

CouRaGeouS Cuentos: A Journal of Counternarratives

Volume 5 *CouRaGeouS Cuentos: A Journal of Counternarratives*

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Preliminary Pages

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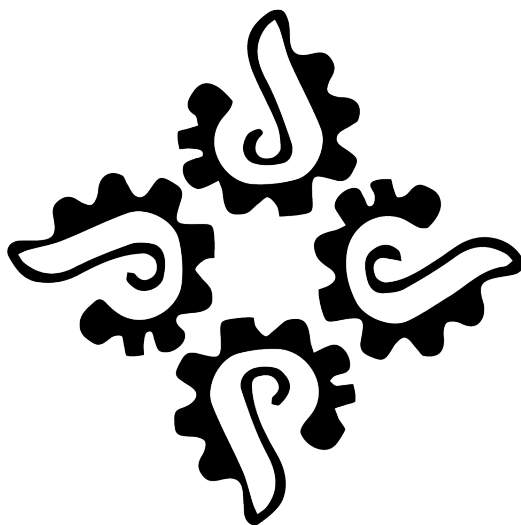
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CouRaGeous Cuentos

A Journal of Counternarratives



A Journal of the Department of Critical

Race, Gender & Sexuality Studies

Cal Poly Humboldt

Arcata, California

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About This Journal

CouRaGeouS Cuentos is a journal publication by the Department of Critical Race, Gender & Sexuality Studies (CRGS) at Cal Poly Humboldt. The journal is available both in digital commons at: digitalcommons.humboldt.edu/courageouscuentos/ and as a printed, bound copy available through Amazon.com.

The works published in this journal are by students who took the course *Ethnic Studies 107: Chican@/Latinx Lives* and students in the Promotorx Transformative Educators Program. Together, students want to make their stories, their counternarratives, available to their families, their communities, and any other students who could relate to their experiences.

The journal is published annually by students in the spring semester of each calendar year. The editing of the works is a collective effort by students in the class, students in *Ethnic Studies 280: Courageous Cuentos Production*, and the instructor of *Ethnic Studies 107: Chican@/Latinx Lives*. Every student in the class has the opportunity to publish their work and do so on a voluntary basis. Some students submit more than one entry, in addition to visual art that reflects central themes in each year's submissions.

Land Acknowledgement

As a student journal at HSU, we would like to acknowledge that HSU sits on the land of the Wiyot peoples which includes the Wiyot Tribe, Bear River Rancheria, and Blue Lake Rancheria. Arcata is known as Goudi'ni meaning "over in the woods" or "among the redwoods." Wiyot peoples continue to remain in relationship to these lands through ceremony, culture, and stewardship. They are important parts of not only the history of this area but also in continuing knowledges of this place.

We encourage those in Wiyot territory to make a contribution to the Honor Tax (<http://honortax.org/>), a system set up by local non-native people as one way to recognize and respect the sovereignty of the Wiyot people. Though there is no similar system for other Tribes in the region, we encourage direct giving to Tribes and Native-led efforts.

You can support such efforts on our campus by supporting the Native American Studies Department and the NAS Food Sovereignty Lab (nasp.humboldt.edu/fsl). Take their courses, attend their programming, and support their community projects and events.

Reconocimiento de Tierras

Nos gustaría reconocer que la Universidad Estatal de Humboldt se encuentra en la tierra de los pueblos Wiyot que incluye la Tribu Wiyot, Bear River Rancheria y Blue Lake Rancheria. Arcata se conoce como Goudí'ni, que significa “en el bosque” o “entre las secuoyas”. Los pueblos Wiyot continúan manteniendo una relación con estas tierras a través de la ceremonia, la cultura y la administración. Son partes importantes no solo de la historia de esta área, sino también de los conocimientos continuos de este lugar.

Alentamos a quienes se encuentran en el territorio de Wiyot a hacer una contribución al impuesto al honor (<http://honortax.org/>), un sistema establecido por personas no nativas locales como una forma de reconocer y respetar la soberanía del pueblo de Wiyot. Aunque no existe un sistema similar para otras tribus en la región, alentamos las donaciones directas a las tribus y los esfuerzos dirigidos por los nativos.

Puede apoyar tales esfuerzos en nuestro campus apoyando al Departamento de Estudios Nativos Americanos y al Laboratorio de Soberanía Alimentaria de NAS (nasp.humboldt.edu/fsl). Realice sus cursos, asista a su programación y apoye sus proyectos y eventos comunitarios.

Acknowledgements

We would like to express our gratitude to all the writers who submitted their stories – from students taking Chican@/Latinx Lives taught by Dr. Nancy Pérez in CRGS, to Eureka High School students taking Tim Olson’s class, Fortuna High School students taking Jennifer Femenella’s class, and Arcata High School students taking Anayeli Auza’s class who participated in workshops led by the PromotorX Transformative Educators program led by Dr. Marisol Ruiz.

We would also like to recognize Jasmine Chavez for contributing her artwork titled “Teachers for Social Justice” which became the central image and heart of our CouRaGeouS Cuentos Volume 5 poster. She illustrated this piece as a way to promote social justice within schools and felt inspired to showcase the lack of cultural representation by highlighting the importance of ethnic studies curriculum in schools. Many thanks to Imelda Valdez for collaborating on the design of the poster by honoring Jasmine’s work and the vision of the CouRaGeouS Cuentos production team to elevate and bring the work to life. Thank you both for the time and care you put into creating this beautiful poster, which will be shared and posted in schools throughout Humboldt County and act as a visual reminder to students of the importance of their stories.

Many thanks to the students in the CouRaGeouS Cuentos Production class of 2022 for continuing the vision of the journal of publishing students’ counternarratives. We appreciate your hard work and dedication in editing the submissions, designing the journal, and organizing our annual CouRaGeouS Cuentos Celebration Event. You created a powerful virtual and in-person celebration for our students and our community where they felt safe and empowered to read and feel inspired by each other’s writings.

We would also like to acknowledge the PromotorX Transformative Educators of Spring 2022 for the relentless work they put into designing curriculum and lessons that would encourage youth to write and edit their micro affirmative pieces. They show us that we can change schooling into a space of affirmation. You are the change that we have been looking for! Anayeli Auza, Elizabeth Rubio, Jonni Segura, Mia Page, Briana Ruiz, Jasmine Chavez, Abran Neri, Amelya Rose Madrigal, Chelsea Rios Gomez, Kate Ramirez and Tania Estrada Rodriguez.

Special thanks to Digital Scholarship Librarian Kyle Morgan for the assistance with promoting our journal and for inviting us to connect with the larger published writers' community on campus. Kyle, thank you for always checking in on us, and of course for putting in the last final details to our journal before it goes to print. We appreciate you so much! This journal would not be possible without you.

To the staff and faculty of the Department of Critical Race, Gender & Sexuality Studies for your relentless support and encouragement. Thank you Dr. Ramona Bell, Dr. Christina Hsu Accomando, Professor Maral Attallah, Dr. Janet Winston, Professor Rain Marshall, and Professor Ana Bernal—your commitment and belief in the journal as it continues to evolve is immeasurable and everlasting.

To the DHSI Grant from the School of Education for co-sponsoring the CouRaGeous Cuentos Release Event and the printing of the journals for students. Thank you to the Creando Raíces team for your continued support of the journal and its vital role at this university.

CouRaGeouS Cuentos Production

Spring 2022

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Why CouRaGeouS Cuentos at Cal Poly Humboldt?

Introduction

By Nancy Pérez and Marisol Ruiz

Photo writings deepen our knowledge of who we are. Many times, we cannot express what we feel in writing but a picture captures what is hidden in the depths of our souls. Through a Critical Race Theoretical framework, college students and 9th-12th grade students engaged in photo-writings: fotonovelas, photo reflections, photo essays, poems, photo statement, photo remembrance, and photo as informative text. Photo writings were chosen as a genre because we believe it will deepen readers' understanding of people's experience, identity, and racial formation in the US. Photo writings are also a form of micro-affirmative texts. These texts affirm and validate the identities, existence, experiences, and racial formation of peoples. These writings are a response to the microaggressions people experience. These microaggressions have left many scars on people. Whether microaggressions are intentional or unintentional does not matter. What matters is harm was committed and that affects people's health and well-being. Microaffirmation is a way to protect us from those harms. Therefore, we believe these micro-affirmative texts are a form of protection, a form of healing to not only survive but thrive. Students thrived with one another as they shared their pieces getting to know each other at a deeper level to form everlasting bonds of "I see you," "I hear you," "I share that experience," "I will fight with you," "I will fight besides you," "we are community" and therefore "I will be here for you." Testimoniando with one another is a form of healing because words on paper must be voiced, shared to release the pain and restore ourselves.

Through photo writings youth and college students creatively wrote about their experience in the United States. Each photo writing builds on the next experience, complicating the racial and identity formation of peoples. Readers will transcend from the stereotypical definition of who people are to a multifaceted one. We conclude that it is through photo writing that we can capture

how people position themselves, actively contributing to their intersectional identity and racial formation.

In addition to microaffirmative photo writings, this volume's writings also reflect on the spaces and people in our communities that have created sites of collective learning, mourning, growth, restoration, healing, and empowerment for our students of color. Many of the authors pay tribute to their families, friends, teachers, community leaders, and community organizations. They honor the many ways they have supported and inspired their educational journeys, while also highlighting them as vital knowledge producers as well—the abuelita organizing around needs in her community; the father who is an *apicultor* (beekeeper); the mother who has dedicated 30 years of her life in el campo, while organizing for worker's rights; the community architect who designs buildings that better serve the community; and the over 80 elementary school children who spoke out against a mine that was dumping toxic waste in their community. This is why we decided to feature Julia, a community leader here in Humboldt who organizes workshops and teaches Mixteco to the local community in an effort to preserve and grow the indigenous language. Julia's teachings inspired by the garden anchor the writings in this volume. Tachi, Savi, Ita, Itu, Nduchi, Ñuun, Nimay, Shicoó, Nacuín sandiquitao—they all are integral to our sustenance and breathe life to our journeys, our movement, our growth, and most of all, our interconnectedness with each other.

As you read this volume we welcome you all to think about the complexities of racial formation, complicating the ways in which we understand our experiences in the United States. We believe these writings are significant because they showcase how we can engage the public with Critical Race Theory and deepen our understanding of the multifaceted identities of our community. These writings will help us all as a community transcend from the stereotypical understanding of who we are in the United States, specifically in Humboldt County.

Tanicundo

(Greetings)

In Humboldt, We Learn Mixteco



With Julia

I am teaching the Mixteco language because I want my language to grow like the kernels in corn which multiply when planted.
Let's start by learning some words together.