has the right to attend school so

166

00:27:50.550 --> 00:28:02.370

Aurelia Gomez Unamuno /she/ Spanish: We have different models of schools and after the Mexican Revolution. They are the ruler teacher schools that if you weren't familiar of what happened with the 43 students, which is a year where

167

00:28:04.860 --> 00:28:08.460

enforce these appeared and in in 19

168

00:28:09.540 --> 00:28:10.530

In 2014

169

00:28:11.790 --> 00:28:18.480

Like adults in our part saw that those were the model of rural school so so there were schools that were training.

170

00:28:19.140 --> 00:28:36.360

professors and teachers in the rural areas and there was another model that it was a technological education and most of it were students that were coming from the countryside. So they have dorms and and there was a different model and that it was very

171

00:28:37.440 --> 00:28:40.110

Useful for people who were trying to

172

00:28:41.130 --> 00:28:52.500

Have a little bit of social mobility and there was another model that was the liberal arts education that's like the National Autonomous University of Mexico. That's the one that I I am graduated from

173

00:28:53.250 --> 00:29:01.980

And basically at that time in the 60s. It was a university who was that was meant for students more or less in the middle class.

174

00:29:02.850 --> 00:29:17.910

And there were also private universities, but mainly. This is the scope of of of education and I want to stop in in one project that is I think it's very important, though it is not very

175

00:29:19.020 --> 00:29:26.610

As it's not study in depth and is the experiment of the popular high school upper para para popular

176

00:29:27.420 --> 00:29:38.580

And it's very interesting because that was before the 1968 student movement. So, a group of students. There was a lot of high school public high schools for

177

00:29:39.120 --> 00:30:03.390

For for the younger generation and this you can think about the baby boom generation. So there were many people that were moving in have social mobility and they were moving to the cities and they wanted to have education free education. So the history of the para para popular

178

00:30:04.680 --> 00:30:06.990

It's very interesting, because

179

00:30:09.060 --> 00:30:22.830

The students took over some federal buildings so they they organized. They took over the building and they started to develop their own curriculum. So they forced

180

00:30:23.940 --> 00:30:34.410

Aurelia Gomez Unamuno /she/ Spanish: The Secretary of Education to a to approve this curriculum for a high school and this happened in a couple of months.

181

00:30:34.860 --> 00:30:46.860

Aurelia Gomez Unamuno /she/ Spanish: And students from the National Autonomous University were supportive of this project, and there were students at the university, but they were teachers in this high school

182

00:30:47.640 --> 00:30:57.750

Aurelia Gomez Unamuno /she/ Spanish: And I'll be in the government had to accept this program and they had another branch. So that are basically at that time there were two branches of this high school

183

00:30:58.590 --> 00:31:11.550

Aurelia Gomez Unamuno /she/ Spanish: And it was very successful. It was run by by the school was run by their own students and after the 1968 students repression and they, the government

184

00:31:12.150 --> 00:31:24.030

Aurelia Gomez Unamuno /she/ Spanish: Made and very very similar model and and made another series of schools that were part of the world was part of a program to increase

185

00:31:24.450 --> 00:31:44.190

Aurelia Gomez Unamuno /she/ Spanish: High School opportunities for everybody. So the experience of the popular High School of preparatory popular it is very, very interesting as the first example, even before the strike of 1968. And so basically the lesson is that some people were students were taking

186

00:31:45.690 --> 00:31:48.240

In their own hands self governance.

187

00:31:49.500 --> 00:31:53.370

Being autonomous and and develop their own particular

188

00:31:56.160 --> 00:32:08.070

Another example that I wanted to provide is itself from the student movement of 1968 and the student movement started with a

189

00:32:10.650 --> 00:32:18.000

violent situation again two gangs were fighting and that unleashed the entrance, or the

190

00:32:19.110 --> 00:32:24.660

Of the police and the police started to punish a all bystanders.

191

00:32:26.430 --> 00:32:50.490

Aurelia Gomez Unamuno /she/ Spanish: And so the more the more they the border police were was violent to the students that unleashed other process. And so what's the violence was more and more in increasing and until the students work for strike and in the university. It started in a high school, but the movement just

192

00:32:51.570 --> 00:32:52.890

Grew and

193

00:32:54.180 --> 00:33:08.310

It was the whole universities in Mexico, not only not only the public, but also private universities, they were on strike, and one of the of the of the important things. And I want to connect that with

194

00:33:09.360 --> 00:33:15.000

What's happening and have her for East how the student movement. It was first about

195

00:33:16.650 --> 00:33:22.650

University education reform. But later on, because of the violence of the police, it became

196

00:33:23.700 --> 00:33:24.390

Basically

197

00:33:25.530 --> 00:33:28.530

The demands became basically political trying to

198

00:33:33.390 --> 00:33:35.610

divest or from the

199

00:33:37.770 --> 00:33:47.550

From from the, from the police. And so I'm going to read a couple of what is the man, the man sheet, the leg up editorial

200

00:33:48.600 --> 00:33:50.460

Sorry. Okay.

201

00:33:51.960 --> 00:34:01.890

That was it is very interesting. So, it stopped to be about the university reform and it started to be more political. So the first thing that they were asking is,

202

00:34:02.310 --> 00:34:15.000

to free our political prisoners political prisoners of mainly were in Poland prison because they were in strikes in worker strikes in in 10 years ago in the 1950s.

203

00:34:15.720 --> 00:34:25.050

They were teachers who were in strike or railroad workers who were in strike. So that was the first demand that they were asking so for your political prisoners.

204

00:34:25.530 --> 00:34:39.150

The second is that abrogate a constitution article that criminalize the right of gathering so people could not even gather more than 10 people. It was consider a crime.

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00:34:40.050 --> 00:34:50.490

And the third of the man was abolished riot police. So this is very, very important. It is related. So it's not part of the demands that Haverford College is

206

00:34:52.020 --> 00:34:58.830

Aurelia Gomez Unamuno /she/ Spanish: Higher per student baikal's students are doing right now and distract. But I think it is very related because

207

00:35:00.270 --> 00:35:09.450

I think the the police brutality and the violence that is surrounding a African American communities.

208

00:35:11.010 --> 00:35:23.340

Was on wasn't reactions like the the the strike and the letter and the position of the students was a reaction of that violence. So, so I think that

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00:35:24.000 --> 00:35:36.420

Many of the of the of the student movements are not just about a micro Cosmos in the university. They are very aware of what's going on in in

210

00:35:37.590 --> 00:35:39.660

In the historical context and I think

211

00:35:41.490 --> 00:35:44.580

That's important to to take in mind.

212

00:35:46.650 --> 00:35:59.100

And another thing that I think it's very interesting of the of the of the men sheet of the leg up editorial of 1968 is that they were demanding a public dialogue.

213

00:35:59.580 --> 00:36:15.660

Between the members of the movement and the government and and I think that is something that really was new to Mexican politicians, because they were used to break strikes by buying

214

00:36:16.170 --> 00:36:39.210

And giving money to the leaders of the strike or leaders of a labor union a book. They were not used to have a public dialogue and have a dialogue, not with one or two people, but have a dialogue with a group and and i think that it's it's important and it reminded me

215

00:36:40.770 --> 00:36:52.800

What's happening right now and harder for reminded me a lot of these because I think that in the demands that you were doing. You are also saying only we want fees, but how

216

00:36:53.250 --> 00:37:04.890

And what are the strategies that you you are proposing to reach that goal. And I think that that is very interesting to compare

217

00:37:06.240 --> 00:37:26.970

These two facts. So the one thing. The man in a public dialogue on the other is demanding very also a dialogue. Yes, like yesterday's meeting with the with the President and Provost and also the board and i and i think he was he was very, very clever to to do this.

218

00:37:30.630 --> 00:37:52.380

What are the legacies of the 1968 movement. Well, Mexico has a tragic story at the end, the student movement was crushed down and finished in the with a massacre of October, the second in 1968 and labor law com and um, but one of the one of the legacies that

219

00:37:54.030 --> 00:37:58.740

Aurelia Gomez Unamuno /she/ Spanish: The movement gave to Mexican society is like, first of all, is

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00:38:00.480 --> 00:38:12.420

Aurelia Gomez Unamuno /she/ Spanish: To realize that there was a gap generation. So the Jews were taking action. And we're growing much faster than the older generation or the parents generation.

221

00:38:13.050 --> 00:38:24.540

Aurelia Gomez Unamuno /she/ Spanish: And I think in generally it gave us so I I think I inherited from that movement. It gave us the opportunity to learn how to descend to take your streets.

222

00:38:25.590 --> 00:38:42.120

To not to be quiet and just obey everything I think a gave us the opportunity to make a connection between education and politics and politics, not only about a political party, but also like daily life is political.

223

00:38:43.140 --> 00:39:07.440

I think they were questioning government system, the structures at your article structures. The direct deposit structures in the family as well. They weren't a question in capitalism. And I think also after the 668. You can see all these new ways of of

224

00:39:10.020 --> 00:39:10.890

Observing

225

00:39:12.000 --> 00:39:18.510

Power that probably even Marxism could not even explain

226

00:39:19.560 --> 00:39:30.030

Boolean boy like is gender, race, sexuality and and i'm when I think I'm going to stop here. I think I

227

00:39:32.250 --> 00:39:34.530

Said a lot already and

228

00:39:36.270 --> 00:39:37.470

I think that's all. Thank

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00:39:41.070 --> 00:39:41.940

Claudia Ojeda: Thank you. Our

230

00:39:44.490 --> 00:39:48.240

Claudia Ojeda: Next we're gonna move on to a show where I

231

00:39:48.930 --> 00:39:50.940

Claudia Ojeda: Was going to talk to us a little bit about chillin

232

00:39:52.530 --> 00:40:09.750

Roberto Castillo (he/him): Right. Thank you, Debbie. I think that, you know, when we talk when we think about the student movement in in the US in the in the in the in this various forms of that that movement talk anti war.

233

00:40:10.830 --> 00:40:15.570

Roberto Castillo (he/him): Anti establishment and so many things when you think about the the Mexican

234

00:40:16.650 --> 00:40:38.040

Roberto Castillo (he/him): Protest of 1968 you also have to think they're in South America. At the same time, something was going on from the year before 1967 at the university levels in Argentina and Chile, actually, the, the same reforms that people in Paris 68 were demanding.

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00:40:39.360 --> 00:40:44.970

Roberto Castillo (he/him): Had already been demanded by Argentinian and Chilean students. And actually, a lot of that have been accomplished.

236

00:40:45.360 --> 00:40:56.970

Roberto Castillo (he/him): By by means or what by means of of what we call in Spanish lab toma now they don't. This is not only the is another just that just stop. So is that you actually take over and I really want to

237

00:40:57.540 --> 00:41:11.340

Roberto Castillo (he/him): Take over you take space. That's what I mean. You take the space you occupy you are you use your bodily presence to occupy those spaces you take risks that are actually

238

00:41:12.720 --> 00:41:18.060

Roberto Castillo (he/him): Physical risk. As you can see, you can see in the in the picture from from years later, I'm going to explain what that picture is

239

00:41:18.420 --> 00:41:24.210

Roberto Castillo (he/him): But I just want to remind you that there is that there. This is the synchronicity of experiences.

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00:41:24.870 --> 00:41:34.230

Roberto Castillo (he/him): That take that is actually enhanced by the fact that communications allow people in South America and Latin American general to know about what's going on.

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00:41:34.890 --> 00:41:55.410

Roberto Castillo (he/him): In the United States about opposition to the war. For example, the flower power was also a cultural influence in Latin America. So this is the dynamics of this history of participation in Chile, in particular, the role of the university had been that of

242

00:41:56.640 --> 00:42:05.970

Roberto Castillo (he/him): Of the creation of a space where the elite that would lead the modernity project of the nation. What was going to be

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00:42:06.480 --> 00:42:17.340

Roberto Castillo (he/him): Formed we're going to be actually trained there, right. So that meant is that actually isn't the case of chili. You had class convergence.

244

00:42:18.120 --> 00:42:28.830

Roberto Castillo (he/him): Among the the demands of the students in 6768 was actually the opening up of the university was no longer the space for the oligarchy.

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00:42:29.370 --> 00:42:48.420

Roberto Castillo (he/him): It was the discourse of meritocracy gaming and even, even in some places, it was even push it even further and so university for everybody so university I become this kind of space of of encounter of different ideas, different social classes. And that was really well primed to

246

00:42:50.220 --> 00:43:06.240

Roberto Castillo (he/him): To get ideas into people's heads and so young people's heads and revolutionary ideas that was that was you know way to remember that in in 68 in Chile, a lot of the young university students of the leaders of the university movement.

247

00:43:07.380 --> 00:43:15.240

Roberto Castillo (he/him): A few years later to three years later actually would actually be in positions of power when the socialist government solar agenda.

248

00:43:16.920 --> 00:43:21.570

Roberto Castillo (he/him): You know actually had the chance to enact some kind of a revolutionary

249

00:43:22.860 --> 00:43:34.080

Roberto Castillo (he/him): Reform, right. So, it is, it is also very well connected I there is a picture I should I send this picture earlier, too. So all where you could actually I actually see

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00:43:34.830 --> 00:43:48.990

Roberto Castillo (he/him): Angela Davis sitting at the inauguration of the academic year of the Technical University of Chile, the main engineering school and she's sitting right there next to the President personally

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00:43:50.550 --> 00:43:57.840

Roberto Castillo (he/him): A man who was an engineer, but also a communist. And so she's sitting right there. She was a special, special

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00:43:59.220 --> 00:44:08.280

Roberto Castillo (he/him): Guest for that integration for the year. So you know I want emphasize that kind of convergence and synchronous synchronicity that also had to do with

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00:44:09.510 --> 00:44:22.920

Roberto Castillo (he/him): With methods of methods of of protests of occupation. So, of course, that the you know i i don't want to go too much into detail because I want to jump to the to the

254

00:44:23.850 --> 00:44:40.770

Roberto Castillo (he/him): To the point here that you can actually see in the picture this, picture you see there, it's it's taken at a metro station. This is actually three years after I had to leave chillin I was also in one of those around the same place. And I, and I wouldn't have to ask

255

00:44:42.120 --> 00:44:54.090

Roberto Castillo (he/him): For where he got this picture because I, I just really need to know and and the thing is that by this time, the political situation in all of Latin America has shifted

256

00:44:54.840 --> 00:45:07.470

Roberto Castillo (he/him): And you had in the 80s, you had, you know, us directed on the US control dictatorships all over Latin America and in the case of Chile. It was a particularly

257

00:45:08.310 --> 00:45:19.830

Roberto Castillo (he/him): bloodthirsty one and crew and only 1979 was when students at the university level began to protest and actually occupy the streets. These

258

00:45:20.730 --> 00:45:28.890

Roberto Castillo (he/him): These photos here. So to give you a misleading impression, like there was a, like a long confrontation. This is something that happened in flash

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00:45:29.460 --> 00:45:34.620

Roberto Castillo (he/him): You know, people just just, you know, you really your wrist.

260

00:45:35.580 --> 00:45:50.490

Roberto Castillo (he/him): Facing the riot police, but soon after the riot police who came the secret police that the actual is a really tough guy. So really bad guys will actually get you in. I wouldn't be surprised if one of those people who is running among the students. It's actually a

261

00:45:51.870 --> 00:46:04.890

Roberto Castillo (he/him): AN UNDERCOVER secret police agent. So at. By this time the condition of the university has changed in July from being sort of state sponsored state financed.

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00:46:06.510 --> 00:46:15.090

Roberto Castillo (he/him): Protect the space to create the future elites that would direct modality in the country. It was already being transformed into

263

00:46:16.320 --> 00:46:22.650

Roberto Castillo (he/him): A money making enterprise neoliberalism had already taken hold of Chile at this point.

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00:46:23.730 --> 00:46:43.710

Roberto Castillo (he/him): This is something that students really objected to people were feeling the effects already have the university thing turned into into a company into into a profit for profit operation, either directly or indirectly. So this is what you see right there.

265

00:46:44.880 --> 00:46:46.530

Roberto Castillo (he/him): And then maybe we can go to the next.

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00:46:47.820 --> 00:46:49.080

Roberto Castillo (he/him): Slide so

267

00:46:53.190 --> 00:46:53.850

Roberto Castillo (he/him): And this is

268

00:46:57.810 --> 00:47:04.230

Roberto Castillo (he/him): The atmosphere is is different. This is there was like an October, a year ago in October 2019

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00:47:05.970 --> 00:47:09.510

Roberto Castillo (he/him): This is what happened in between, between the

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00:47:12.750 --> 00:47:20.100

Roberto Castillo (he/him): Is that those students were protesting before, along with the coalition with workers and

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00:47:21.300 --> 00:47:27.060

Roberto Castillo (he/him): White sections of society were actually able to the rail, the project of the dictator.

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00:47:27.840 --> 00:47:42.480

Roberto Castillo (he/him): And and force Pinochet to resign in 1989 right there was a there was a plebiscite in 1988 and he resigned but really it was like it was like a Pyrrhic victory.

273

00:47:43.080 --> 00:47:56.520

Roberto Castillo (he/him): Victory. That was just a victory under in disguise the condition for his leaving was that everything that he had put in place in terms of the cosmic constitution and your constitution and the economic order.

274

00:47:57.450 --> 00:48:10.440

Roberto Castillo (he/him): Was to remain absolutely the same unmovable neoliberal policies everywhere, the state as a just tiny sliver what it used to be, is to be everything else was to be

275

00:48:11.490 --> 00:48:16.860

Roberto Castillo (he/him): Ruled by the market, right. So, and within that

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00:48:18.120 --> 00:48:30.540

Roberto Castillo (he/him): Of course, education, higher education was was privatized and a lot of the people that you see here now protesting in 2019 and they only have one

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00:48:32.580 --> 00:48:42.990

Roberto Castillo (he/him): Complained one grievance. It was a multiple grievance. The whole thing was started because throw fair went up like a few cents five cents five American sense

278

00:48:43.650 --> 00:48:47.910

Roberto Castillo (he/him): And then the secondary high school students began to evade the

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00:48:48.480 --> 00:48:58.140

Roberto Castillo (he/him): The, you know, it's just jumped the turnstiles and it's like two, three days. The streets of San to be completely filled with people, mostly young people as you can see there

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00:48:58.560 --> 00:49:12.240

Roberto Castillo (he/him): And they were able to make people join them because they began to add grievances from other sectors of society. These are the kids who were perhaps able to go to university. But who would never

281

00:49:13.050 --> 00:49:27.780

Roberto Castillo (he/him): ever be able to pay for this for for for their studies. They had to be been dead for 10 1520 years depending on what kind of career, they wanted. They wanted to study what kind of professional you want to become

282

00:49:28.890 --> 00:49:43.980

Roberto Castillo (he/him): This is also the time where their parents are becoming I getting into an age where they have to think about pensions and they were realizing that Social Security have been privatized and the pitches that we're going to get are just like a pittance, nothing.

283

00:49:45.330 --> 00:50:08.040

Roberto Castillo (he/him): That added to the to the social pressure that the students were able to to channel and to and to actually direct. Okay. So, and this is and this is done. And again I emphasize this taking the streets, taking risk taking, taking action that was visible and that was in in in

284

00:50:09.450 --> 00:50:12.390

Roberto Castillo (he/him): in concert with with other with other people.

285

00:50:13.830 --> 00:50:15.480

Roberto Castillo (he/him): The the

286

00:50:16.530 --> 00:50:24.960

Roberto Castillo (he/him): The range of grievances was really why. So if I think about the editorials of 1968 in Mexico.

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00:50:26.490 --> 00:50:43.170

Roberto Castillo (he/him): It would be impossible for this movement to actually have one of those, because it will take you know which is take thousands of pages and when they actually push the system by relentless relentless occupation on the streets for months and months and months.

288

00:50:44.280 --> 00:50:53.220

Roberto Castillo (he/him): They actually forced they terrified the political class to agree to actually rewrite a constitution.

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00:50:53.970 --> 00:51:02.730

Roberto Castillo (he/him): They said, Okay, we cannot do this the political class was absolutely terrified. And they said, they're going to destroy chillin if we don't agree.

290

00:51:03.510 --> 00:51:10.200

Roberto Castillo (he/him): With doing this all analogies that you may construct about and you can kind of, you know, sort of do a microscopic

291

00:51:11.190 --> 00:51:25.560

Roberto Castillo (he/him): Translation into what happens and have prefer is completely intended on my part. Okay. So, yeah, you are going to you're going to scare people you're going to terrify them you will make use of your power as

292

00:51:26.610 --> 00:51:46.920

Roberto Castillo (he/him): As as bodies as presence and this is what the students in Chile, that the government agreed there was a political class agreed to a plebiscite that would take place on October 25 2020 so a few couple of weeks ago. And in that, in that referendum.

293

00:51:48.420 --> 00:51:55.920

Roberto Castillo (he/him): 80% approved that we should write a new constitution, we are actually going to write a new constitution.

294

00:51:57.180 --> 00:52:00.900

Roberto Castillo (he/him): And it's going to be the first constitutionalist is going to actually have

295

00:52:02.460 --> 00:52:13.920

Roberto Castillo (he/him): Half and Half Men and women right that is going to have representation from the indigenous peoples, and this is why it's so for me was like really really moving to see how you guys

296

00:52:14.610 --> 00:52:26.490

Roberto Castillo (he/him): Included that greedy beautifully written land recognition in your injury can just request that it was just really excellently done, I think.

297

00:52:26.970 --> 00:52:34.080

Roberto Castillo (he/him): For a long time. I've been complaining about the sort of the typical liberal gesture recognition with

298

00:52:34.680 --> 00:52:42.330

Roberto Castillo (he/him): With nothing behind it. And I think you've done a really good job, you know, making the administration go and actually do something about it.

299

00:52:42.750 --> 00:52:50.640

Roberto Castillo (he/him): So I really, you know, I would love to leave space for questions. And this is where I'm going. I want to stop it here and just by saying that this is this is something that

300

00:52:51.570 --> 00:52:59.940

Roberto Castillo (he/him): You also are capable of doing. You actually been doing things in, in, I think, in a much better way than some of the some of the things that the Chilean state.

301

00:53:00.990 --> 00:53:06.330

Roberto Castillo (he/him): You've been very focused you you've been courageous and I think that that should be commended.

302

00:53:08.490 --> 00:53:10.410

Roberto Castillo (he/him): I just mean the rest of the time for questions.

303

00:53:17.520 --> 00:53:24.210

Claudia Ojeda: Right now, we're also going to move over to our next speaker, which is now we're going to move to Columbia.

304

00:53:27.600 --> 00:53:34.980

Saul Ontiveros: Yeah, and we should also say um if you run over time at all. Please feel free, you know, to stay a little longer if you want, or to leave.

305

00:53:35.550 --> 00:53:42.450

Saul Ontiveros: Soon respect everyone's time but um yeah we have a lot that we wanted to get into today and we realized that an hour and a half will make it all possible

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00:53:42.750 --> 00:53:52.560

Saul Ontiveros: So if you have any questions to add in the chat as we're going to collect those and I'm have some other sort of discussion later on. But, um, yeah. No, I'll pass it on to Lena

307

00:53:54.600 --> 00:53:58.350

Lina Martinez - Spanish Dept. (Ella/She): Thank you. So let's go dia and faded for organizing this.

308

00:53:58.410 --> 00:54:10.500

Lina Martinez - Spanish Dept. (Ella/She): And I'm going to try to be really brief, because I do want to have time for for conversation. So I'm just going to mention briefly a couple of things that I think may give us some ideas.

309

00:54:12.030 --> 00:54:24.360

Lina Martinez - Spanish Dept. (Ella/She): In terms of in terms of strategies that we can bring to have a fourth and the current strike and these ideas come from like the particular way that Columbia is

310

00:54:24.810 --> 00:54:42.570

Lina Martinez - Spanish Dept. (Ella/She): Divided in terms of regions, but also class and also race and also gender, like all of it intersects right so Columbia went on a student strike in 2008 it lasted around two months. But now, again, it's kind of reactivating because the government didn't really

311

00:54:44.010 --> 00:54:50.880

Lina Martinez - Spanish Dept. (Ella/She): Stick to their word and respond to the demands that the students were asking for. So, very briefly, the status, the student demands included

312

00:54:52.440 --> 00:55:00.810

Lina Martinez - Spanish Dept. (Ella/She): Like going back and reviewing some laws that they had created in the 1990s that we're supposed to guarantee

313

00:55:01.320 --> 00:55:08.550

Lina Martinez - Spanish Dept. (Ella/She): The financial well being of the National University. So like I said, for Mexico and Colombia. We also have a model of national universities.

314

00:55:09.210 --> 00:55:21.330

Lina Martinez - Spanish Dept. (Ella/She): And that particular model is it's very important in terms of the of guaranteeing the well being of Africa Colombian and indigenous populations, because

315

00:55:21.720 --> 00:55:32.190

Lina Martinez - Spanish Dept. (Ella/She): Through national education. That's the only access that they actually have for for education and the National University in Colombia has different campuses.

316

00:55:32.610 --> 00:55:44.280

Lina Martinez - Spanish Dept. (Ella/She): And they have campuses in the south of the country and in the Pacific Area of the country. So if you see them up that we have on the screen that map is a map that is made out of the census of 2018

317

00:55:44.820 --> 00:55:48.990

Lina Martinez - Spanish Dept. (Ella/She): And it divides the country in terms of how people identify themselves.

318

00:55:49.470 --> 00:55:58.140

Lina Martinez - Spanish Dept. (Ella/She): Racially so you can see that the majority of indigenous people are in the southern part. So that would be the Amazonian and in the north.

319

00:55:58.710 --> 00:56:10.260

Lina Martinez - Spanish Dept. (Ella/She): Eastern part which borders with Venezuela in but a seed and then the majority of a Pre columbian population in Colombia for Colombians make up the 10% of the country.

320

00:56:10.890 --> 00:56:22.620

Lina Martinez - Spanish Dept. (Ella/She): They are mostly in the Pacific Area because historically, this is the area where in colonial times, they brought Africa for but now for Colombians that people who came from Africa.

321

00:56:23.070 --> 00:56:34.080

Lina Martinez - Spanish Dept. (Ella/She): And were brought in to be enslaved and working minds. So the Pacific Area is an area where there are a lot of. There's a lot of silver and gold mining, but also a lot of

322

00:56:34.530 --> 00:56:46.950

Lina Martinez - Spanish Dept. (Ella/She): Agricultural work done by Afro Colombian people and so you can find campus campuses of the National University in those areas and practically. That's it. I mean, there are some private institutions, but they're

323

00:56:47.340 --> 00:56:56.460

Lina Martinez - Spanish Dept. (Ella/She): Very small. So in terms of a student strike that would benefit Africa Colombian populations and indigenous populations, the strike.

324

00:56:57.660 --> 00:57:15.810

Lina Martinez - Spanish Dept. (Ella/She): Of 2018 wanted to focus on off of guaranteeing the financial well being of all of its campuses, including those campuses that serve specifically Africa Colombian and indigenous populations, but that strike in particular, and any strike that has happened from the from

325

00:57:17.310 --> 00:57:30.360

Lina Martinez - Spanish Dept. (Ella/She): Today is framed in the context of the Civil War that Columbia has been facing for 50 years and that many people said that ended with a peace agreement that we signed in 2016 that that keeps on going.

326

00:57:30.960 --> 00:57:35.340

Lina Martinez - Spanish Dept. (Ella/She): And that's an important thing that I wanted to mention here because if you have any

327

00:57:36.090 --> 00:57:50.010

Lina Martinez - Spanish Dept. (Ella/She): Familiarity with news coming from Colombia nowadays. A lot of what in Colombia calls social leaders are being murdered by the government and also by paramilitary forces at the majority of the social leaders are

328

00:57:50.970 --> 00:58:02.430

Lina Martinez - Spanish Dept. (Ella/She): Africa Colombian leaders and indigenous leaders. And so in the recent protests, the students. That's one of the one thing that I wanted to bring here. The students are very aware that everybody's connected

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00:58:03.180 --> 00:58:10.110

Lina Martinez - Spanish Dept. (Ella/She): And the well being of the students in the capital is connected with the well being of the students in the regions, and particularly in

330

00:58:10.380 --> 00:58:21.480

Lina Martinez - Spanish Dept. (Ella/She): The most vulnerable regions which are the Afro Colombian indigenous regions. And so when they go out to protest in the street. They are also thinking of invoicing and working with

331

00:58:22.050 --> 00:58:30.840

Lina Martinez - Spanish Dept. (Ella/She): These regional collectives. There are made up of Afro Colombian students and Indigenous students. So something that I think is

332

00:58:31.740 --> 00:58:47.910

Lina Martinez - Spanish Dept. (Ella/She): Beneficial when we think of, okay, what can we learn from things happening in other countries that we can bring here is this aspect of solidarity that should go beyond the having for bubble. And so for for students in Colombia. That means recognizing that

333

00:58:49.410 --> 00:58:59.400

Lina Martinez - Spanish Dept. (Ella/She): They can learn from movements that are not happening in the campus and I want to mention one in particular and and i'm going to share a link on the chat there.

334

00:59:00.750 --> 00:59:12.360

Lina Martinez - Spanish Dept. (Ella/She): Okay, let me just check as I can do, I can do two things at the same time. Gotcha. Thank you. Okay, so from 2014 let's say 2014 onwards, there's

335

00:59:12.840 --> 00:59:26.010

Lina Martinez - Spanish Dept. (Ella/She): A growing movement of Afro Colombian people fighting to defend their ancestral lands. So the land, specifically in the Pacific Area was guaranteed by the Constitution as ancestral Afro Colombian and indigenous land.

336

00:59:26.520 --> 00:59:33.630

Lina Martinez - Spanish Dept. (Ella/She): But that's the land that now is being sold to mining companies from Canada or South Africa, particularly those two countries.

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00:59:34.080 --> 00:59:39.390

Lina Martinez - Spanish Dept. (Ella/She): And so Africa Colombians and particularly African Colombian women so black women.

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00:59:39.870 --> 00:59:48.840

Lina Martinez - Spanish Dept. (Ella/She): Have been collaborating with indigenous populations in creating processes to take back those lands and actually guarantee that those lands in the hands of

339

00:59:49.260 --> 00:59:59.790

Lina Martinez - Spanish Dept. (Ella/She): Africa lemon indigenous populations in particular, there's a person called Franzia Marcus and she's a very important social leader. And she said, black feminist who

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01:00:00.540 --> 01:00:09.840

Lina Martinez - Spanish Dept. (Ella/She): Represents her town that and now that are what dimension that you know strikes in chiller called lotto ma her town is called let them.

341

01:00:10.470 --> 01:00:26.970

Lina Martinez - Spanish Dept. (Ella/She): Know, and she represents her town and she's been fighting for so many years to protect the rivers to protect and like the jungles of their area to protect ancestral ways of doing mining to protect the communities.

342

01:00:27.600 --> 01:00:35.910

Lina Martinez - Spanish Dept. (Ella/She): And her methods are methods that we can somehow relate to the model of popular education that maybe some of you are familiar with.

343

01:00:36.330 --> 01:00:57.150

Lina Martinez - Spanish Dept. (Ella/She): That comes from the work of power for a day, and it comes from the movement of our recent era in Brazil, and it's a movement that prioritises both Learning and Literacy with doing and political action political practice. And so her example was so

344

01:00:58.200 --> 01:01:09.780

Lina Martinez - Spanish Dept. (Ella/She): beneficial for her name is Francis Marcus Lattimore her her movement is so beneficial in activating current student movements.

345

01:01:11.040 --> 01:01:20.130

Lina Martinez - Spanish Dept. (Ella/She): It has attracted the attention for instance of Angela Davis also because it was mentioning a job. It is Angela Davis came to Columbia specifically to visit Franzia Marcus.

346

01:01:20.580 --> 01:01:29.610

Lina Martinez - Spanish Dept. (Ella/She): In that OMA and then she went to the National University in Bobo that to expand the voice of what is being done in the Pacific Area.

347

01:01:30.120 --> 01:01:39.780

Lina Martinez - Spanish Dept. (Ella/She): But I want to mention that this is particularly motivating for this generation because I think this generation of students finds themselves in this

348

01:01:40.740 --> 01:01:51.420

Lina Martinez - Spanish Dept. (Ella/She): Moment where they're faced with like neo liberal demands that come from like the global north, they're always prioritizing individualism and prophets generalization.

349

01:01:51.750 --> 01:02:02.430

Lina Martinez - Spanish Dept. (Ella/She): And being ready for the market and then these other tradition that I would say it's more Latino American are part of the global south, that makes you think of the collective and

350

01:02:03.300 --> 01:02:09.900

Lina Martinez - Spanish Dept. (Ella/She): We have other ways of doing and being with people who are not necessarily like you and I think both

351

01:02:10.710 --> 01:02:23.610

Lina Martinez - Spanish Dept. (Ella/She): The example of Franziska Marcus is working, how that has influenced protest movement and also how indigenous communities, particularly in an area called Cow, cow, which is the Pacific and the movement that just recently was in the capital column in

352

01:02:24.630 --> 01:02:30.390

Lina Martinez - Spanish Dept. (Ella/She): What they both have taught the student movement is that their well being of the students is

353

01:02:31.260 --> 01:02:44.490

Lina Martinez - Spanish Dept. (Ella/She): extremely tight with the well being of the most vulnerable communities in our country and also thinking that indigenous and African Afro Colombian communities are also made up of students right so

354

01:02:44.760 --> 01:02:46.980

Lina Martinez - Spanish Dept. (Ella/She): It's not like there's a division between the

355

01:02:46.980 --> 01:02:48.360

Lina Martinez - Spanish Dept. (Ella/She): Student Body and

356

01:02:49.950 --> 01:02:58.260

Lina Martinez - Spanish Dept. (Ella/She): Africa or indigenous communities is that they all see themselves as part of the student movement, but they also recognize that there are some groups that have faced

357

01:02:58.560 --> 01:03:05.220

Lina Martinez - Spanish Dept. (Ella/She): Violence in a more direct way and continue to be the main targets, as I was saying, social leaders are in the majority.

358

01:03:05.550 --> 01:03:23.130

Lina Martinez - Spanish Dept. (Ella/She): Afro Colombian and indigenous leaders. So what I wanted to invite people to them to think of ways in which we can expand our habit for bubble in thinking what can we learn from other movements. We've seen going on here in Philadelphia. And I think I've been really happy to see that in

359

01:03:24.360 --> 01:03:38.190

Lina Martinez - Spanish Dept. (Ella/She): The HC strike website and the Instagram, they keep saying, even though we've had, like, some resources coming to the bike or mutual aid fund, there's all these other groups that can also

360

01:03:38.940 --> 01:03:49.470

Lina Martinez - Spanish Dept. (Ella/She): Benefit from this redistribution of resources. And so that's, I think, a one way to push that for it. But then I keep thinking, Okay, what else can we do

361

01:03:50.040 --> 01:04:04.140

Lina Martinez - Spanish Dept. (Ella/She): To learn from those collectives in an ethical manner. Not like this anthropological thing of bringing them in. And so, like what Andrew was saying, of like appropriately knowledge, but to work with them, knowing that our will. Being estate to their well being. And that's, I don't wanna say

362

01:04:08.100 --> 01:04:08.760

Federico Perelmuter (He/Him): Thank you. Lena

363

01:04:09.690 --> 01:04:20.850

Federico Perelmuter (He/Him): So now we're going to go to our last presenter presenter. So I'm going to talk a little about to lay again and then we'll have time for some questions. Thank you.

364

01:04:21.480 --> 01:04:22.260

Sebastian Figueroa (he/him) Spanish: Yeah, hello.

365

01:04:23.040 --> 01:04:23.910

Sebastian Figueroa (he/him) Spanish: Yes, actually.

366

01:04:25.860 --> 01:04:32.310

Sebastian Figueroa (he/him) Spanish: I wish I had the chance to talk to you about what happened like between the 80s and 2018 in Chile.

367

01:04:33.420 --> 01:04:34.200

Sebastian Figueroa (he/him) Spanish: Something that

368

01:04:35.490 --> 01:04:45.630

Sebastian Figueroa (he/him) Spanish: Roberto mentioned bad. I think I will rather die. You know my time to to the Q AMP. A because otherwise we won't have time for that enough time for it.

369

01:04:48.180 --> 01:04:50.010

Federico Perelmuter (He/Him): All right. Um, so, then

370

01:04:51.390 --> 01:04:53.820

Federico Perelmuter (He/Him): Yeah, drop your questions in the chat or

371

01:04:55.110 --> 01:04:56.130

Federico Perelmuter (He/Him): unmute yourself.

372

01:04:57.210 --> 01:04:58.470

Federico Perelmuter (He/Him): If you'd like to ask a question.

373

01:05:00.810 --> 01:05:01.080

Federico Perelmuter (He/Him): Yeah.

374

01:05:03.450 --> 01:05:07.020

Claudia Ojeda: You can also use the raise your hand feature if that is more

375

01:05:08.370 --> 01:05:13.290

Claudia Ojeda: Useful. But yeah, I think, first of all, thank you so much to all of our speakers for all the wonderful

376

01:05:14.640 --> 01:05:18.960

Claudia Ojeda: Things that they talked about. And I think that a lot of them hit very close to home. I think

377

01:05:19.950 --> 01:05:30.360

Claudia Ojeda: Shout out to Professor Wiley for plugging the University of Puerto Rico in the chat. I think that like personally for me because of my experiences growing up in Puerto Rico and like seeing all the strikes.

378

01:05:30.660 --> 01:05:35.100

Claudia Ojeda: That happened there, which is kind of crazy to see people that have referred complaining about

379

01:05:36.090 --> 01:05:47.460

Claudia Ojeda: The Strike going on right now. When like I've seen people important political literally chain up the public universities like entrance not allowing people to go in like literally beating up professors for trying to hold class.

380

01:05:47.970 --> 01:05:52.860

Claudia Ojeda: camping out on university grounds and like doing this for over 80 days so

381

01:05:53.880 --> 01:06:03.840

Claudia Ojeda: You know, think, think about that those differences too as well. And the reason why I bring up Puerto Rico, not only because it's so important to me. But it's like just to show that there's a lot more

382

01:06:04.560 --> 01:06:09.750

Claudia Ojeda: Examples in Latin America and around the world of students protesting beyond what we

383

01:06:10.320 --> 01:06:17.580

Claudia Ojeda: Discussed here. So I think that that's also kind of moving forward into our conversations like where do we go from here.

384

01:06:18.060 --> 01:06:30.600

Claudia Ojeda: Thinking about not only have referred and how it relates to these examples that are wonderful professors have brought up, but also other examples around the world. So I kind of wanted to say that, but yeah. Any questions.

385

01:06:31.830 --> 01:06:36.150

Claudia Ojeda: That you have right now do feel free to start answering them. And I think there may be some in the chat.

386

01:06:37.740 --> 01:06:38.670

Federico Perelmuter (He/Him): So, go ahead.

387

01:06:39.750 --> 01:06:52.050

Sebastian Figueroa (he/him) Spanish: Yeah, thank you for for yeah for for the time to pose a question at least because I'm very interested in this idea of claiming the space in the university for for

388

01:06:53.670 --> 01:07:04.950

Sebastian Figueroa (he/him) Spanish: Taking over the classroom and taking over the space of the of the school and read. Read distributed knowledge. I think that's

389

01:07:05.700 --> 01:07:21.330

Sebastian Figueroa (he/him) Spanish: That's a really interesting aspect of them have any strike taking over the space to learn, you know, because the learning process doesn't stop during the strike you continue learning that

390

01:07:22.230 --> 01:07:40.680

Sebastian Figueroa (he/him) Spanish: You take control of the content of the approach and the time and the ways to to learn and to discuss them to debate. So, so my question, I think, is for for for for for everybody, not just the faculty, but also you as students

391

01:07:41.700 --> 01:07:52.980

Sebastian Figueroa (he/him) Spanish: How like you relate this to things and how, like, what, what has been your experience during the night. And in the last few days.

392

01:07:53.700 --> 01:08:10.380

Sebastian Figueroa (he/him) Spanish: Or in the past, regarding these two things taking over the space and taking over the content of the curriculum. And if I have time to maybe pose. Another question is this idea of the synchronicity because

393

01:08:11.610 --> 01:08:34.860

Sebastian Figueroa (he/him) Spanish: In my experience, the most important strike for me was in 2011 but it was national wide, but also global so in in and they do have that you are in a position of of of striking and in and

394

01:08:36.240 --> 01:08:40.350

Sebastian Figueroa (he/him) Spanish: And debating and and trying to change things at at

395

01:08:41.370 --> 01:08:53.700

Sebastian Figueroa (he/him) Spanish: Maybe an institutional level local level, but also you see all these people around the world and fighting for for for different issues, but you sort of like agree with them and

396

01:08:55.260 --> 01:09:01.170

Sebastian Figueroa (he/him) Spanish: In the position you're in and I'm thinking about this idea of the 99% that were so powerful for us.

397

01:09:03.000 --> 01:09:04.290

Sebastian Figueroa (he/him) Spanish: Back in 2011

398

01:09:05.880 --> 01:09:11.070

Sebastian Figueroa (he/him) Spanish: They do have been a you know a minority in a way, but also a maturity.

399

01:09:12.630 --> 01:09:13.710

Sebastian Figueroa (he/him) Spanish: We are like

400

01:09:14.850 --> 01:09:28.920

Sebastian Figueroa (he/him) Spanish: Like all people like 99% of the people are in the side, you know, so, so, yeah. I guess that two questions about the learning process taking over the space taking over knowledge and also how do you feel about level.

401

01:09:30.690 --> 01:09:33.150

Sebastian Figueroa (he/him) Spanish: struggles for social change.

402

01:09:43.380 --> 01:09:44.010

Sebastian Figueroa (he/him) Spanish: Too much

403

01:10:07.380 --> 01:10:07.710

Me.

404

01:10:10.350 --> 01:10:22.800

This is saying that if I could talk about the role of opera Mexican in this team stripes and how their contributions are recognized. Yeah, so I didn't address the issue of race.

405

01:10:24.570 --> 01:10:31.470

The discussion of race in Mexico is very different from the one for how is it discussed here in the United States.

406

01:10:32.760 --> 01:10:41.040

Aurelia Gomez Unamuno /she/ Spanish: Mexico, it has been very prominent the myth or the tale of two

407

01:10:42.270 --> 01:10:44.910

Which means that it's like a melting pot.

408

01:10:45.990 --> 01:10:56.130

And and most of Mexicans will recognize themselves as Mestizo but not indigenous not

409

01:10:58.410 --> 01:11:05.400

Optimistic. And so after the sentence. So there is a lot of of that, what I can say about

410

01:11:06.420 --> 01:11:07.020

Race.

411

01:11:08.760 --> 01:11:11.340

Maybe what I can say about race.

412

01:11:14.070 --> 01:11:22.830

t wiley: But I can say about racing in Mexican context is that, for example, many of the of the strikes that are made in in the rural schools.

413

01:11:23.250 --> 01:11:35.040

t wiley: So that's the school for teachers who are going to be teachers in rural areas and mostly they are communities that they are indigenous either they speak Spanish, and

414

01:11:38.610 --> 01:11:45.300

And and native language and indigenous language or is just Spanish, but the content of this

415

01:11:47.820 --> 01:11:58.200

Salad the participation of students in the rural schools, when they go and strike is mostly indigenous even though it is not acknowledged as a race. It is not an

416

01:11:59.820 --> 01:12:05.580

The agenda is not about race, but you can see that is is very

417

01:12:07.830 --> 01:12:11.310

Consistent that these tribes are always coming from

418

01:12:12.450 --> 01:12:19.260

regions that are indigenous or very low class like patient

419

01:12:22.830 --> 01:12:35.700

Yes, present that in the in the area of the rural areas and in the, in the case of strides in cities, it's coming from

420

01:12:37.230 --> 01:12:38.400

Working class.

421

01:12:39.480 --> 01:12:43.530

Aurelia Gomez Unamuno /she/ Spanish: We have a lot in Mexico City. Let's say we have a lot of

422

01:12:44.970 --> 01:12:52.200

A the indigenous route is very strong, but it's not acknowledge and then

423

01:12:53.760 --> 01:13:00.690

Aurelia Gomez Unamuno /she/ Spanish: The African route is starting to be a knowledge but but this is it's it's really not.

424

01:13:02.040 --> 01:13:10.230

Aurelia Gomez Unamuno /she/ Spanish: Something prominent and and predominant. I'm going to say so. But this is something that

425

01:13:11.550 --> 01:13:16.230

This is a debt that we still have in Mexico. We have not been addressing

426

01:13:17.700 --> 01:13:22.620

The race issue, particularly the African route.

427

01:13:27.270 --> 01:13:27.630

Claudia Ojeda: Um,

428

01:13:27.690 --> 01:13:28.590

Claudia Ojeda: I saw a

429

01:13:28.650 --> 01:13:30.750

Claudia Ojeda: Commune secure. You guys have your hand up.

430

01:13:32.100 --> 01:13:33.180

Camille/Zakiyyah (she/hers) [health studies]: Just be right now.

431

01:13:34.560 --> 01:13:37.200

Camille/Zakiyyah (she/hers) [health studies]: But yeah, just following that question.

432

01:13:37.260 --> 01:13:45.810

Camille/Zakiyyah (she/hers) [health studies]: And Professor Gomez answer. Um, I know personally, a place that like I've been seeking to learn more about during the strike and just like in my own

433

01:13:46.380 --> 01:13:55.740

Camille/Zakiyyah (she/hers) [health studies]: In my own life and education is like this idea of like transnational like blackness and like solidarity's across Latin America, like recognizing blackness as not like

434

01:13:56.520 --> 01:14:08.130

Camille/Zakiyyah (she/hers) [health studies]: As as like Latin next blackness not being different, um, so I just like wanted to share like one resource or organization. I've been following and attending a lot of webinars from but also I would just be curious to hear from people

435

01:14:09.150 --> 01:14:15.450

Camille/Zakiyyah (she/hers) [health studies]: Who have, like, read more on this and like study more on it, like, um, if you guys have any suggestions for resources because that's something

436

01:14:15.900 --> 01:14:23.310

Camille/Zakiyyah (she/hers) [health studies]: I'm just thinking about solidarity's across national boundaries has been something I've really been curious about, and would like to learn more about as well.

437

01:14:32.970 --> 01:14:40.710

Andrew Friedman, History, he/his: Yeah, I mean I could generate a list of resources on that and send it to you all. I mean, I think it's really important. I didn't mention this before but

438

01:14:42.030 --> 01:14:50.250

Andrew Friedman, History, he/his: Just thinking why those us strikes were called Third World Liberation strikes, you know, and a really big reason for it is that

439

01:14:51.180 --> 01:14:58.140

Andrew Friedman, History, he/his: Black and Indigenous students saw blackness and indigenous it as a global movement and they were joined in that movement.

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01:14:58.950 --> 01:15:11.700

Andrew Friedman, History, he/his: By migrant first, second, third generation Latina x Asian American and Caribbean students who also saw their student movements in the US is directly connected to

441

01:15:12.300 --> 01:15:26.550

Andrew Friedman, History, he/his: Solidarity with insurgent de colonial movements in Latin America and also their own experiences with the colonial movements and Latin America and around the world and I mean I guess just in terms of thinking about allies and connection. I was also

442

01:15:27.690 --> 01:15:37.350

Andrew Friedman, History, he/his: Really moved thinking about some of the comments on Roberto was making about 67 and Argentina and Chile and what

443

01:15:38.550 --> 01:15:48.870

Andrew Friedman, History, he/his: Earlier was saying about like how people want to negotiate or talk to individuals rather but what does it mean to talk to a group or to be forced to talk to a group

444

01:15:49.710 --> 01:15:58.650

Andrew Friedman, History, he/his: Um, and then just a lot of stuff that that Nina was saying about Colombia as well. Like, it strikes me that something that links up a lot of these

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01:15:59.880 --> 01:16:01.770

Andrew Friedman, History, he/his: Conversations is actually

446

01:16:02.880 --> 01:16:11.490

Andrew Friedman, History, he/his: How across all these borders, people are trying students are really trying to think rethink I'm nationalist education.

447

01:16:12.180 --> 01:16:22.860

Andrew Friedman, History, he/his: Like patriotic nationalist education and like education and service of estate political economic project. And I guess the flip side of that, for me, is also

448

01:16:23.370 --> 01:16:30.870

Andrew Friedman, History, he/his: Like really thinking about how coming out of all these different accounts of student movements that a lot of your allies.

449

01:16:31.320 --> 01:16:40.980

Andrew Friedman, History, he/his: Are stretched off some of them might be at Haverford but a lot of them also met be stretched across place in geography and also stretched across time. And so what does it

450

01:16:41.340 --> 01:16:51.840

Andrew Friedman, History, he/his: Mean to think about being in solidarity and then intimacy across time and across space and that way. But I'll definitely come up with some some readings and send it to you all to to

451

01:16:53.010 --> 01:16:54.000

Andrew Friedman, History, he/his: To elaborate

452

01:16:59.730 --> 01:17:08.130

Federico Perelmuter (He/Him): To what Collin put in the catalog little earlier about campus police as in campus safety as a kind of quote unquote friendly face.

453

01:17:09.420 --> 01:17:16.200

Federico Perelmuter (He/Him): Right. It's also interesting. I mean, thinking about the meeting we had like with Wendy yesterday where the first example, she went to was like

454

01:17:16.890 --> 01:17:32.850

Federico Perelmuter (He/Him): An active shooter situation which, like, I don't know. Seems like a pretty like minor concern, you know, and realistically, most of what campus safety does is like take white students who've drunk too much to the hospital so they don't get in legal trouble.

455

01:17:34.020 --> 01:17:50.190

Federico Perelmuter (He/Him): You know, like, which is basically like a class thing. So, like, that's also interesting the way that that's always obfuscated and there's a sort of like rhetoric of like we're protecting ourselves what, you know, not really. And Professor while so you have your hand up. So you wanna

456

01:17:50.700 --> 01:17:52.560

t wiley: You know, I just wanted to say.

457

01:17:52.740 --> 01:17:58.770

t wiley: Well, so I'm curious position of having cancelled and anarchism class which is

458

01:18:00.210 --> 01:18:02.700

t wiley: All kinds of ironic, but

459

01:18:04.320 --> 01:18:07.320

t wiley: The book, we would have been reading on Monday is a

460

01:18:08.550 --> 01:18:11.190

t wiley: Lot of these in Zapatista which is an outstanding.

461

01:18:12.870 --> 01:18:16.410

t wiley: Sort of biological texts does interviews were

462

01:18:19.500 --> 01:18:32.820

t wiley: Studying starting then who actually was one of the faculty advisors close friends, Howard Zinn to snake and ultimately left academia, which he concluded any

463

01:18:34.080 --> 01:18:37.410

t wiley: Intellectually oriented radical would have to do

464

01:18:38.580 --> 01:18:40.260

t wiley: And thought he would perhaps

465

01:18:42.240 --> 01:18:49.170

t wiley: In solidarity move to Ohio and work in a workshop and one of his close friends who already worked in a factory said that

466

01:18:50.280 --> 01:18:58.560

t wiley: It won't work. All the Union reps will call you anytime there's a philosophical conversation to intervene as a professor and he concluded that for him.

467

01:18:59.040 --> 01:19:09.600

t wiley: Since he was intellectually inclined being a lawyer, where he could unqualified Lee represent someone else's position constituted the best way to be in solidarity.

468

01:19:10.800 --> 01:19:13.590

t wiley: But in this book they explore solidarity in different

469

01:19:16.140 --> 01:19:28.950

t wiley: Iterations at different moments across the 20th century and across continents and so i would i would have committed as a pretty accessible way into at least one

470

01:19:30.900 --> 01:19:38.010

t wiley: Conception solidarity you one of them, the more beautiful think conceptions that he presents here came from a preset think

471

01:19:40.170 --> 01:19:47.730

t wiley: Who said that for him solidarity is being willing to stand next to someone in the rain with no one umbrella and

472

01:19:48.630 --> 01:19:57.120

t wiley: That's one conception and the other idea that comes out strongly in this book is the idea of a company men, which comes from liberation theology. So there's a very strong Latin American

473

01:19:57.600 --> 01:20:05.490

t wiley: Connection and a workshop on solidarity is something that I think would be wonderful for us to also consider. And so if you're in on that I'm in on it and

474

01:20:05.790 --> 01:20:13.800

t wiley: Already have a designated time Monday 710 so we could we could work something out. But I appreciate the questions and I thank you all for creating the space.

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01:20:20.850 --> 01:20:23.880

Roberto Castillo (he/him): I just briefly mentioned one thing about the police and that

476

01:20:24.300 --> 01:20:37.800

Roberto Castillo (he/him): As a result of this student movements in killer right now it's been, this has been forever and ever since that that 17th police forces are not authorized to enter universities.

477

01:20:40.170 --> 01:20:45.510

Roberto Castillo (he/him): They had to go. Of course they do. You know sporadically but they're actually not a stop at the gates.

478

01:20:46.830 --> 01:21:02.400

Roberto Castillo (he/him): Is one of the concessions so was gained in in the struggle and it's not it's not a coincidence. It's not. It's not just, you know, something has just happened, there's a direct connection between state coercion state power and the mass made by my students

479

01:21:03.750 --> 01:21:14.970

Roberto Castillo (he/him): I also change my background. So to show you this iconic picture of the protest the big demonstration in Chile. That's not fire. It's actually the sunset. So don't be scared.

480

01:21:17.190 --> 01:21:20.430

Roberto Castillo (he/him): There's there's smoke that people are burning barricades, you know,

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01:21:21.780 --> 01:21:34.800

Roberto Castillo (he/him): But what you see on top there, the person who's holding that flag is not holding the German flag that's not that you land flag that's that that's the flag of the Mapuche a nation of Chile.

482

01:21:35.880 --> 01:21:47.820

Roberto Castillo (he/him): Which had been has been actually engage in a long standing central as long fight first with the Spaniards and then with the two bands about the territory about their language about the culture.

483

01:21:48.990 --> 01:21:49.530

Roberto Castillo (he/him): And

484

01:21:50.820 --> 01:21:59.700

Roberto Castillo (he/him): Because of, you know, we have these coincidences and synchronicities the struggle of them a butcher has actually was taken up in solidarity.

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01:22:00.150 --> 01:22:10.920

Roberto Castillo (he/him): By the student movement and by this mass movement and therefore he became his, his became one of the symbols of this new upgrades. And so I think we need to think also about

486

01:22:11.700 --> 01:22:27.660

Roberto Castillo (he/him): How is it that we're connecting to the wider wider conception of national identity patriotism, as I think our turn said before, it just one of the things that happened is this is a wonderful little ways of connecting to the to the outside world.

487

01:22:32.220 --> 01:22:38.640

Sebastian Figueroa (he/him) Spanish: Can I say something about that because I find really interesting this idea of how police

488

01:22:41.040 --> 01:23:03.570

Sebastian Figueroa (he/him) Spanish: Once modern police or like campus police was invented or developed, you know, in the context of of strikes and the students lead practice in the 60s here in the US or or elsewhere. The 68, for example in Paris was was also a moment of

489

01:23:04.830 --> 01:23:13.560

Sebastian Figueroa (he/him) Spanish: A pivotal moment of we modernization of the police after the destruction strikes and any feeling and

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01:23:15.120 --> 01:23:22.530

Sebastian Figueroa (he/him) Spanish: Thinking about you. So solidarity synchronicity. But also, you know, shared his struggles or shared passive

491

01:23:23.610 --> 01:23:44.310

Sebastian Figueroa (he/him) Spanish: Of of repression and violence because what happened in today with them with them with my booty people his dad, for example, they have been subjected to historic violence from the police and the police in the south of Chilean we can say we could say that was created.

492

01:23:46.320 --> 01:23:55.020

Sebastian Figueroa (he/him) Spanish: to repress them similarly to do the creation of police in in in or the development of police for

493

01:23:57.270 --> 01:23:58.230

Sebastian Figueroa (he/him) Spanish: repressing or

494

01:24:01.500 --> 01:24:10.680

Sebastian Figueroa (he/him) Spanish: Black people right so and and i think that what happened in Chile is that this idea of the police.

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01:24:14.130 --> 01:24:24.780

Sebastian Figueroa (he/him) Spanish: regressing or comedian violence against the Mapuche people once an experience that suddenly was was also shared by the students

496

01:24:25.320 --> 01:24:43.290

Sebastian Figueroa (he/him) Spanish: Into after 2006 and well in the past to write in the 80s to but especially after 2006 and two tanks in 2011 we see more more police brutality against students and more and more police brutality against torture people. So this is a struggle.

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01:24:44.670 --> 01:24:50.460

Sebastian Figueroa (he/him) Spanish: Had to be put together at some point and and any did last year.

498

01:25:07.680 --> 01:25:08.190

Federico Perelmuter (He/Him): So,

499

01:25:08.400 --> 01:25:09.690

Federico Perelmuter (He/Him): We're right now at

500

01:25:09.960 --> 01:25:18.810

Federico Perelmuter (He/Him): A quote unquote time. Um, yeah, we're going to hang around for a couple more minutes. If people have more questions, feel free to keep them coming. If you have to go

501

01:25:19.410 --> 01:25:28.350

Federico Perelmuter (He/Him): You know, feel free to go. But we do want to just just note that, yeah. Feel free to drop them the chat. Again, raise your hands on mute yourselves, whatever works.

502

01:25:46.140 --> 01:25:48.750

t wiley: Can I, can I get you all to talk a little bit about the

503

01:25:49.770 --> 01:25:50.850

t wiley: Questions that you

504

01:25:52.140 --> 01:25:53.250

t wiley: Post at the beginning.

505

01:26:14.130 --> 01:26:15.480

t wiley: This is a silent protest.

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01:26:24.510 --> 01:26:30.300

Lina Martinez - Spanish Dept. (Ella/She): Sorry, do you mean, do you want a cloudy and soul and failure to talk a little bit about the question.

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01:26:31.650 --> 01:26:36.210

t wiley: Or, oh yes, that would be good. I mean, if, if you

508

01:26:36.240 --> 01:26:37.590

t wiley: Have anything to say.

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01:26:37.980 --> 01:26:43.860

t wiley: About the questions other than just reiterating them or if you could at least put them up and maybe someone else's

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01:26:52.110 --> 01:26:54.300

Claudia Ojeda: Yeah, I think I'm solid is putting some of them.

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01:26:55.080 --> 01:27:01.590

Claudia Ojeda: In the, in the chat. So I can say a little bit, but they can jump in as they want. I think that

512

01:27:02.010 --> 01:27:09.000

Claudia Ojeda: A lot of the questions. I mean, all three of us are Latin American and we kind of from like different places and we kind of wanted

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01:27:09.480 --> 01:27:14.460

Claudia Ojeda: That all different places. I have experiences with student protests and we all kind of

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01:27:15.150 --> 01:27:28.110

Claudia Ojeda: Consider early, you know, Latin America to be one of the birthplaces of, if not the birthplace of student protests and student activism in this way and we kind of were trying to think through questions of

515

01:27:29.730 --> 01:27:32.910

Claudia Ojeda: The like place. I live in America has in like an all these

516

01:27:34.950 --> 01:27:46.830

Claudia Ojeda: Examples have in the history of student activism as specifically like within also like the context of like bypass students specifically black students resisting

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01:27:47.850 --> 01:27:54.930

Claudia Ojeda: And like like Afro Latino. I know that will not say I don't want to use the term letting me that that's not a real thing. But like Afro Latinos.

518

01:27:55.980 --> 01:28:00.240

Claudia Ojeda: And and I think also to the first question, which is one of the one said, I think.

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01:28:00.900 --> 01:28:10.320

Claudia Ojeda: I was thinking about the most, which is about quicker ism. We were kind of, you know, one of our friends said that like the version of quicker ism that have referred kind of puts out as a bastardized version.

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01:28:10.920 --> 01:28:21.870

Claudia Ojeda: Will quicker ism. And so we were kind of thinking about like we were trying to think through how what how quicker is in place out at Haverford and how that can

521

01:28:23.160 --> 01:28:30.810

Claudia Ojeda: Kind of like maker destroy your experience here as well as like how that relates to the response to the student protests and

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01:28:31.800 --> 01:28:40.590

Claudia Ojeda: And all that. So I don't know if you that's kind of what I was thinking. I don't know if that makes sense. I don't know, sell in Philly kind of want to jump in and say something else.

523

01:28:58.560 --> 01:29:05.250

Federico Perelmuter (He/Him): Um, well, yeah, I mean, one thing I was certainly thinking about, like, as well. The Quaker ism thing, you know.

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01:29:06.750 --> 01:29:14.220

Federico Perelmuter (He/Him): Is this idea of like institutional values or something like that, you know, that are used in sort of like

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01:29:15.210 --> 01:29:23.520

Federico Perelmuter (He/Him): Sort of like solidified into these like procedures like I mean the example in the question is like consensus, you know, and the way that like

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01:29:24.060 --> 01:29:32.490

Federico Perelmuter (He/Him): That allows I don't know one person in a meeting to like, be like, oh I don't know, I don't agree with the methods of the end like

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01:29:32.880 --> 01:29:42.000

Federico Perelmuter (He/Him): You know, you're like, you know, the claim of bullying and some level comes from, from that kind of ethos or perspective of, like, oh, we don't all you know perfectly agree.

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01:29:44.640 --> 01:29:49.950

Federico Perelmuter (He/Him): And I don't know, like, like the way that that kind of history, right, because it is a claim to a history because you know

529

01:29:50.490 --> 01:29:58.650

Federico Perelmuter (He/Him): However, many there are quicker students that have referred and quicker professors. But ultimately, most of us aren't Quaker. I'm like, so it's a claim to a history and that

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01:29:59.490 --> 01:30:07.740

Federico Perelmuter (He/Him): That history can be sort of like challenged in the way that like the poster we had at the end and that's hanging outside of founders right now challenges, you know, by saying no, look,

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01:30:08.250 --> 01:30:18.300

Federico Perelmuter (He/Him): This is the history that's being sort of subsumed under this idea of Quakerism right this idea, the history of exclusion, the history of racism of like anti blackness specifically

532

01:30:19.980 --> 01:30:37.980

Federico Perelmuter (He/Him): Of misogyny right of trans phobia. If y'all saw that wonderful email caps to sent us. I'm like, you know, that kind of stuff. Trigger warning for the email. But, uh, you know, I don't know, I feel like that kind of way that institutions.

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01:30:39.120 --> 01:30:48.810

Federico Perelmuter (He/Him): Do that and and it goes back kind of what the other people have been talking about with like the way that the university is tied historically to this project of sort of like national

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01:30:50.400 --> 01:30:57.180

Federico Perelmuter (He/Him): Of nation building in that way. And that's why the university's both sort of like this central space, you know, in Argentina and

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01:30:57.870 --> 01:31:05.430

Federico Perelmuter (He/Him): In 1968 this pivotal event in one of the most brutal, just not the most brutal. But the second most brutal dictatorship from Carlos anania

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01:31:06.120 --> 01:31:14.040

Federico Perelmuter (He/Him): One of the pivotal event is called the Notre 11 o'clock. The night of long canes and what they had was a the police intervened.

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01:31:14.640 --> 01:31:23.760

Federico Perelmuter (He/Him): The University, which was taken over by students and you know basically made like made people flee the country, etc. Until the university is both

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01:31:24.180 --> 01:31:41.880

Federico Perelmuter (He/Him): Critically central to the process of the nation and because it's so central it's always sort of a place that allows its critique and is always sort of threatening undoing these places. Yeah. So it's something I was thinking about, I don't know. So something to add, or if you're thinking

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01:31:52.980 --> 01:31:53.190

Yeah.

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01:31:56.550 --> 01:32:06.690

Saul Ontiveros: Yeah, I mean, I'd be lying if I said, my head is empty, just because I'm we've gone through a lot of material today. And I guess what resonates with me in terms of

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01:32:07.980 --> 01:32:16.080

Saul Ontiveros: I guess the first meeting in or something. We didn't really talk about today was the confrontation between the strikers and people in power.

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01:32:16.650 --> 01:32:26.010

Saul Ontiveros: And we see that, like in like violent ways in Latin America and obviously like Wendy hasn't put a hit on this yet. So we're kind of just kind of waiting for her to

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01:32:26.520 --> 01:32:47.430

Saul Ontiveros: respond with her emails and orchestrate zoom calls with us. Um, but I guess when it comes down to it, and when we assess how we move into Haverford sort of form and dialogue and in in consensus and then patients and in time and like you know more fucking meetings like

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01:32:48.900 --> 01:32:59.700

Saul Ontiveros: What type of conflict. Are we willing to put ourselves in a strikers to get what we want. Um, without damaging the claims. We're trying to make to the institution.

545

01:33:00.390 --> 01:33:11.310

Saul Ontiveros: And that's something I've been thinking about since Professor Wiley has brought in anarchism into the conversation. Um, none of us are anarchist, I think, and none of us come from that tradition.

546

01:33:12.930 --> 01:33:25.860

Saul Ontiveros: And I think what we get from Latin America is violence but not necessarily a tradition that comes with that, at least in a very coherent way that would apply for us. But I guess I would have question myself.

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01:33:27.990 --> 01:33:47.220

Saul Ontiveros: When we're thinking how far we can go. And what we're trying to get ourselves in very like concrete like you curriculum better mental health organizations more money for stuff we want. How far are we willing to put ourselves physically into these spaces and in what ways, um,

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01:33:49.080 --> 01:33:54.960

Saul Ontiveros: Yeah, I guess that's that's what I'm thinking through, and I don't have an answer to that at all. But, um, yeah.

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01:33:57.780 --> 01:33:58.200

Thank you.

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01:34:00.810 --> 01:34:09.450

Claudia Ojeda: Oh yeah, already I saw that you had your Henry's but just before. One other thing that I've been thinking about a lot, and I also have not thought this through really well don't have an answer.

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01:34:09.840 --> 01:34:20.670

Claudia Ojeda: Either but it's just kind of like, at least in the context of Puerto Rico, you know that or anyone in any of these others, it seems like the university is kind of playing up a dual role both just like

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01:34:21.210 --> 01:34:28.560

Claudia Ojeda: A site of oppression. And as a side of assistance and I'm been kind of trying to remedy those in my head and trying to think through them like

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01:34:29.280 --> 01:34:35.940

Claudia Ojeda: You know, like in Puerto Rico specifically like of course you have the university administration, kind of going against the students

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01:34:36.570 --> 01:34:42.210

Claudia Ojeda: Like raising tuition like making it impossible for them to register into their classes, you have the fiscal control board.

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01:34:43.020 --> 01:34:46.590

Claudia Ojeda: Budget cutting the universe like making budget because the University

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01:34:47.100 --> 01:34:56.700

Claudia Ojeda: But then at the same time, like everybody knows that the University of Puerto Rico students are like the most like politically active students and like the reason why there's a political

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01:34:56.970 --> 01:35:01.500

Claudia Ojeda: politically active is because of the space at the University provides for them to be able to do that.

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01:35:02.220 --> 01:35:11.340

Claudia Ojeda: So those are kind of other ideas that I that I've been thinking through that I think we also tried to to get into the questions and and and something that we wanted to kind of think through

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01:35:12.150 --> 01:35:25.080

Claudia Ojeda: This Teton and and that I think that I have definitely learned a lot. Hearing from all of our professors and I hope to kind of continue those conversations as well and okay yeah out, Eddie. I saw that you had your Henry, so feel free to go ahead and talk

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01:35:33.750 --> 01:35:49.320

The construction of the idea of a nation, but also says the space of assistance and maybe the university. They asked the building. I mean all of this space allowed something, but it is it is the people

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01:35:49.950 --> 01:36:06.180

Who are the ones who are doing the university. And are you, you are the ones who are doing this happen right now and and that's what I'm very, very proud of you. And I'm very excited because of

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01:36:08.700 --> 01:36:12.060

That and I was going to say, don't let anyone does lie.

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01:36:14.250 --> 01:36:32.040

And here is a tradition of of the consensus, everyone has to agree. Everyone has like nothing can be out of office of a place that it has to be. And I think I don't know if this is only hire for culture or is it very American

564

01:36:33.300 --> 01:36:41.160

Aurelia Gomez Unamuno /she/ Spanish: But on like Latin America, I think it like everything, everything has to be in their control and like, it's not like this.

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01:36:41.820 --> 01:36:53.880

Aurelia Gomez Unamuno /she/ Spanish: And I teamed up the lesson that you are learning yourself with his actions that you are letting other people to learn by following and and and teaching to us.

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01:36:54.630 --> 01:37:00.270

Aurelia Gomez Unamuno /she/ Spanish: With this actions and with this movement kuna do not you will never forget that in your life.

567

01:37:01.200 --> 01:37:11.010

Aurelia Gomez Unamuno /she/ Spanish: And the kind of knowledge that you are putting together and the work that you're doing right now it's going to stay with you and not only us

568

01:37:11.610 --> 01:37:23.550

Aurelia Gomez Unamuno /she/ Spanish: So maybe not part of the curriculum. But I think is central to the experience of being a student and and building not it's not only questioning the system, but it's also

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01:37:24.240 --> 01:37:37.500

Aurelia Gomez Unamuno /she/ Spanish: Thinking and being able to dream and to think beyond that. So what changes can we do, and that is something that we're making the university happen now. So you are

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01:37:39.060 --> 01:37:42.030

Not institution, not another ministers.

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01:38:01.320 --> 01:38:07.800

Claudia Ojeda: Okay, my dad, you have your hand raised. So you can go and then professor, whether you also have your end result.

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01:38:09.240 --> 01:38:09.660

Thank you.

573

01:38:11.610 --> 01:38:20.880

Mayra Lopez (she/her): Hello. Hi. My name is Mayra I just have a question. Um, I guess our faculty. Um, and I just want to know any insight on how the

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01:38:20.880 --> 01:38:23.730

Mayra Lopez (she/her): Fat like how the different departments are reacting

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01:38:24.300 --> 01:38:27.930

Mayra Lopez (she/her): For example, like the Spanish department in terms of like the strike.

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01:38:29.280 --> 01:38:31.620

Mayra Lopez (she/her): Yeah, just want to learn more about the faculty's

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01:38:32.730 --> 01:38:34.620

Mayra Lopez (she/her): Perspective, if that makes sense.

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01:38:45.570 --> 01:38:48.960

Roberto Castillo (he/him): Thank you Mary for that. And I think that you know that

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01:38:50.460 --> 01:39:01.830

Roberto Castillo (he/him): One of the things that that I think it's important for everybody is to is to read the different structures within the big structure of the college and departments, of course, are an important

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01:39:02.550 --> 01:39:12.540

Roberto Castillo (he/him): substructure that needs to be read needs to be a praise in terms of power dynamics and things like that, but also needs to be. You also need to think about departments in terms of their own history.

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01:39:14.010 --> 01:39:16.890

Roberto Castillo (he/him): The, the Spanish department. I think it's

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01:39:19.050 --> 01:39:38.010

Roberto Castillo (he/him): Not, not particularly united now particularly I think in my critical opinion that that particularly invested as a whole, I think some of us are. And some of us are blessed. So I think we're all supportive of the strike, but a different ways in which different degrees of investment.

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01:39:39.150 --> 01:39:41.250

Roberto Castillo (he/him): I think it's one of the

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01:39:42.540 --> 01:39:47.220

Roberto Castillo (he/him): Best things that's ever happened at this college and I've been here for almost 30 years now.

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01:39:48.630 --> 01:40:04.350

Roberto Castillo (he/him): I i've i've seen little glimmers of what her for students could do at times, but this is the first time that I see this, this kind of really sort of complete and interesting

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01:40:06.210 --> 01:40:22.350

Roberto Castillo (he/him): Experiment that you guys are trying to carry. I don't think I want to echo really as our areas words and you know the universities, you know, this is the colleges you so take it you know toma toma toma toma coalition

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01:40:23.460 --> 01:40:28.470

Roberto Castillo (he/him): And and really own that. And you know, I think it's

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01:40:29.580 --> 01:40:40.860

Roberto Castillo (he/him): Within the department departments, we can keep trying to change the dynamics will be more, I guess, more effective and more proactive in the goals that we may have in common, but I think it's

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01:40:41.880 --> 01:40:53.310

Roberto Castillo (he/him): Ultimately, it's going to be up to you to also require these things and ask for them. Yeah. Clearly our department has a history that is really tied to activism. I

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01:40:53.820 --> 01:41:07.140

Roberto Castillo (he/him): Had had referred to it was Puerto Rican students who demanded in 1970 in the 90s after I think it was after the 1972 movement that the Spanish Department actually included Latin America.

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01:41:08.880 --> 01:41:13.500

Roberto Castillo (he/him): You know, before that was one professor who was in a modern language department teaching

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01:41:14.850 --> 01:41:19.380

Roberto Castillo (he/him): Iberian Peninsula stuff. He was great. He was a wonderful guy.

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01:41:20.820 --> 01:41:27.360

Roberto Castillo (he/him): But in a Latin America didn't exist and the bylines color is a Puerto Ricans have been here forever.

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01:41:27.750 --> 01:41:36.090

Roberto Castillo (he/him): For a long time, and there was nothing that they could study, you know, they had to read the Spanish Golden Age, which is wonderful. I love it but come on.

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01:41:36.570 --> 01:41:45.870

Roberto Castillo (he/him): So it was actually the origins of the requirements actually tied to that we need to remind the institution that is a history that needs to be respected and honor right there.

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01:41:47.100 --> 01:41:53.700

Roberto Castillo (he/him): So and also I think it's really that this is related to the issue of of the relationship between

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01:41:55.710 --> 01:41:59.490

Roberto Castillo (he/him): Latin Americans and ratio of blackness within the Latin Latin American culture.

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01:42:00.720 --> 01:42:12.270

Roberto Castillo (he/him): We need to acknowledge the racism that pervades Latin American culture as well. Anti black racism is an is an internal parts of Latin American culture until we don't

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01:42:13.050 --> 01:42:23.280

Roberto Castillo (he/him): Understand that until we don't really engage with that we're not going to heal. To understand this, this problem, right, and that is reflected in all kinds of ways.

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01:42:24.750 --> 01:42:33.240

Roberto Castillo (he/him): So in the in the in the election. Of course, you can see you're going to see claims that they're really over the top is like, you know,

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01:42:35.730 --> 01:42:42.420

Roberto Castillo (he/him): Latino men were, were the ones who, you know, gave Trump and lifting forensics either

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01:42:43.020 --> 01:42:54.690

Roberto Castillo (he/him): But, but, but, you know, other than that we really need to think about it when I think we, you, you can demand of the of the department to actually engage in a curriculum and actually provide information and provide

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01:42:55.770 --> 01:42:57.240

Roberto Castillo (he/him): What in Latin America, we call

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01:42:58.890 --> 01:43:06.420

Roberto Castillo (he/him): Formation, just like you actually for Mr. Is it kind of a paternalistic thing, but I think I like the idea of actually giving this kind of training.

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01:43:07.230 --> 01:43:19.530

Roberto Castillo (he/him): People into into thinking in a particular way. That means that get providing the elements for people to think critically about the object of the study. I think that's we have been

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01:43:20.610 --> 01:43:37.380

Roberto Castillo (he/him): I think not as effective doing that in the Spanish department, in part, I think, because our department has been tasked with service place to say we fulfilled that where we are here to to fulfill the, the Spanish requirement.

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01:43:38.400 --> 01:43:45.150

Roberto Castillo (he/him): And a lot of our work and a lot of labor goes into into that into actually teaching Spanish and no matter how much we

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01:43:45.600 --> 01:44:00.120

Roberto Castillo (he/him): tell ourselves that we actually teaching content and not the language itself or not, grammar, there is a significant part of the effort and energy that we have to devote to teaching language and to provide that kind of service to the college

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01:44:01.170 --> 01:44:06.510

Roberto Castillo (he/him): So I don't know that answer the question, and I hope that some of that get through.

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01:44:08.310 --> 01:44:10.200

Roberto Castillo (he/him): My ADA. I don't know.

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01:44:13.230 --> 01:44:16.080

Mayra Lopez (she/her): I think that was very helpful. Roberto. Thank you very much.

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01:44:16.230 --> 01:44:17.670

You're welcome. Thank you for the question.

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01:44:21.120 --> 01:44:22.050

Roberto Castillo (he/him): Um, yeah, I think.

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01:44:22.170 --> 01:44:33.660

Claudia Ojeda: In the interest of time because we've already got. Anyone can know how to tell. I don't know how long we've gone over but I'm Professor Wiley. If you want to say your question or comment that you had. And then we can kind of answer it, and then

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01:44:34.650 --> 01:44:50.190

t wiley: You know I wouldn't want to be less I'll defer to others. But the last thing I'll say again is just thank you. And one of the things I like about this framing and obviously there's never enough time, even if it were a year. We would still have not exhausted the possibilities, but

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01:44:51.990 --> 01:44:57.450

t wiley: One of the things that these sort of moments require and I guess this connect to the question about the Department

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01:44:58.920 --> 01:45:03.780

t wiley: Is people to be more imaginative and they have been and with the way that you framed

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01:45:05.310 --> 01:45:11.370

t wiley: The student movements in Latin American relationships, what's happening, what you all like to call the have for bubble

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01:45:12.390 --> 01:45:14.550

t wiley: There's opportunities to think about

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01:45:15.720 --> 01:45:30.300

t wiley: A new destination, a new path toward the destination. Everything has to be at play. And as you evolve in this process, hopefully you have refined and sometimes brand new ideas about who you are in

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01:45:31.260 --> 01:45:36.600

t wiley: how things should be conceptualized and it's perfectly fine to begin with.

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01:45:37.500 --> 01:45:43.950

t wiley: Inherited sort of categories and conceptualization and formula formulations. But even when you think about things. Historically,

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01:45:44.400 --> 01:45:55.830

t wiley: You can create a narrative to characterize what exactly is happening at Haverford that would run against what other people would say, and that can define for you.

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01:45:56.400 --> 01:46:03.600

t wiley: How solidarity will look. So I would say that there's a lot of work that can be done what we've done so far what you have done so I commend you and thank you.

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01:46:14.250 --> 01:46:16.290

Claudia Ojeda: Yes, I think, any last call.

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01:46:17.640 --> 01:46:19.500

Claudia Ojeda: For questions or comments.

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01:46:27.120 --> 01:46:31.380

Claudia Ojeda: Okay, cool. Well, um, before we kind of end. I think someone put in the

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01:46:32.100 --> 01:46:42.870

Claudia Ojeda: Chat Colin. I think you put it on the feedback form for the teachings, make sure to fill that out so we can kind of know where we're how we're doing and how we can continue this work.

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01:46:43.620 --> 01:46:54.720

Claudia Ojeda: Like to plug in things to Luigi for saying this, the Bryn Mawr strike collective is having their sit in today at nine in the old library. I don't know anything about Bryn Mawr, but like in the old library green

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01:46:55.650 --> 01:46:59.670

Claudia Ojeda: And they've been showing up for us. So we need to show up for them. So definitely plug

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01:47:00.090 --> 01:47:06.210

Claudia Ojeda: Plugging that in. And thank you so much to everybody for your questions. Thank you, specifically to

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01:47:07.410 --> 01:47:14.880

Claudia Ojeda: Professor Friedman and related Selena out alias TN. Am I missing any money. Oh my god, I'm so stressed. Now I don't know if I said everybody. Oh.

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01:47:16.020 --> 01:47:18.510

Claudia Ojeda: But like, thank you so much for everything.

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01:47:19.530 --> 01:47:28.830

Claudia Ojeda: Sorry. Thank you so much for like everything that you can do it all for all your wonderful presentations and for engaging with us and we hope that we can continue these conversations outside of this space and

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01:47:29.370 --> 01:47:36.480

Claudia Ojeda: Feel free to reach out to any of us, if you want to continue those and thank you to fill in southold for being wonderful friends and partners in crime always

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01:47:37.560 --> 01:47:45.030

luigie (he/him): Thank you everybody than me. So, yeah, yeah. Thank you for everything. And just to give directions when y'all get off the bus. It's under that

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01:47:46.200 --> 01:47:53.100

luigie (he/him): Bridge, you go straight through, and should be till left initially here, the people so yeah support them.

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01:47:54.780 --> 01:47:55.350

Federico Perelmuter (He/Him): Thanks. Yeah.