



# INFO SESSIONS

Come to one of the following info sessions to learn about the internships we offer!

## Fall Quarter

Week 10 | Tues 11/29 | 12-1pm

## Winter Quarter

Week 1 | Thurs 1/12 | 4-5pm

# LGBT RESOURCE CENTER INTERNSHIP PROGRAM HIRING FOR 2017-2018

## POSITIONS OFFERED:

- Art and Activism Intern
- Audre Lorde Intern for Liberation and Healing
- Bayard Rustin Intern for Education and Activism
- Community Engagement Intern
- Library Intern
- Outreach and Marketing Intern
- Rainbow Newsletter Intern
- Social Justice Education Intern
- Sylvia Rivera Intern for Politics and Human Rights

**APPLY NOW!**

**DEADLINE TO APPLY:** January, 24 2017

4pm

submit application at:  
[lgbt.ucsd.edu](http://lgbt.ucsd.edu)



UC San Diego  
**LGBT**  
RESOURCE CENTER

**FOR QUESTIONS OR MORE INFO CONTACT**

858. 822.3493 | [rainbow@ucsd.edu](mailto:rainbow@ucsd.edu) | [lgbt.ucsd.edu](http://lgbt.ucsd.edu)

# CAMPUS COMMUNITY CENTERS HIRING 2017-2018 INTERNS

Interested in social justice, making campus-wide impacts, contributing to Center growth, making new friends, and personal/professional development?

## Information Sessions are Center Specific

### Black Resource Center

Student Center Suite 202, more info: [brc.ucsd.edu](http://brc.ucsd.edu)

Fall Quarter | Week 10 | Thurs 12/1 | 4-5 pm

Winter Quarter | Week 2 | Tues 1/17 | 12-1 pm

### Cross-Cultural Center

Price Center East, 2nd Floor, more info: [ccc.ucsd.edu](http://ccc.ucsd.edu)

Fall Quarter | Week 10 | Wed 11/30 | 5-6 pm

Winter Quarter | Week 1 | Wed 1/11 | 5-6pm

Winter Quarter | Week 2 | Wed 1/18 | 12-1pm Transfer Student Hiring Info Session

Winter Quarter | Week 2 | Thurs 1/19 | 1-2 pm

### LGBT Resource Center

Student Center East, 2nd Floor, more info: [lgbt.ucsd.edu](http://lgbt.ucsd.edu)

Fall Quarter | Week 10 | Tues 11/29 | 12-1pm

Winter Quarter | Week 1 | Thurs 1/12 | 4-5pm

### Raza Resource Centro

1st floor of the Student Services Center, more info: [raza.ucsd.edu](http://raza.ucsd.edu)

Fall Quarter | Week 10 | Fri 12/2 | 11 am-12 pm

Winter Quarter | Week 1 | Mon 1/9 | 3-4pm

### Women's Center

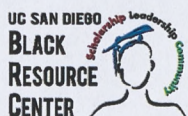
Student Center West, 2nd Floor, more info: [women.ucsd.edu](http://women.ucsd.edu)

Fall Quarter | Week 10 | Mon 11/28 | 4-5 pm

Winter Quarter | Week 2 | Thurs 1/19 | 1-2 pm

**APPLICATIONS DUE**  
**January 24, 2017 at 4pm**

Submit application materials to each Center(s) of interest.





**WEDS 1/25  
LGBT RESOURCE CENTER**

**LGBT**

**HEALTH**

**DAY**

**OUT @WORK: LGBT Health**  
10:30-11:30AM

**RESOURCE FAIR**  
11:30AM - 1:30PM

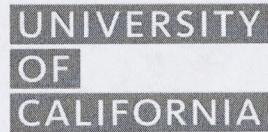
In partnership with the LGBT Resource Center and Health Promotion Services, join the LGBT Faculty and Staff Association as we present the first Out @ Work panel, a series that explores the experiences of out professionals.

\*Light Refreshments Provided.

Stop by and learn about the services and resources available to support you as you establish and maintain behaviors that contribute to your health now and in the future.



If you require accommodations to fully access the event, please contact us at (858) 822-3493 or [rainbow@ucsd.edu](mailto:rainbow@ucsd.edu).



Undocumented  
Legal Services  
Center

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Davis • Irvine • Los Angeles • Merced • Riverside • San Diego • San Francisco • Santa Barbara • Santa Cruz

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**University of California Undocumented Legal Services Center (“Center”)  
New Presidential Administration Frequently Asked Questions (FAQ)**

*The information below is informational and does not constitute legal advice. Each individual case is different, and advice may vary depending on the situation. Further, the information is changing on a daily basis. If you have any questions about your case, please contact a Center attorney for a consultation as soon as possible.*

**Deferred Action for Childhood Arrivals (“DACA”)**

**1. Will I still be able to work with my current, unexpired DACA Employment Authorization Document (“EAD”) card after the Presidential Inauguration?**

It depends on whether President Trump repeals DACA. If DACA is repealed, you will no longer be able to work with your EAD card even if it has not expired. If DACA is phased out or “sunsetting,” you will only be able to work until your Employment Authorization Card expires. That expiration date is listed on the card. If DACA is left untouched, you may continue to work as long as you maintain DACA.

**2. If DACA is revoked, can I work with the social security number I got through DACA?**

No, unfortunately you cannot. While your social security number is permanently yours and can be used to file income tax returns, the work authorization allowed for on the social security card might be temporary. The social security card received through DACA only allows for work authorization in conjunction with a valid grant of DACA, or some other valid immigration status.

**3. What will happen to my job if my Employment Authorization Document expires or is revoked?**

If you are employed with work authorization, you will mostly likely be unable to keep your job. Lawyers and nonprofit organizations are looking for alternatives relating to on- and off-campus jobs.

**4. What will happen to my tuition at UC?**

Undocumented students are ineligible for Federal financial aid. However, the following California-based programs should not change regardless of what happens with DACA:\*

- The California DREAM Act: California law that makes qualifying undocumented students eligible for state-based grants and institutional scholarships.
- The California DREAM Loan Program: Establishes state-based educational loans for undocumented students attending California public universities.
- AB 540: A California law that allows a qualifying student who would otherwise not be eligible for in-state tuition to pay in-state tuition fees at any UC, CSU, or CA community college.

*\*Check with the financial aid office at your school for policies specific to your campus, especially if you think you have been received funding based on being a DACA recipient.*

**5. I currently have DACA. Should I file a DACA renewal application in the future?**

No, if DACA is repealed or sunsetted, you should NOT file a DACA renewal application in the future. You will risk losing the filing fee and you will be giving updated information to the government, which could be used against you. If DACA has not been revoked and you would like to renew, please contact a Center attorney as soon as you can.

**6. I have not yet applied for DACA. Should I apply now?**

No, you should not apply for an initial DACA application. Applying for DACA provides your contact information, immigration history, and other important information to DHS, which can then use that information to go after you or your family members that reside at your address.

Even though the original DACA program promised that information would not be shared with ICE we don't know if the new administration will keep that promise.

**Advance Parole**

**7. I received Advance Parole to be abroad after January 20, 2017 (for example, study abroad). Should I go on my trip?**

No, you should not leave or be outside of the country now that the new president has been sworn into office. This is because if President Trump repeals DACA while you are abroad, it is very likely that you will not be permitted to re-enter the United States upon return, with or without Advance Parole. If you want to remain in the United States, you should NOT leave the United States if you are undocumented or DACAmented.

**8. I want to visit my family in my country of birth, because my grandmother is there and very sick. Should I apply for Advance Parole to visit her?**

No, you should not apply for advance parole or emergency Advance Parole. If you seek emergency Advance Parole, and if you travel now that the new president has been sworn into office, it is possible that you will not be permitted to re-enter the United States.

**9. I applied for Advance Parole and my application is pending. Should I withdraw the application? What will happen to my pending DACA Renewal?**

No, it is not necessary to withdraw your application if they already cashed your check. Even if your Advance Parole application is approved before your travel date, you should not travel outside of the United States.

What will happen to pending DACA Renewals is still uncertain. We will provide more information as soon as we receive it.

**Crimes and Contact with Law Enforcement**

**10. If I am charged with a crime will it affect my immigration status?**

It may and you may be required to appear in immigration court and be at risk of being deported. Under the new Executive Order issued on 1/25/2017, President Trump made a priority for enforcement those who have been charged with a crime but not yet convicted. Please see a Center attorney if you find yourself in that situation.

**11. Can I be referred to immigration if I get arrested?**

Yes, you may. Under the Executive Order issued on 1/25/2017, you may be referred to immigration court even if you haven't been charged for the crime. Please see a Center attorney if you find yourself in that situation.

**Marriage to a U.S. Citizen or Lawful Permanent Resident (“LPR” or “Greencard” Holder)**

**12. I am planning to marry my United States Citizen or Lawful Permanent Resident partner – how does that affect my status?**

It may affect it positively, but it depends on your specific situation and a variety of other factors. It is very important that your marriage is a “real” or “bona fide” marriage, which means that your marriage cannot be fraudulent. There are many factors that may preclude an applicant from gaining lawful permanent residency through marriage, such as the manner in which the applicant entered the United States and complex laws known as “grounds of inadmissibility.” Please see a Center attorney for a consultation to assess whether this is the right option for you and your partner.

**General Questions**

**13. What should I do if I come in contact with ICE?**

The U.S. Constitution guarantees rights to all people in the U.S., regardless of citizenship status, which includes the right to be free from unlawful searches and seizures. In practical terms, that means that during a police or immigration officer encounter, you have:

- the right to remain silent;
- the right to refuse consent to a search of your person, your vehicle, or your home without a valid warrant; and
- the right to calmly leave the interaction if you are not under arrest, and the right to ask to speak to an attorney if you are arrested.

You should carry around the Immigrant Legal Resource Center's "red card" to read your rights in case of contact with ICE: <https://www.ilrc.org/red-cards> (available in English and Spanish).

To read more about your rights, please see the National Immigration Law Center's resources: <https://www.nilc.org/issues/immigration-enforcement/everyone-has-certain-basic-rights/>.

For multi-lingual Know Your Rights materials please see: <http://www.immdefense.org/ice-home-and-community-arrests/>

#### **14. What can I do to keep my family safe?**

You can help them develop a safety plan, as well as inform them of their rights.

To read more about developing a family preparedness plan, please see: <https://www.ilrc.org/family-preparedness-plan>

#### **15. Is it ok for me to travel to another state within the U.S.?**

In the U.S., domestic flight security is governed by the Transportation Safety Administration, which is part of the Department of Homeland Security. There is risk of travelling on a domestic flight, because you could be asked about your immigration status by security. If you currently have DACA and it has not expired, you should be able to travel within the U.S via plane or other forms of transportation. If you are travelling by plane, you should make sure that you can provide the Transportation and Security Administration Agents with acceptable identification. TSA Acceptable IDs: <https://www.tsa.gov/travel/security-screening/identification>. If DACA is repealed, you should not use your EAD card, and there may be a greater risk of travelling within the U.S.

If you are undocumented without DACA, it is not recommended that you use an AB60 license as identification for travel: [https://www.ilrc.org/sites/default/files/resources/ab\\_60\\_4\\_27\\_15.pdf](https://www.ilrc.org/sites/default/files/resources/ab_60_4_27_15.pdf).

Please also see the American Civil Liberties Union's (ACLU) fact sheet on risks associated with travel within the "100-mile border zone": <https://www.aclu.org/other/constitution-100-mile-border-zone?redirect=constitution-100-mile-border-zone>.

#### **16. Is the University of California a sanctuary campus?**

The terms "sanctuary city" and "sanctuary campus" have no clear definition and can refer to a wide variety of policies. While the University of California does not use the term "sanctuary campus," it is committed to ensuring the safety of its undocumented students, staff, faculty, and

others who are a valued part of the UC community. The UC Office of the President has issued a set of principles in support of undocumented members of the UC community here: <https://www.universityofcalifornia.edu/sites/default/files/Statement-of-Principles-in-Support-of-Undocumented-Members-of-UC.pdf>.

Part of this includes having the Center attorneys available to you to answer any questions you might have. Do not hesitate to contact the Center attorneys with questions via the contact information below.

**17. Donald Trump promised to take federal funding away from “sanctuary jurisdictions.” Does this mean that the University of California will no longer stand by President Napolitano’s Principles?**

For now, it appears that UC will stand by its commitment to not turn over records, not allow campus police to enforce immigration laws, and to severely restrict any ICE enforcement on any campus: <https://www.linkedin.com/pulse/what-president-trump-can-do-young-immigrants-janet-napolitano?articleId=6229781495943434240#comments-6229781495943434240&trk=prof-post>

**Miscellaneous issues**

**18. California just legalized marijuana for recreational use. If I buy marijuana and am caught with it, can that affect my DACA renewal application or any future immigration applications?**

Yes, it can. Immigration is governed by federal, not state law, and marijuana is still unlawful to possess under federal law. Furthermore, it is important not to post images on social media of you engaging in marijuana use. If you have an arrest, citation, or conviction for any crime related to marijuana, or are generally concerned about how marijuana possession can impact your immigration status please contact a Center attorney as soon as possible.

**19. What other issues might affect me?**

We are working to address issues as they come up. We will be updating this FAQ when we have more information.

**How to Contact the UC Undocumented Legal Services Center:**

E-Mail: [ucimm@law.ucdavis.edu](mailto:ucimm@law.ucdavis.edu)

Office Phone: 530.752.7996

Website: <http://law.ucdavis.edu/uc-undocumented>

\*You may also contact the attorney assigned to your campus if you have his or her information.



Sign Up

Email or Phone

Password

Log In

[Forgot account?](#)

### UCSD Students Against Muslim Ban is on Facebook.

To connect with UCSD Students Against Muslim Ban, sign up for Facebook today.

Sign Up

Log In

## JAN 30 UCSD Students Against Muslim Ban

Public · Hosted by Hamoun Dowlatshah and 3 others

Interested

Going

Invite

Monday, January 30 at 12:00 PM - 3:00 PM PST  
about 1 week ago

UCSD Geisel Library  
9500 Gilman Dr, # 0175, La Jolla, California 92093

Show Map

About

Discussion

#### GUESTS

2K

interested

1.2K

went

2.4K

invited

#### Details

Dear UCSD Students, Staff, and Faculty,

During his first week in office, Trump has issued several problematic executive orders. He has banned Muslims--including refugees, visa and green card-holders--from seven Muslim-majority countries (Iran, Somalia, Sudan, Syria, Libya, Iraq, and Yemen). He also ordered extreme border enforcement and authorized the construction of a US-Mexico border wall. As Trump signs and enforces these executive orders, inspired by xenophobia and racism, several of our peers, classmates, colleagues, and students are seeing their lives fundamentally and irrevocably changed. We will not scapegoat and discriminate against communities, and we will not be silent or complacent as the Trump ad

[See More](#)

#### About the Venue



### UCSD Geisel Library

Library

3,235 Likes

66 talking about this

[Go to UCSD Geisel Library's Timeline](#)

#### Photos at UCSD Geisel Library

SOUP FOR THE



The LGBT Resource Center will be serving soup for lunch for STEM majors! Come and get fed while connecting with others to encourage STEM retention.

The atmosphere is cool and relaxed and a space for those who want to find community, talk about their experience, and find support in their classes.

While supplies last, STEM Square Friend stickers will be available for participants at the end of the event!

Please RSVP on the LGBT Resource Center's facebook. Come on over and have a SOUPer time!



JAN  
27

LGBT  
RESOURCE  
CENTER

1:30 - 3:30 PM

FOR ACCESSIBILITY OR SPECIFIC ACCOMMODATIONS TO FULLY ACCESS ANY OF OUR PROGRAMS OR EVENTS, PLEASE CONTACT US AT (858) 822-3493 OR RAINBOW@UCSD.EDU.



# BLACK GIRL MAGIC

Support three local Black Businesses here in San Diego!

*Black Mantra Holistic* will be selling  
100% natural skin care products.

*Author Ashley Nicole* will be selling her book  
"The Death of a Serial Monogamist."

*Afroetricizeit* will be selling a plethora of  
custom made jewelry and accessories!

When: January 27th, 2017

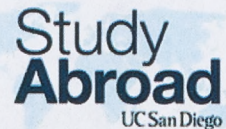
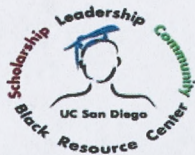
Time: 11:30 - 2:00 pm

Where: Black Resource Center

# You Abroad

Are you interested in studying abroad? Do you need help with the process? Would you like to hear from other Black students who have studied abroad? If so...

Come to the Black Resource Center on  
Tuesday, January 31st 2017  
at 5:00-6:30 pm



If you have any questions or are in need of accommodations, then please contact the Black Resource Center at [brc@ucsd.edu](mailto:brc@ucsd.edu)

# Students, Faculty Mobilize in Response to Trump Inauguration

By Matthew Zamudio - January 20, 2017



Protesters march down Library Walk. (Photo by Patrick Lazo)

As Donald Trump placed his hand on two bibles, taking the oath of office to become the 45th president of the United States, around 60 student protesters at UC San Diego organized in the rain at the Silent Tree in front of Geisel Library holding signs, shakers, megaphones and flags.

The march and walk out, organized by the Lumumba Zapata Collective, an activist group created by graduate students, hoped to declare that students and faculty would not comply with four years of President Trump, and that, despite his official designation, they would not abide by his controversial proposed policies.

Protesters marched from the Silent Tree to Peterson Hall, then down Library Walk and onto the crosswalk at Gilman Drive where they circled back and forth, trapping a MTS bus and stopping traffic in all four lanes.

Chanting, "Hey, hey, ho, ho, UC fascists got to go," and "No fascist USA, no Trump, no KKK," protesters eventually caused bus lines and shuttles to avoid campus altogether, instead dropping students off at La Jolla Village Square, nearly a mile from campus.

Police officers barricaded the area where the protesters were blocking the road, and escorted trapped vehicles out of the deadlock.



Protesters halt traffic. (Photo by Patrick Lazo)

Nearby, five people stood with UC IDs hanging from their necks. One of them was Dean of Student Affairs for Eleanor Roosevelt College Patricia Scott, who said they were stationed there to ensure the safety of both protesters and non-protesters.

"We're not trying to stop anybody from doing anything," Scott told the UCSD Guardian. "We just want it to be peaceful and as respectful as possible. Often times in these kinds of situations emotions can cloud people's judgement and thinking and things like that."

According to one upset protester, one of the UC officials tried to persuade her to let people through the human barricade.

Another protester, as the group—which had grown to nearly a hundred people—took momentary refuge in the Graduate Student Association lounge in the Old Student Center, warned the throng of the UC officials, saying they were there to "gather information."

Davide Carpano, a second year Ph.D. student studying sociology, told the Guardian that it was not just Trump's inauguration he was protesting by marching with the Lumumba Zapata Collective, but the lack of representation for all.

"Democracy has its strengths and it has its weaknesses and not everyone can really have their voice heard because not everyone has equal access to resources and the platforms that they need to do that," Carpano said. "This is just a unique opportunity where people are really angry and they are expressing that and I really hope that momentum carries forward, not against Trump, but against a lot of the problems that are inherent in our system."

From the Old Student Center, protesters moved to the medical school across Gilman Drive, then to Warren Mall where Tim Hawkinson's "Bear" sculpture stands. There, students and faculty from STEM departments joined their ranks as they moved toward their final stop, Matthews Quad.

In Matthews Quad, the march culminated with protesters, event speakers, and individuals celebrating Trump's inauguration converging in one space. Trump supporters wore "Make America Great Again" hats and waved American flags as protesters chanted beside them.

Sam from UCSD College Republicans spoke to the Guardian about his reasons for demonstrating with his fellow republicans in the quad.

"We are just here to celebrate the successful transition of power, the peaceful transition of power, which I think all Americans should be happy about," he said.

Sam explained that being a republican on UC San Diego's left-leaning campus has gotten easier after the election.

"You [faced] a lot of people calling you Nazis and racists," Sam said. "But I think after the election things have calmed down a little bit."

When asked about claims that Trump is misogynistic and racist, Sam denounced them and turned his focus to the protesters who still chanted around him.

"Trump supporters aren't the ones blocking buses, leaving classes and stuff like that," Sam told the Guardian. "And as for claims of racism and stuff like that, Trump never said anything racist, alright. He wants to build a wall but that's not against immigration, that's against illegal immigration. People always misconstrue that in the media. We love immigrants."

Sam also expressed dismay with the methods anti-Trump protesters used to make their grievances known.

"The people who are protesting the inauguration of Donald Trump were blocking buses, blocking the roads and basically causing a massive inconvenience to people," Sam said. "We saw it happen down on the freeway and people got hurt. Basically, it's not productive at all. We are here to celebrate America and celebrate our patriotism for this nation."

Aside from the Lumumba Zapata Collective, Angela Booker of the Communications Department organized multiple events in response to the inauguration that served protesters' needs, like sign making at the Communication Department's office, phone banking where students could call U.S. legislators and a read-in of Michel Foucault's "Society Must Be Defended."

The protest mostly dissipated in Matthews Quad after hours of chants and speeches by Lumumba Zapata Collective speakers. But at the time this article was published, there were still groups of activists having discussions in the rain.

*Nate Walker contributed to this report.*

**Matthew Zamudio**

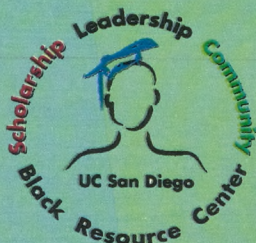
*Part of the Real World Career Series*

# QUEERING YOUR CAREER

Join us for a career conversation  
with LGBTQ Black Professionals.  
Come hear their stories and learn  
tips on how to navigate your career.

FEB 2ND • 5-6:30pm  
BLACK RESOURCE CENTER  
CONFERENCE ROOM

light refreshments provided



IF YOU REQUIRE ACCOMMODATIONS  
TO FULLY ACCESS THE EVENT, PLEASE  
CONTACT US AT [RAINBOW@UCSD.EDU](mailto:RAINBOW@UCSD.EDU).

SPACES



FRIDAY, FEBRUARY 3, 2017

11:30AM- 12:30PM

CGC COMUNIDAD ROOM

COME OUT TO THE FIRST QUEER/TRANS\*  
INTER-GENERATIONAL MIXER OF WINTER QUARTER. WE  
WILL BE HAVING LUNCH CATERED BY CROUTONS AND  
BUILDING BRIDGES BETWEEN OUR FACULTY, STAFF,  
GRADUATE AND UNDERGRADUATE COMMUNITIES.



# IN THEIR OWN WORDS: 'We've woken up': What it's like to be LGBT under Trump

By [BRIAN DE LOS SANTOS](#), [TRE'VELL ANDERSON](#) AND [PRIYA KRISHNAKUMAR](#)

FEB. 3, 2017

On one hand, the LGBT community has experienced unprecedented representation in film and on television in the past few years, from former Olympian Caitlyn Jenner's reality show, "I am Cait," to the Web series "Her Story," starring two transgender actors, landing an Emmy nomination. On the other, lesbian, gay, bisexual and transgender people have been on the receiving end of increasing instances of discrimination and violence — state laws restricting bathroom use, the Pulse nightclub attack that took 49 lives, unprecedented numbers of transgender women of color being killed. All of this happened on the watch of the first black president of the United States, Barack Obama, who was dubbed by Newsweek "the first gay president."

But Obama is no longer in office. Succeeding him is President Trump and a Cabinet once described by author Michealangelo Signorile as a "who's who of homophobia." On Inauguration Day, we interviewed LGBT leaders, activists and community members in Philadelphia at the annual Creating Change conference about their hopes, fears and expectations under the new administration. This is what they said.

Mario Espinoza, Student, GOLETA, CALIF.

"All of this bigotry and hate speech has affected me at a personal level."

Bamby Salcedo, Transgender rights activist, LOS ANGELES

"I have survived many things as a trans woman that I'm not scared."

Keisha McKenzie, Faith-based social activist, NEW YORK

"As people of color who are also queer and trans, our population is both antagonized by the Trump America and we are still part of it."

Carlos Guillermo Smith, Florida House of Representatives, ORLANDO, FLA.

"It's important that we strengthen our commitment... to make sure we are advancing whole equality for all of us, not just for those of us who it might be a little easier for."

Alex Kulick, Student, GOLETA, CALIF.

"It's definitely really frightening."

Erik Lampmann, Public policy organizer, WASHINGTON, D.C.

"What I see from this is that queer hopes, lives and dreams are being stricken from the public record."

Devario Reid, Student activist, CHARLESTON, S.C.

"I feel like my most forefront identity being a black male is going to supersede anything in these next four years."

Lisa Cisneros, Attorney, WATSONVILLE, CALIF.

"The policy agenda that Trump touted during his campaign and his overt anti-Mexican stances have generated a lot of fear and anxiety, especially for children."

Roselyn Macias, Farmworker, SALINAS, CALIF.

"What did we work for?"

Victoria Rodríguez-Roldán, Transgender rights activist, WASHINGTON, D.C.

"It's going to be a big game of defense."

Jeremy Rye, Social justice advocate, NEW YORK

"I've actually had thoughts over the past couple of months about whether or not I've needed to go back into the closet."

Aaron Morris, Attorney, NEW YORK

"We must not splinter. We must be in solidarity."

Erick Romo, Digital developer, WASHINGTON, D.C.

"Being queer and undocumented, you really struggle to find safety in the immigrant community and the LGBT community."

Angel Santiago, Pulse shooting survivor, ORLANDO, FLA.

"My concern is the groups within our LGBT community who tend to suffer the worst."

Barbara Satin, Transgender rights activist, WASHINGTON, D.C.

"One of the plus sides of the Trump victory is the fact that it sort of shakes the LGBT community out of some complacency."

LCBT RC CONFERENCE ROOM  
FEBRUARY 3, 2017  
2PM - 4PM

**LGBTQIA+  
DISABILITY  
JUSTICE  
AWARENESS**



THE PROGRAM WILL SERVE AS A SPACE TO  
LEARN MORE ABOUT THE INTERSECTION OF  
FOLKS WITH DISABILITIES AND WHO  
IDENTIFY AS LGBTQIA+.

IF YOU REQUIRE SPECIFIC ACCOMMODATIONS TO FULLY  
ACCESS ANY OF OUR PROGRAMS OR EVENTS, PLEASE  
CONTACT US AT (858) 822-3493 OR [RAINBOW@UCSD.EDU](mailto:RAINBOW@UCSD.EDU).

# La Familia de UCR ¡PRESENTE!

Un espacio for our QT Community

## CONFERENCE SCHEDULE

### FRIDAY, FEBRUARY 3

[OPEN TO ALL]

REGISTRATION & CHECK-IN

6 p.m. • HUB Third Level



**FILM SCREENING:**  
"RAISING ZOEY"

7 p.m. • HUB 302

Learn about 13-year-old Zoey who, with the help of her mother and the ACLU, fought for her right to self-identify as a girl in school.



**AB SOTO PERFORMANCE**

8:30 p.m. • HUB 302

Dance to the musical magic of AB SOTO, a performance artist with Latin roots and a rebellious streak that challenges mainstream gay culture.

**JOIN US FOR ¡PRESENTE!,  
A QUEER AND TRANS COLLEGE CONFERENCE  
FOR THOSE WHO IDENTIFY AS  
LATINX/CHICANX/POC.**

Apply/Register by  
January 15, 2017 at  
[presenteconference.com](http://presenteconference.com)

### SATURDAY, FEBRUARY 4

[APPLICATION/REGISTRATION REQUIRED]

REGISTRATION & CHECK-IN

9 a.m. • HUB Third Level



**WELCOME WITH  
ALAN PELAEZ**

10 – 11 a.m. • HUB 302

A poet and community organizer at the intersections of undocumented, brown and black lives.

**WORKSHOP SESSION 1**

11:15 a.m. – 12:15 p.m. • HUB

**LUNCH**

12:30 – 1:30 p.m. • HUB 302

**WORKSHOP SESSION 2**

1:45 – 2:45 p.m. • HUB

**WORKSHOP SESSION 3**

3 – 4 p.m. • HUB

**WORKSHOP SESSION 4**

4:15 – 5:15 p.m. • HUB



**RECEPTION & CLOSING  
WITH BAMBY SALCEDO**

5:30 – 6:30 p.m. • HUB 302

Bamby is a nationally recognized Latinx transgender activist.

**DINNER ON YOUR OWN 6:30 p.m.**

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# WE HAVE NEVER NEEDED DOCUMENTS TO THRIVE BY YOSIMAR REYES

I am powerful – and I've always known that.

When I was 10, my Abuela told me I was undocumented. She did this not to scare me, but to convey that I would have to work twice as hard to make something of myself in this country. At an early age, I was forced to make peace with the fact that my life as an undocumented queer was going to be one filled with challenges. The biggest one being not allowing the limitations set for me by the government stop me from living a life filled with joy.

Coming out of the Shadows™ was not a phenomenon for me. I grew up in Eastside San Jose in a community with strong, established mechanisms for survival. We created our own rules to keep afloat and an underground railroad of resources. You'd know which coyote was reliable to cross your loved ones over and what jobs hired undocumented people.

I never saw my life as an undocumented person as anything worth discussing. I never imagined that in the future, there would be scholars forensically analyzing the ways in which we survive. "Undocumented" has never been my identity. It is a social condition constructed by the U.S. government that keeps me from my dreams.

Immigration became a topic of national conversation in 2006 with the "The Great American Boycott" of May 1st. Despite the fact that undocumented immigrants had been living in the U.S. long before 2006, our little boycott had gained us national visibility. Reporters and filmmakers became interested in our narratives. The media went wild looking for all the undocumented people they could showcase. Due to social media trends the most immediate access were young people brought here as kids wanting to pursue higher education. The stage became ready for us to become DREAMERS, a term born out of a failed federal legislation called the DREAM Act.

That same year, we saw a rise of undocumented people being in news specials and documentaries. It was particularly interesting that we were constantly asked to relive our trauma. "How did you find out you were ille- I mean, undocumented?"

However, instead of being asked to recount our pains to better understand ourselves as undocumented people, our narratives were weaponized to create a moral crisis for citizens – a bloc of people with actual voting power.

As a result, the very same autonomous, independent undocumented people I grew up with were chopped and edited to become victims with no agency. None of this made sense. I never wanted to be showcased crying on camera. Being undocumented was an experience only to be shared with folks in my same predicament. We did not and do not need saving. What we needed was for people to understand how this country reaps and exploits the (often literal) fruits of our labor so that we could move forward with creating practical immigration laws that make sense.

We needed them to see that immigration is not a people problem, but one set forth by racialized policies. The immigration conversation has been framed as a social problem, but we need citizens to understand that immigration is a racial justice issue: certain immigrants are targeted as being "problematic" based on their race.



Beyond being undocumented within the border of the United States, we represent migrants globally forced to leave their homes because of the economic imperialism countries like the U.S. have over our homelands.

Since 2006, undocumented people were positioned as subjects that constantly needed to prove their loyalty to this country while simultaneously having to live up to the expectation of being a "good" immigrant. The good immigrant is law-abiding, taxpaying, and contributing. The good immigrants aren't like the myths nativists promote: that undocumented people are lazy criminals who rip off the system.

This was the strategy and the gameplan: If we told as many "good immigrant" compelling stories, we would win over the hearts and minds of every American! This would later be the framework from which nonprofits and progressive politicians would operate, using the same tired talking points.

Our narratives are funneled into three main frameworks:

1. Our educational accolades: stories of undocumented students with 4.0 grade point averages being accepted into prestigious universities.
2. Our economic contributions: stories about how much undocumented immigrants contribute to local, state and federal taxes.
3. Our labor: stories of the jobs that would not get done without undocumented immigrants. Emphasis is placed on jobs that make the lives of citizens easier.

The nuances and complexities of our lived experiences are overshadowed by the sentiments of having to showcase us as "useful" people.

In 2008, then-Senator Barack Obama swayed the Latinx vote with promises to pass comprehensive immigration reform by the end of his first year. After completing two terms, Obama left with the legacy of being the "Deporter-in-Chief" as the 44th president has deported more than 3 million people: a new record for any administration.

2012's DACA (Deferred Action for Childhood Arrivals), a form of administrative change granting work permits and relief from deportation, is undeniably one of the biggest "wins" to come out of the immigrant justice movement in recent history. Many attribute it to Obama's goodwill, but immigrant youth remember otherwise.

Since 2008 and the death of DREAM, many young activists shifted away from respectability politics and opted to demand action from the president. Although Democrats wanted undocumented people to show their pride for this country by calling them DREAMERS and giving them American flags to wave, many simply got tired. The expectation to constantly prove ourselves and fit into the narratives set out for us were unrealistic, exhausting and dehumanizing. So undocumented immigrants started disrupting Democrats and Republicans alike. They shut down campaign offices. They went rogue.

They were warned. They were given an explanation; nevertheless, they persisted.

The reality is that undocumented people are not monolithic. There are 11 million undocumented people and 11 million complex narratives from different parts of the world. Now, more than ever, undocumented storytelling needs to disrupt the "Good Immigrant" and "Criminal Alien" dichotomy. It must consist of a spectrum of stories that allows undocumented people to be human.

Frameworks around the stories of undocumented people should take into account an undocumented audience. Our voices as undocumented people need to be the focal point as opposed to being edited for a citizen audience.

A war was declared on undocumented communities when America handed Trump the presidency. What we need now is to let undocumented people lead. The framework of our stories should be edited BY US FOR US. From the undocumented Salvadoran nanny in Upstate New York to the Kenyan undocumented doctoral candidate at UC Berkeley, it is time to build a bridge between our narratives and tell the true story of migration.

Let it be known that undocumented people have never needed saving. Let it be known that we are simply people who are caught in a game of political football. Undocumented people are powerful because waking up every morning to a country that vilifies you and to choose to actively participate is an act of resilience.

We are powerful – and it's time that the world knows that too.

Let undocumented people lead, let us create, let us dissent, stop co-opting our message.

*Yosimar Reyes is a nationally acclaimed poet, educator, performance artist and public speaker. Born in Guerrero, Mexico and raised in Eastside San Jose, Reyes explores the themes of migration and sexuality in his work. More information on Yosimar Reyes and his work can be found at <http://yosimarreyes.com/>*

## 10 Public High School Teachers Explain Why They're Worried About Trump's Pick for Education Secretary

President Donald Trump has nominated Betsy DeVos for the position of education secretary, and she seems to be one of the most controversial of all his picks.

DeVos has been outspoken about "school choice," and she is a supporter of school vouchers, which give students the opportunity to use public funds for private schools. She is also a supporter of charter schools, and has publicly criticized Common Core – the set of standards that demonstrate what students are supposed to know at each level.

Because of her stances and lack of experience in education, DeVos has been criticized by public school advocates. With regard to her "school choice" agenda, the American Civil Liberties Union of Michigan has referred to her position as "misguided," explaining that the focus on for-profit schools can have detrimental effects on public schools.

After DeVos's confirmation hearing earlier this month, criticism only intensified. At her hearing, it became clear that DeVos was not familiar with some key federal laws that aim to protect students with disabilities. Additionally, she hedged on the topic of enforcing sexual assault laws on college campuses. When asked if she would uphold Title IX as it relates to sexual assault, DeVos wouldn't give a clear answer, saying, "Senator, I know that there's a lot of conflicting ideas and opinions around that guidance." Lastly, many citizens were concerned when DeVos implied that schools should be equipped with guns for protection from "potential grizzlies."

In the weeks since her hearing, disability advocates, Title IX advocates, and even teachers and administrators have voiced their concerns regarding DeVos's nomination. In fact, Senator Bob Casey of Pennsylvania has reportedly received over 50,000 letters and emails objecting to DeVos as education secretary. It's easy to see that the reaction to her nomination has been swift and visceral.

*Teen Vogue* talked to 10 public high school teachers from all over the country to find out what they think of DeVos's nomination. Read on to learn what they had to say.

**Betsy DeVos has a vision that threatens the fundamental stability of our public school systems in America.** Since she has spent the last 20 years using her considerable wealth and political influence to advocate for privatization and vouchers, she has missed the fact that the federal government plays an important role in overseeing our public schools and making sure that all students have access to quality education. She also has no knowledge or experience with student loan programs, when the federal government is the largest provider of said loans. Lastly, her confirmation hearing revealed that she was also unaware of federal reporting requirements for harassment, discipline, and bullying for public schools. While she says her motivation is to improve educational opportunities for students through "school choice," her vision is about turning public schools into private entities which would exist to earn profits for corporations. –*Nancy, a public high school English teacher in New York.*

**I think the most troublesome indicator that she is not qualified is that she has no experience with public education.** Not only has she never worked in public education, she does not have the experience of being the parent of a child in public education. This tells me that she does not know what educators, parents, or students need from public education – which would be the very first requirement for someone who is the head of the department of education. DeVos is a champion of charters, vouchers, and private schools. As a teacher of at-risk students in an alternative school, I can tell you the answer is not taking funding away from public programs. My students and my fellow teachers deserve to be represented by

someone who is interested in championing the diverse needs of a diverse body of public school students. When I see Betsy DeVos, I do not see someone who represents my students, and that's a problem. – Courtney, a high school English teacher in New York

**I believe Betsy DeVos will do anything she can to dismantle our current education system.** Her support of private, for-profit schools is troubling on many levels. Based on her answers in her hearing, she is unfamiliar with the very concepts that we have professional development meetings about. Overall, I do not feel confident in her abilities to serve as Secretary of Education. She has never taught in a public school and her children did not attend public schools. Her proficiency is lacking in the world of public education, and I seriously doubt her growth would prove satisfactory within the testing window. As a fine arts teacher, I am also deeply concerned that the arts would be the first to go. The recent Every Student Succeeds Act includes the arts as part of the definition of a 'well-rounded education,' and I worry that DeVos would ignore or change that definition to exclude or eliminate the fine arts all together. –Mallory, a high school theater teacher in Georgia.

**DeVos is so far removed from the world of public education.** She threatens to create an entirely new set of challenges in addition to the ones we face every day as public school teachers. She doesn't understand the importance of educating every student, regardless of need or ability, which is the exact reason public schools exist. Without being able to even answer questions about this concept, I can't imagine her making any appropriate decisions for our benefit. –Laura, a high school music teacher in Massachusetts.

**Watching the confirmation hearing for Ms. DeVos, I had a strong visceral response at the injustice of such an unqualified person being chosen to oversee our public schools seemingly because she has donated so many millions to the Republicans.** In Michigan, she spent millions, not in support of public schools, but to dismantle them. Ms. DeVos helped fund the loopholes that allow charter schools in MI to discriminate against students with disabilities; no wonder she didn't know that the Individuals With Disabilities Education Act (IDEA) was federal law. Any classroom teacher or parent of a learner with disabilities can quote from it. It isn't just law, it's the right thing to do. –Rachel, a high school English teacher in Massachusetts.

**I am not just concerned about Betsy DeVos's nomination, but I am baffled.** She is in no way qualified for the position. Not only does she not have any education experience, but she never even attended public schools and therefore has no idea of their importance, the issues that school systems face, or how to fix them. In addition to this, records prove that she has severely damaged school systems she has been involved in. There are serious issues with our schools. Teachers don't always feel valued. Education too often is spoke of in terms of fads pushed by multi-million education companies, rather than what best serves students. There are some students who live in poverty, or face outside issues that affect their ability to learn. We need to work on these issues. And we simply cannot do that if we have someone who is against the rights of our most vulnerable students, and has no experience in education. –Karra, a high school English teacher in New Mexico.

**DeVos's lack of experience as an educator is deeply concerning, and was shown during her nomination hearing.** Her unfamiliarity with ideas that are central to assessing the growth of students and educators seems peculiar for someone who will be in charge of ensuring the success of our schools. Furthermore, her background as a political donor seems antithetical to the president's promise to "drain the swamp" of corruption. Lastly, the aggressive push toward school choice, intentions aside, seems to ignore the deeper issues that lead to drastic inequalities in our education system. There seems to be this alarmist notion that our public education system is floundering without taking into account the massive amount of diversity in our educational landscape. There are deeper issues such as racial segregation,

racial inequality, and income inequality, which I believe school choice doesn't fully address. Her deep devotion to the school choice principle seems simply grounded in ideological reasons, as opposed to evidence-based research. —*Nick, a high school science teacher in Missouri.*

**There are so many fears about DeVos.** For me, what is striking is her ... lack of knowledge about students with disabilities. This is a woman who would not qualify to be a teacher, principal, or administrator, but is being considered for Education Secretary. Like everything in this Trump world we now live in, it seems that knowledge, truth, fact, and qualifications are unnecessary. —*Debra, a high school English teacher in Virginia.*

**As a high school Latin teacher, I work with two concepts that Betsy DeVos seems to know nothing about: languages and students with disabilities.** I know that languages will find a way to continue, but her lack of knowledge regarding students with disabilities scares me. She basically admitted that she knows nothing of the federal laws that we, as teachers, have to follow every day. I would be fired if I acted the way she did, and I honestly would not even have a job as a teacher with the qualifications that she brings to the table. Many teachers have master's degrees and even PhDs. We know what we are doing. We studied long and hard to get the jobs we have. Teaching is not easy. We need to support public education and bolster it so that *all* children receive a fair and appropriate education. —*Taylor, a high school Latin teacher in Virginia.*

**I believe that Betsy DeVos, if confirmed, would be one of the worst things to happen to public education in the 21st century.** ... As a public school teacher, I believe that education is a civil right. I teach some of our community's most vulnerable students and I feel that DeVos does not have their best interest at heart. I am truly fearful about what her appointment would mean. We are already over-testing our students and trying to draw correlations between test scores and teacher abilities. We are already unable to address all of the needs of our students in terms of meals, shelter, stability at home, access to technology outside of school, and social needs. If we continue to ignore the correlations between economic status and education, we will have a harder time advancing as a society. I am deeply opposed to DeVos's appointment and am consistently working against the possibility of her being confirmed as our next secretary of education. I am hopeful that the delay of the committee vote is a signal that everyone can agree that she is absolutely not qualified. —*Emily, a high school business & tech teacher in Illinois.*

*Some names have been changed.*

## **Betsy DeVos Confirmed As Education Secretary**

Today the Senate confirmed Betsy DeVos as President Trump's education secretary, 51-50. Vice President Pence had to cast an unprecedented tie-breaking vote, after hearings that became fodder for Saturday Night Live; after angry constituents swamped Senate offices with 1.5 million calls a day; after two Republican senators defected; and Democrats held the floor overnight in protest.

The 59-year-old philanthropist and activist from Michigan takes over the leadership and management of a federal bureaucracy with 4,400 employees and a \$68 billion annual budget. Now, the question is: How much will actually change for the nation's 50 million public school students and 20 million college students?

Perhaps her opponents should take a deep breath. The federal role in education policy is limited. Less than 10 percent of funding for K-12 schools comes from the feds, for example. That said, here's what we'll be watching in the coming weeks and months.

### **On the higher ed side**

The Higher Education Act is up for reauthorization. Three issues that may come up early in a DeVos Education Department: the role of for-profits, college costs and enforcement of Title IX (which governs sex discrimination, including sexual assault cases).

- **On Title IX:** DeVos said in her hearing that it would be "premature" to say she would uphold department guidance that asks colleges to take an active role against sexual assault.
- **On college costs:** "Free tuition" proposals drew a lot of Democratic fans during the presidential campaign. DeVos was dismissive of the idea in her hearing: "There's nothing in life that's truly free."
- **On for-profit colleges:** During the Obama administration, the department, along with the newly formed Consumer Financial Protection Bureau, went after many for-profit colleges, with allegations of fraud and predatory lending. Two were forced to shut down: Corinthian Colleges and ITT Technical Institute. Meanwhile, the gainful employment rule required colleges to demonstrate that they were preparing a significant percentage of their students for the job market. When questioned by Sen. Elizabeth Warren, D-Mass., DeVos said she would "review" rather than uphold that rule.

### **On the K-12 side**

The headline here is: More state decision-making power.

Regular readers of our NPR Ed blog know that the main K-12 education law was reauthorized last year as the Every Student Succeeds Act, ESSA, which covers annual testing, among other things. The new law gave more authority to the states, at the expense of the federal government, to identify and remedy failing schools.

The Trump administration has already paused the process of ESSA implementation. Republicans in Congress have moved to use a little-known law called the Congressional Review Act to throw out the new accountability rules altogether. That leaves states in a situation that some Democrats and advocates have dubbed "chaos and delay." Other groups, including the National Governors Association, have said they welcome having still more authority at the state level.

Some civil rights advocates have raised concerns that, in the absence of a strong federal hand, some states will be less vigilant than others in identifying and correcting historic educational inequities of race and class.

DeVos' responses to Sen. Patty Murray, D-Wash., in her controversial written questionnaire, indicate that she comes down on the side of states' rights: "It is necessary and critical for states to have flexibility to determine how to identify and improve schools."

DeVos' department may take a leaf from Arne Duncan's book and set up a competitive grant program that encourages states to expand school choice. If so, we'll likely be hearing more about the benefits of private, virtual, religious and for-profit schools.

The school reforms DeVos backed in Michigan have favored for-profit charter school operators. And her husband previously held financial stakes in the for-profit and online K12 Inc., whose numbers she (erroneously) cited in defending virtual schools in her written answers to the Senate.

The organization she chaired, the American Federation for Children, favors both vouchers and a device called "tax credit scholarships," which allows companies to offset tax liability by funding students to attend private schools. In Florida, which the AFC has called out as a model program, 70 percent of these scholarships go to religiously affiliated schools.