

WEDNESDAY, SEPTEMBER 26, 2018
VOLUME 44, EDITION 12
ELON, NORTH CAROLINA

THE PENDULUM



CELEBRATING HISPANIC HERITAGE

PHOTO ILLUSTRATION BY DIEGO PINEDA | ENTERPRISE STORY COORDINATOR, MEGHAN KIMBERLING | DESIGN CHIEF AND ABBY GIBBS | PHOTO EDITOR

THE LATINO/HISPANIC EXPERIENCE AT ELON

DIEGO PINEDA | Enterprise Story Coordinator | @diego_pineda19

ENGLISH

FOR SENIOR MIRELLA CISNEROS, attending college seemed almost impossible because of where she was from, her socio-economic background and the educational resources she had growing up. When she applied to colleges, she was stepping into the unknown with the desires of being one of the few that “makes it” in her community of Snow Hill, North Carolina.

“Since a young age I knew I wanted to go to college,” Cisneros said, “even though that was a strange concept for me because I didn’t know anyone that had gone to college. But in my household my parents always pushed us to do our best in school, and my siblings did the same.”

The college application process for Cisneros was challenging as a first-generation college student whose parents do not speak English. She had to navigate the college application process on her own. After she received her Elon University acceptance letter and did research on tuition, she said only a miracle would allow her to attend the school.

The Latino/Hispanic population is the fastest growing minority in the United States. This group has grown from 3.7 percent in 2012 at Elon to 6.4 percent in 2017. Though this growth is notable, it is not representative of the U.S. national level which is 17.8 percent.

See **AMERICAN** | pg. 8

ESPAÑOL

ASISTIR A LA UNIVERSIDAD era casi imposible para Mirella Cisneros, una estudiante de último año, debido al lugar en donde ella creció, su estatus socio-económico y los recursos educativos que tenía a su alcance. Cuando ella comenzó a aplicar a las universidades, estaba entrando a un mundo desconocido con deseos de ser una de las pocas que lo logra en su comunidad de Snow Hill, North Carolina.

“Desde pequeña sabía que quería ir a la universidad,” Cisneros dijo. “Aunque era un concepto extraño para mí por que no sabía de nadie que había ido a la universidad, pero en mi casa mis padres siempre nos motivaron a hacer nuestro mejor esfuerzo y mis hermanos hicieron lo mismo.”

El proceso de las aplicaciones universitarias fue un desafío para Cisneros ya que es una estudiante de primera generación universitaria cuyos padres no hablan inglés. Después de que recibió su carta de aceptación a Elon University, Cisneros investigó cuánto costaba la matrícula de la universidad y se dio cuenta de que sólo un milagro le permitiría asistir a la universidad.

La población latina e hispana es la minoría con más crecimiento en los Estados Unidos. Este grupo también ha crecido en Elon del 3.7 por ciento en el 2012 al 6.4 por ciento en el 2017. Aunque este crecimiento es notable, no es representativo del nivel de crecimiento nacional de los Estados Unidos, en donde la población hispana y latina es del 17.8 por ciento.

Ver **AMERICANO** | p. 9



MY ONLY GOAL IN LIFE WAS TO GET TO COLLEGE.

MIRELLA CISNEROS
SENIOR



MI UNICA META EN LA VIDA ERA LLEGAR A LA UNIVERSIDAD.

MIRELLA CISNEROS
SENIOR



NEWS • PAGE 4

Afro-Latinos speak about their ethnic identity



LIFESTYLE • PAGE 12

Folk-pop singer coming to Elon shares her personal story



SPORTS • PAGE 15

Iñigo Bronte takes to the pitch in the United States

THE PENDULUM

A PUBLICATION OF
ELON NEWS
NETWORK

Established 1974
Volume 44, Edition 12

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LETTER FROM THE EDITOR

Don't be afraid to celebrate your culture with pride



Maria Barreto
Managing Editor
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For the longest time, I struggled with my Hispanic identity. I was constantly worried about being too American to call myself Hispanic, but still too Hispanic to call myself an American. I had become trapped in the idea that there was one ideal of what someone who was Hispanic or American is "supposed" to look like, without realizing I could be both.

I've grown up with people telling me I don't seem Hispanic because I don't have an accent or told to play different music because Marc Anthony and Prince Royce were too "Latin." I grew up hiding that I admired authors such as Gabriel Garcia Marquez and Isabel Allende

over Ernest Hemingway or F. Scott Fitzgerald. I went through a majority of my life suppressing the Venezuelan parts of myself. It wasn't until coming to Elon University that I learned to appreciate what made me unique and embraced my own culture of being Venezuelan-American.

The United States used to be a place where different cultures were welcomed instead of "othered." With the current administration, immigrants are brought up with a usually negative connotation. Hispanic immigrants especially tend to be lumped together as criminals, drug lords or called illegal, despite the fact this nation was founded by immigrants. People



WE REFUSE TO BE PUSHED ASIDE OR FORGOTTEN.

either forget or choose to ignore that there are more than 30 countries represented in the Latino/Hispanic community in the United States brimming with rich and beautiful culture. But if there's one thing Hispanics are, it's stubborn. And we refuse to be pushed aside or forgotten.

With this edition of The Pendulum, we hope to give a voice

to a community that doesn't always get the spotlight it deserves. This is the first time The Pendulum has dedicated an edition to Hispanic Heritage Month and the first time we've published anything in another language.

As someone who is used to walking around and not seeing many people who look like me, I could not have been more proud to work on something that highlighted a largely underrepresented community. This edition was the culmination of a lot of different people who put their heart and soul into it, and I hope you enjoy reading it as much as we loved creating it.

HISPANIC HERITAGE MONTH CALENDAR

SEPTEMBER

9:50 A.M. |
SPECIAL NUMEN
LUMEN |
Numen Lumen
Pavilion 27

7:30 P.M. |
GINA CHAVEZ
CONCERT |
McCrary
Theatre 27

OCTOBER

5:30 P.M. |
ORATORICAL
CONTEST |
The Oak House 2

7 P.M. |
RADICAL BLACK
LOVE |
Whitley
Auditorium 2

6 P.M. |
LATIN NIGHT IN
SOCCER |
Rudd Field 3

5:30 P.M. |
EL FUTURO
PERFECO FILM
SCREENING |
LaRose Theatre 5

10 P.M. |
LA HABANA
NIGHT |
Tap House 5

5:30 P.M. |
LATINX/HISPANIC
IDENTITY: WHO AM
I? |
McKinnon Hall 8

7:30 P.M. |
EFE TRES TEATRO
PRESENTS EL
MEROLICO |
McKinnon Hall 15

7 P.M. |
EDUARDO
CORRAL POETRY
CORNER |
Johnston Hall 17

NOVEMBER

5:30 P.M. |
TEMPESTAD FILM
SCREENING |
LaRose Theatre 25

11:30 P.M. |
HISPANIC
TAILGATE |
Bank of America
Drive 3

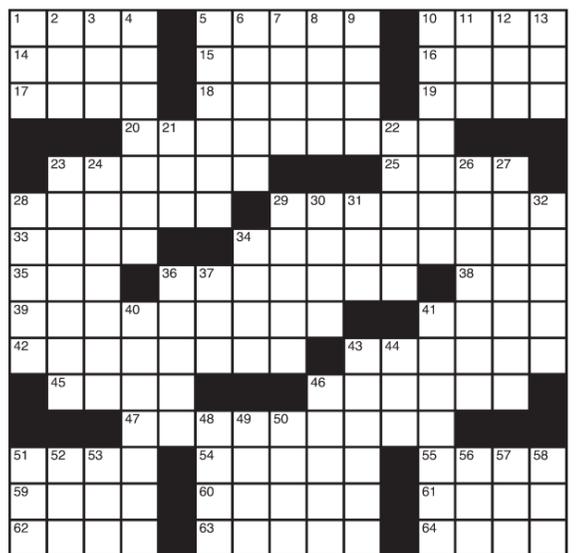
GAMES

FOR RELEASE SEPTEMBER 26, 2018

Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Lewis

- ACROSS**
- 1 Muslim pilgrimage
 - 5 Made docile
 - 10 Valley with a Wine Train
 - 14 Melville's "Typee" sequel
 - 15 Limber
 - 16 Malicious
 - 17 Bandit band
 - 18 Jackrabbits, e.g.
 - 19 Minimum
 - 20 *Niacin and riboflavin
 - 23 7UP competitor since 1961
 - 25 Harbinger
 - 28 *Twenty Questions question
 - 29 "I could be wrong"
 - 33 Knocks firmly
 - 34 Pseudonym
 - 35 Part of LACMA
 - 36 *Earth, Wind & Fire hit album whose title means "everything considered"
 - 38 "Nothing to shout about"
 - 39 Some llama herders
 - 41 Nuclear reactor component
 - 42 Ceylon, now
 - 43 *Fighter pilot's sensation
 - 45 Kikkoman sauces
 - 46 Medical lab specimen
 - 47 *Bravura performance reaction, briefly
 - 51 Copies
 - 54 Pogo stick sound
 - 55 Pac-12 team since 2011
 - 59 Mule team beam
 - 60 The way we word
 - 61 Snapper rival
 - 62 Baaing mas
 - 63 Domingo, for one
 - 64 Whack



By Ed Sessa

9/26/18

Wednesday's Puzzle Solved

R	A	M		C	Y	D		C	B	S		C	U	D		
E	R	A		D	I	E		R	U	E		A	B	E		
A	I	L		C	E	N	S	U	R	E		G	E	M		
L	A	I	C		L	I	E	I	N		G	Y	R	O		
				O	L	D	M	A	S	T	E	R				
A	C	H	O	O		J	O	E		P	E	P	S	I		
B	O	O	K	S		A	F	L		P	E	L	T	S		
U	N	T	I	E		C	L	I		S	N	A	I	L		
T	A	T	E		C	K	O	N	E		L	Y	R	E		
S	N	A	P		F	E	V	E	R		A	S	S	T		
				M	O	N	S	T	E	R	S	I	N	C		
				D	A	L	I			S	T					
S	O	L	I	C	I	T				S	L	E	E	P	I	N
P	R	E	C	E	D	E				T	E	R	R	I	N	E
A	S	S	Y	R	I	A				U	N	E	N	D	E	D

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- 40 Once-banned James Joyce novel
- 41 Weak excuses
- 43 __ snap
- 44 Mariner's hazard
- 46 Winning exclamation aptly arranged and spelled by the standalone letters in the answers to starred clues
- 48 Adjoin
- 49 Bridge site
- 50 Primatologist
- 51 Pro vote
- 52 Comics punch sound
- 53 Scrape (out)
- 56 Little kid
- 57 Historical period
- 58 Cry out loud

CONTACT

WHEN WE PUBLISH:

The Pendulum publishes weekly on Wednesdays

Elon Local News broadcasts Mondays at 6 p.m.

ELN Morning broadcasts Thursdays at 10 a.m.

ELN Online Exclusive broadcasts Tuesdays at 4:30 p.m.

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The other side of the *immigrant experience*

Elon students share stories about immigrating to the United States

Lucia Jervis

Elon News Network | @ElonNewsNetwork

Elon University sophomore Lucia Lozano always grew up with the expectation that at some point in her life, she would leave Colombia and live abroad. Her mother lived abroad when she was young and wanted to expose Lozano and her brother to the new perspectives, values and advantages one gains from coexisting with people from different cultures. Lozano moved when she was 12 years old.

“There was never the right time to do it because it was going to be a huge sacrifice, but when we did move, my brother had finished his first year of college there, and I was starting eighth grade. He didn’t want to leave, he was happy in college with all his friends from school that he had known for 14 years,” Lozano said. “It just worked out that way. My parent’s jobs were not going well, and they just wanted to leave.”

Carla, a senior at Elon whose name has been changed to protect her identity, moved to the U.S. from Mexico. Her eyes still tear up when she shares her story of how she and her family immigrated to the U.S. 19 years ago.

Carla and her family moved when she was only 3 years old. When they came to the U.S., her family started from scratch, owning nothing and working hard to find a better life. Carla and her family moved into a trailer park. Her parents worked prolonged hours for little money. Her mom worked mostly in the fields, and her dad had different jobs; he worked in restaurants for some time and then in a slaughterhouse.

“My family’s story for me is an emotional one even though there are many parts of the story I don’t know about,” Carla said. “When I was younger, I guess I didn’t understand a lot of things, but I just knew that my life was different than other people’s. I could see the difference sometimes with teachers between us and other students in school. I learned English pretty fast, because my siblings taught me. But in school, we spoke Spanish and sometimes our teachers would tell us, ‘Don’t speak that language, you’re in America,’ and things like that. So I always knew there was something different about who I was and where I came from.”



MY FAMILY’S STORY FOR ME IS AN EMOTIONAL ONE EVEN THOUGH THERE ARE MANY PARTS OF THE STORY I DON’T KNOW ABOUT.

“CARLA” SENIOR

Adapting to life in the United States

Both Lozano and Carla moved with their families to North Carolina – a state where, according to the Migration Policy Institute, 7.8 percent of the population is foreign-born, and 48.8 percent of people in that group are Latinos.

Lozano’s family came to the U.S. with more securities. Lozano’s mother found a good job in Chapel Hill as a teacher before they moved to the United States. They all entered the country with J-1 visas, while Carla’s family didn’t come into the country



The Lozano family hangs out during the holidays in their home.

PHOTO COURTESY OF LUCIA ROBLEDO

with legal documents or job security. However, both families had to make a lot of sacrifices in order to leave their homes, adjust to a new culture and environment and restart their lives in a new place.

“We made a very conscious choice of wanting to move our lives here. We are a family that had that choice and had securities of coming to stay with family members and my mom having a job, us having papers. In other words, we’ve had it so much easier than other people who have come here with less of a choice, with less securities and things waiting for them,” Lozano said. “But even then, it’s really hard. It takes a toll, and it’s a lot of sacrifices. And even in the best cases, even in the places that you have the most waiting for you there, it’s just always hard.”

Since Lozano moved when she was 12, she was fully aware of everything she and her family had to sacrifice. She loves to learn but struggled in school in the beginning to the point that she didn’t want to go. She wanted to stay home, watch movies and tune everything else out.

Lozano and her family went through anxiety, depression and hardship. They did have some family in the U.S., but most of Lozano’s family was still in Colombia. She didn’t have time to analyze her feelings. She knew she had to make it through, adapt, study hard and make her family proud. Lozano is still processing some of these feelings today.

“I’m the type of person that when big emotional things happen, I don’t process in the moment, I process a month later,” Lozano said.

Carla moved at a very young age. As she grew up, she realized she had different lifestyles at home and at school. She would go to school and be an excellent student, only thinking about her studies and how she could give back to her parents for all the sacrifices they’ve done for her by being a good student. Then, she would go home, where she only



Elon students attend the Collegiate Alliance for Immigration Reform in Harvard Conference Feb. 24.

PHOTO COURTESY OF LUCIA ROBLEDO

spoke Spanish and had to sometimes speak on the phone with relatives she had in Mexico who she had never met. She lived in two worlds at the same time. In one, she was encouraged to speak Spanish and embrace her heritage; in the other, she was encouraged to speak English and fit in.

Carla had to grow a very thick skin. She saw her parents work in jobs not worthy of their abilities, in places where people don’t treat them right and in unhealthy conditions. Many times, people took advantage of them, and her parents couldn’t say anything for fear of losing their jobs – something they couldn’t afford.

“Being here is amazing, but I always have this feeling of just being really tired to keep seeing my parents go through things they don’t deserve to go through,” Carla said, “especially with everything that is going in the U.S. currently. There are a lot of stereotypes about immigrants, and so it’s hard to see those things happening because not only does it attack me as a human but it attacks my parents most of all.”

Challenges and overcoming obstacles

One of the roughest time periods for Carla was her senior year of high school. Carla said that is when she could understand what her parents had been living through during their time in the U.S. Senior year was a challenge for Carla because of the college application process. Due to her immigration status and being a first-generation college student with a lack of guidance, it was extremely difficult for her to apply to colleges.

“Primarily what made it really difficult is that we identify as undocumented. So I knew it was hard because I had kind of seen my brother go through that. But he was able to get a scholarship for international students in Chapel Hill. When I applied for the scholarship, I didn’t get it, and I was like, ‘What am I going to do now?’ This is all I’ve ever wanted, and even beyond myself, I guess for my parents,” Carla said. “I didn’t want to fail them because they had literally given everything up for us.”

Her college counselor helped her as much as she could through the exhausting process. Several of the schools she could and did apply to didn’t give her enough scholarships.

But both Carla and Lozano applied to Elon University and received

scholarships that cover their full tuition every year.

“When I found out, honestly, I just kind of froze. I didn’t know how to feel, I just couldn’t believe it. All I kept thinking about was, I’m going to be able to go to school, I’m going to be able to do this, I’m doing this for my parents, I’m doing this for my family,” Carla said. “I was really happy but at the same time it was so surreal to me.”

Education played a big factor in why Lozano’s family decided to move in the first place. Carla believes that by fully immersing herself in her studies, she can let her parents know that their sacrifices were worth it.

“Our parents are the original dreamers. ... They are the ones that first created a dream for us to have a better life than theirs, and if it weren’t for them, I wouldn’t be dreaming to have a better life, or to do better. I wouldn’t be here, and wouldn’t have done anything that I’ve done so far,” Carla said. “In reality, they are the ones who have made us the people that we are today and currently we’re just trying to do our best - to keep going but also to end up doing something that ends up benefiting them because they deserve more than what they receive.”

THE JOURNEY TO SELF IDENTITY

Members of Elon's Afro-Latino community offer a unique perspective on ethnic identity

Alexandra Schonfeld

Elon News Network | @aschonfeld096

IN HIS HOUSE, WORKING hard was never an option. Tyrone Jean, assistant dean of students and director of the Center for Race, Ethnicity and Diversity Education (CREDE) at Elon University had this message instilled in him from a young age by his mother, born in El Salvador, and father, born in Haiti.

"The messaging that I received growing up was centered around my cultures, around my race, and so I constantly got messages from them about having to work harder, having to prove myself – not for me, but for others," Jean said. "Those messages sort of stuck with me all throughout my own college experience."

When it was time to set off for college, Jean tried a few majors before settling on African-American Studies where he could dive deeper into his passion of exploring identities – particularly his own.

"I felt like I was learning some real critical skills regarding the way I thought, the ways in which I understand human connection, the ways in which I interacted with difference, and that just continued to cultivate that passion within me," Jean said.

He later pursued a Master's degree in Educational Leadership and Policy studies at Virginia Tech, during which time he took every chance he could to write about and learn more about people of color. His interest and passion in exploring race and ethnicity sprung out of these experiences and only strengthened over time.

"I think within the past 8-10 years, it's really more about looking at outcomes," Jean said. "When you think about race and ethnicity, and you look at outcomes across racial lines in terms of healthcare, the criminal justice system and education, blacks, Native Americans, indigenous folks and Latinos tend to still be on the lower end in terms of racial outcomes."

For Jean, it's a larger systemic issue that needs to be addressed and he has committed himself to breaking down some of those barriers through his work as an educator.

While he's only been at Elon for just over a year now, his impact has already been felt through campus.

Coming from parents who identified both as black and Latina, Jean tries to be an advocate for students who may

identify as more than one race or ethnicity. Jean also hopes to be a voice for students who may be undocumented and have DACA status.

"I identify both as Latino and as black," Jean said. "I never use percentages. I don't say I'm 50 percent this or 50 percent that. I am fully Latino, and I am fully black. For some people that might be challenging to understand as a concept, but that is not my challenge to deal with. I know who I am."

"I think what has been very important to me and I think it has been important for me to self identify openly with a variety of different students because I think my experience of self-identification gives permission for others to do the same," he continued.

Junior Megan Hernandez-Greene, who identifies as Afro-Latino, says having Jean as a support and resource has been instrumental in her journey toward exploring her own identity. Hernandez-Greene says both Jean and Sylvia Muñoz, associate director for the CREDE, helped her find language that she had not identified previously to describe herself.

"I would always tell people 'I'm half Mexican, half black,'" Hernandez-Greene said. "Sylvia was actually the first person to tell me, 'You're not half anything – you're both black and Mexican,' and that just really hit home for me because I feel like society pushes the whole thing, the making of different numbers – you're 50 percent this, 50 percent that. It doesn't make sense."

"To hear that from her and Dean Jean, and having those voices to tell me that, it meant a lot and really changed my perspective of how I see my identity,"



PHOTO COURTESY OF LHU

From left to right: Megan Hernandez-Greene, Mirella Cisneros, Denisse Cortes & Lucia Lozano, Maritza Gonzalez & Max Herrera of the Latinx/Hispanic Student Union stand in front of the Moseley Center for an executive board photoshoot.

“

I NEVER USE PERCENTAGES. I DON'T SAY I'M 50-PERCENT THIS OR 50-PERCENT THAT. I AM FULLY LATINO, AND I AM FULLY BLACK.”

TYRONE JEAN
ASSISTANT DEAN OF STUDENTS

she said.

Hernandez-Greene says she understands the complexity of identity and that there may be a time where she finds new vocabulary to self-identify herself with, but that Jean and Muñoz have both been “safe spaces” to help her start some of that exploring.

Hernandez-Greene was able to use the CREDE as a platform to organize some of her own events to bring together other self-identifying Afro-Latino students and hopes to continue to do so when she returns from her semester in Japan.

Last year she served as the vice president of the newly-formed Latinx Hispanic Counsel at Elon, where she was able to facilitate conversations about black communities in Latin America as part of the Black History Month programming.

“[The programs] brought up dialogue and addressed an-

ti-blackness in the Latinx community that we are still progressing to have serious conversations about,” Hernandez-Greene said. “I think it is really starting with our generation. Things like that have given platforms to be able to talk about my identity and start conversations with people about their own misconceptions – even possibly helping them accepting their own identity.”

Jean says Elon's commitment to having diverse and inclusive students, as well as the importance placed on global engagement, is what appealed most to him when he was looking into the position.

“I have not seen that at other institutions, or if I've seen it it's been an espoused value versus a practiced value and at Elon I felt that it was both,” Jean said. “That's not to say that we don't have our areas of improvement that we need to grow in, but I think that Elon has position, the resources, the mechanisms, the people, the talent, to actually make some progress from this.”

Just last spring, one of the CREDE's newest initiatives launched with the inaugural cohort of the Intercultural Learning Certificate program. Its goal is to allow students to take an “experiential deep dive into exploring issues of social justice, equity and inclusion,” and culminates with a capstone project. As of fall 2019, the program will be a requirement for School of Education's teacher education program.

Jean has made a career out of a passion that grew inside him for most of his life and uses his personal experiences to educate and support others while also continuing to fight the systematic -isms that exist at Elon and in society as a whole.

“For me, a way to combat some of these -isms on an institutional level is to educate,” Jean said. “So, I chose education, specifically higher education.”



ABBY GIBBS | PHOTO EDITOR

Assistant Dean of Students and Director of the CREDE Tyrone Jean introduces efforts to spread awareness of Hispanic Heritage Month.

body language: PT students learn Spanish for future careers

To better serve their future patients, PT students learn Spanish over lunch

Anton L. Delgado

Elon News Network | @antonldelgado

The noise of lunch on Tuesdays is usually mundane at best, but at the School of Health Sciences, the sounds of Spanish are thrown into the mix. Students there aren't just attending physical therapy classes.

More than a dozen students have signed up to take weekly conversational Spanish classes focused on vocabulary and dialogue they may encounter as physical therapists.

Paula DiBiasio, associate professor of physical therapy education, is one of the individuals that helped connect the School of Health Sciences with El Centro de Español – a connection she believes will improve her students' abilities to do their jobs in the future.

"Cultural competence in health-care providers can help reduce disparity in groups," DiBiasio said. "Being culturally competent can increase trust and promote empowerment with people's involvement in their own healthcare."

But over the years she has worked with El Centro, DiBiasio has found that they do so much more than just teach Spanish.

"At El Centro, our students also learn so much about culture and heritage," DiBiasio said. "This helps



Diana Prieto Viñas, assistant director of the Spanish Center, welcomes physical therapy students during the first day of conversational Spanish classes in the School of Health Sciences on Sept. 11.

students understand their own culture and allows them to learn and be exposed to other cultures."

DiBiasio's counterpart at El Centro who teaches these weekly classes is Diana Prieto Viñas, assistant director of the Spanish Center.

In order to make the class the most relevant for her students, Prieto Viñas focuses her teaching material on medical terms.

"I developed a curriculum for these classes so they could learn more specific language about the parts of the body," Prieto Viñas said. "The curriculum is also based on the dialogues patients and doctors

have in the workplace."

At the end of every class, Prieto Viñas encourages students to suggest topics they should cover in class.

"My goal is to make sure they can learn vocabulary that will help them deal with different situations in their work," Prieto Viñas said. "I want them to have these Spanish skills so they can go and work with these populations."

One of the regulars in this class is Trishia Yada, a second-year student in the Doctor of Physical Therapy program. Her interest in the class was sparked when she learned it

would be focusing on medical terminology.

The hour-long weekly classes have already helped Yada in her role as a student volunteer in the Health Outreach Program of Elon Clinic. Yada's first patient at the HOPE Clinic was a native-Spanish speaker.

"At that point, I was still learning the basics of Spanish, but I was able to understand certain phrases and words the patient was saying," Yada said. "Being able to communicate with her was really helpful because I was able to hear directly from her and figure out what I could do to help."

“

BEING CULTURALLY COMPETENT CAN INCREASE TRUST AND PROMOTE EMPOWERMENT WITH PEOPLE'S INVOLVEMENT IN THEIR OWN HEALTHCARE.

PAULA DIBIASIO

ASSOCIATE PROFESSOR OF PHYSICAL THERAPY EDUCATION

Giving students such as Yada the tools to communicate effectively with their patients is what both DiBiasio and Viñas want to continue to do.

While DiBiasio works with other departments at Elon to add more languages to the lunchtime rumble, Viñas continues to plan ways to expand the current Spanish program.

Ideas of holding lunch class twice a week, adding a night class and introducing an intermediate level are all in discussion. Growing this program by offering more opportunities is one of Prieto Viñas' top priorities.

"We live in a global society, and we are in contact with people from different cultures and different backgrounds every day," Prieto Viñas said. "We need to be able to communicate with them, especially if it is about their health."

Students face comments containing hidden assumptions

Though often unintentional, Latino students are harmed by microaggressions

Alex Hager

Elon News Network | @awhager

"No, where are you *really* from?"

It's a question sophomore Mackenzie Martinez hears a lot. She responds with the truth. She's from Richmond, Virginia. But because of her brown skin and black hair, she encounters a lot of people who are looking for a different answer. Martinez' ancestral background makes her much more diverse than meets the eye. Her dad is half Mexican and half French Canadian, and her mom is Jewish. So when someone acts surprised that she's "from" Richmond and not somewhere more exotic, she says it's a comment that cuts deep.

"It's undermining who you are," Martinez said. "It's dehumanizing in a lot of ways. Because I'm a human being, I'm a friend, I'm a sister, I'm a student, I'm all these things. But at the end of the day, what so many people only see is I'm Hispanic, I'm ethnic, I'm different, I'm not your norm. And that's all they see."

And that's not the only question she has to deal with. Her days are strewn with comments that aren't intentionally harmful, but still make pernicious assumptions about who she is.

"In every Spanish class I've ever been in," Martinez said, "someone has made a comment to me within



GRACE TERRY | ASSISTANT DESIGN CHIEF

the first week of school about my ethnicity. Like, 'Oh, don't you speak Mexican at home?'"

She recalled one instance from earlier this semester. On the first day of Spanish class, an acquaintance took the desk next to her and said that she always likes sitting next to a fluent speaker. Martinez, whose half-Mexican father didn't even grow up speaking Spanish, doesn't consider herself fluent.

"I'm not fluent, I'm just brown," she explained to the classmate in a retort that was met with nervous laughter.

These types of comments and questions – the offhand remarks and the unknowingly ignorant assumptions – they all fall into the category of "microaggression."

In fact, microaggressions are, by definition, subtle, indirect or unintentional. They're the day-to-day behaviors and comments that communicate derogatory or prejudiced attitudes toward a member of a marginalized group or minority.

"It's nothing as extreme as police brutality or anything," Marti-

“

"IT'S JUST ENOUGH THAT IT GETS UNDER YOUR SKIN AND JUST KIND OF STAYS WITH YOU FOR A LONG TIME."

MACKENZIE MARTINEZ
SOPHOMORE

nez said. "It's not like that kind of inequality or discrimination, but it's just enough that it gets under your skin and just kind of stays with you for a long time."

Because they can be so subtle and unintentional, Latino students reported experiencing microaggressions fairly regularly.

Christina Gallegos said she's no stranger to that "where are you really from" question. She's heard it from another student at a party, from a random passerby walking his dog.

"Especially for Latino / Hispanic people," Gallegos said, "they're all just labeled as immigrants, not accounting for the fact that a lot of them were actually born here. And even though like our parents are immigrants, we're Americans, we are more American than we are Hispanic."

Those types of questions, she says, contribute to the alienation of non-white people in America, while those with European ancestry never have to explain their backgrounds.

"It's just funny," Gallegos said, "because they don't ask themselves,

'Where are you from, what is your European ethnicity or where did your grandparents come from?' I feel like white people have some damn nerves to be asking people where they're from when their grandparents are immigrants as well."

While the comments often fall short of being blatant racism or intentional acts of hostility, they still make those on the receiving end feel uncomfortable and marginalized. Senior Lily Sobalvarro says that people shouldn't have to understand the full complexity of microaggressions to understand why they should stop saying them.

"It's easy for people to dismiss microaggressions and say that we're being too sensitive, or she was just curious, or it was meant as a harmless question," Sobalvarro said. "At the end of the day it's all intention versus impact. While your intentions may be good, the impact that it has on other people should ultimately outweigh your intentions. You could have the best intentions in the world, but if it's causing harm, then you should stop."

Students organize in an effort to educate the community

Student group strives to bring awareness to the immigrant experience

Elisabeth Bachmann
Public Relations Coordinator | @lizannbach

"I think we all come to college sort of hoping to make a difference and leave the place better than you found it," said senior David Duncan, a member of the Immigrant Realities group on campus.

After President Donald Trump rescinded Deferred Action for Childhood Arrivals (DACA) on Sept. 5, 2017, a group of Elon University students founded Immigrant Realities. The group works to advocate for immigrant rights, educate the community, empower immigrants and eliminate stigmas.

"As an immigrant myself, I have a social responsibility to take action and to use my privilege of being on a campus like Elon to inform others who might not be aware or are not educated on the real impact that it has on people's lives," said senior Mirella Cisneros, an Immigrant Realities member.

After President Trump's decision, former Elon student Ana Silvia felt that she should do something. On Sept. 18, 2017, she worked with other students to hold a DACA information panel.

The panel was popular, and it inspired Silvia and the other students to do more.

"It must have been over a hundred students in that space, and I thought that was very telling of the conversa-



Senior David Duncan, a member of Immigrant Realities, addresses marketing plans for the organization on Thursday, Sept. 20 in Carlton 119.

tion and the need for a conversation on this campus," said Tyrone Jean, the director of the Center for Race, Ethnicity and Diversity Education and academic advisor to Immigrant Realities.

"We decided that there was more that we could do not just for DACA recipients, but for other immigrants on campus and just immigrant communities in the US," Cisneros said.

The students who created Immigrant Realities went to the Collegiate Alliance for Immigration Reform (CAIR) this past February. Immigrant Realities plans to attend CAIR this year.

"It's a really cool opportunity for us to learn more about ways in which we can implement policy here at



WE DECIDED THAT THERE WAS MORE THAT WE COULD DO NOT JUST FOR DACA RECIPIENTS, BUT FOR OTHER IMMIGRANTS ON CAMPUS AND JUST IMMIGRANT COMMUNITIES IN THE US.

MIRELLA CISNEROS
SENIOR

Elon in terms of improving immigrant students experiences," Duncan said.

Immigrant Realities created a social media presence on Instagram and Facebook. Their social media campaigns focus on educating people about immigrants. They include #FakeNewsFriday, #TakeActionTuesday and #SuccessStory on Sundays.

"That's not enough, right? It's not just it's not enough to just post things in order to create change. You need to take action," Cisneros said.

They organized two additional panels and co-hosted Civil Discourse on Immigration with Elon Politics Forum and Hall for Change, a Living Learning Community in the Colon-

nades Neighborhood.

Immigrant Realities also attended a protest against 287 (G). The 287 (G) program allows state and local police officers to act as Immigration and Customs Enforcement (ICE) officers.

This organization allows students the ability to express their opinions and effect change in a meaningful way.

"It is not just about Latino people. That is a common misconception and actually impacts a lot of people from various countries," Jean said.

"Immigrant Realities has been super important to me, and it's shaped what I want to do after college," Duncan said. "I want to go into immigration law now and that is something that I could see myself doing for the rest of my life."

The members of Immigrant Realities expressed appreciation to Elon's administration for being helpful throughout the process to become a full-fledged student organization. Immigrant Realities was awarded developmental status this summer.

In the future, Immigrant Realities hopes to host more panels and events to educate the public. They are hoping to host a panel this semester with students who can share their experiences as immigrants on Elon's campus and how being on Elon's campus has changed their perspective of the United States.

"Just remember that Immigrant Realities is something that's fluid," said Duncan, "It is something that's always changing and it is truly a grassroots organization that started from students who are passionate about something."

El éxito de ELHAN un año después de su comienzo

Como ha crecido el programa de ex alumnos de Elon

Ariana Reyes
Elon News Network | @elonnewsnetwork

Elon Latinx/Hispanic Alumni Network, conocido como ELHAN, es una red de ex-alumnos latinos e hispanos que se dedican a proveer apoyo a la comunidad de estudiantes latinos e hispanos en Elon una vez se gradúan. ELHAN le da una oportunidad a los estudiantes de establecer relaciones para que amplíen sus oportunidades en el ámbito profesional. La organización trabaja mediante la implementación de programas que permiten la conexión entre los estudiantes y los que ya se han graduado.

Maity Interiano '07, presidenta de ELHAN, habla sobre la necesidad que había de crear una red que conectara a todos los ex-alumnos y estableciera una relación con los actuales estudiantes.

"Esta es una organización que se hizo pensando en todos los estudiantes y ex-alumnos de Elon que son latinos e hispanos," dice Interiano. "Yo me gradué hace once años. No había nada que mantuviera a los latinos e hispanos unidos como ex-alumnos, entonces se creó ELHAN."

ELHAN tiene como propósito vincular a todos los ex-alumnos latinos e hispanos para mantener relaciones duraderas

que sean de apoyo tanto en lo profesional como en lo personal. La organización busca estas relaciones con los estudiantes también, y así logran el objetivo a través de su departamento de participación con la comunidad (Internal Outreach).

Nikki Morillo '12, vicepresidenta del departamento de "Internal Outreach", se encarga de trabajar en los programas y eventos que tienen lugar en la universidad e involucran a los estudiantes.



NO TENGAS MIEDO DE SER QUIEN REALMETE ERES. DONDE SEA, SIEMPRE HABRA UN LUGAR PARA TI."

ERIC HERNANDEZ
GRADUADO '16

"Yo trabajo con alumnos latinos muy dedicados," dice Morillo. "Nuestro grupo está encargado de planear los eventos de ELHAN durante Homecoming, con el apoyo de Deidra, Sylvia, Maity y los demás del grupo de liderazgo de ELHAN."

ELHAN también planea conectarse con los estudiantes a través de su programa de tutoría el cual se creó recientemente. Este programa conecta a estudi-

antes de penúltimo y último año de universidad, con un miembro de ELHAN como mentor o mentora.

Deidra Smith, Directora Asociada de Alumni Engagement y Sylvia Muñoz, Directora Asociada del "Center for Race Ethnicity and Diversity Education" y Directora del Centro de Español, facilitan las actividades que conectan a los estudiantes con ELHAN.

"Mi mayor enfoque con ELHAN es servir como el enlace entre los estudiantes y el alumni network," dice Muñoz. "Al estar yo a cargo de los estudiantes aquí, se me hace un poco más fácil tener contacto directo con ellos y saber cuáles son las necesidades y yo traigo esas necesidades a los oídos del grupo."

ELHAN está al servicio de los estudiantes latinos e hispanos en Elon para facilitar la transición de la vida universitaria a la vida profesional. Más allá de eso, ELHAN es una comunidad enorgullecida de sus miembros latinos e hispanos que han logrado sobresalir en diversos aspectos, y espera lo mismo de los que están estudiando en la universidad ahora.

Eric Hernandez '16 habla de la importancia del orgullo en la identidad individual, y motiva a la comunidad de Elon a creer en su papel como latinos e hispanos.

"No tengas miedo de ser quien realmente eres. Donde sea, siempre habrá un lugar para ti," dijo Hernandez.

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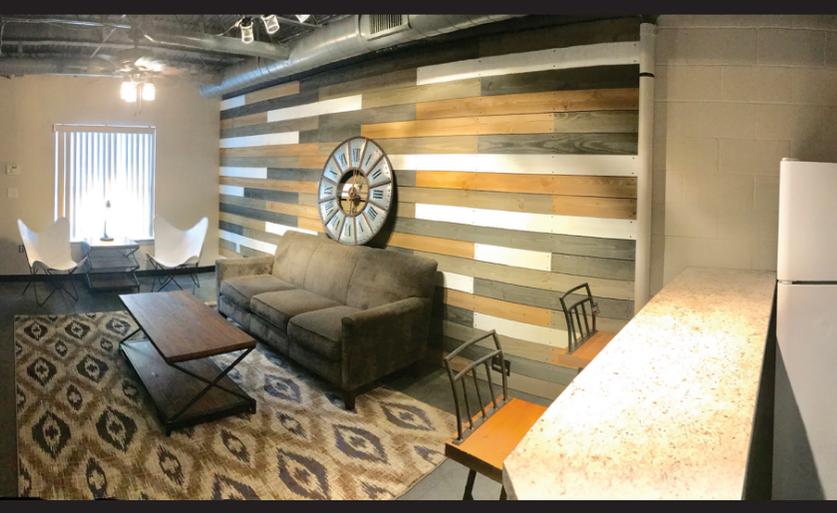
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ACHIEVING THE *'American Dream'*

Students share how they drew their path to Elon and their experiences while here

AMERICAN | from cover

Making it to Elon

Elon falls short in this as well as in the freshman population which is less than seven percent. The national Latino/Hispanic freshman student body which is 19.3 percent nationwide according to the The American Freshman: National Norms Fall 2016 report.

Sophomore Mackenzie Martinez grew up in an upper middle-class household. As a fourth-generation Latina and third-generation college student, she knew that college was always going to be an option for her. She said that the educational resources she had growing up were due to the affluent areas in which she grew up and studied.

"With my more privileged background, we lived in kind of the better school districts," Martinez said. "We went to the better schools, we had the newer desks, we had fancy computers, and we had newer textbooks, so I feel like that definitely helped me get to where I am academically and helped push me to bring me to Elon."

While Martinez knew she would end up in a four-year institution, Cisneros struggled to wrap her mind around the finances and the college admission process. Even when she became a teaching fellow, she did not want to get her hopes up. When she became an Odyssey scholar, a program aimed at financially and academically supporting students in her position, she still had her doubts of whether or not she would attend Elon.

"When they [Odyssey] called me to tell me I got into the program, I thought, so how much is it? How much money did I get?" Cisneros said.

Cisneros did not tell anyone that she had gotten accepted as an Odyssey scholar until she made some calls to the financial aid office, with the help of her high school principal. She came to find out she had received a full ride.

"This was what we've been working for," Cisneros said. "Seeing all your work pay off because it was something that I had worked for from kindergarten to 12th grade. My only goal in life was to get to college."

Cisneros and Martinez differ in their paths to Elon. Though on different sides of the socio-economic scale, their experiences as being the only student of color from high school in their upper level honors and AP classes to college are similar.

One of Elon's 2018-2019 institutional priorities is to have an unprecedented university commitment to diversity and global engagement. This includes objectives and initiatives for efforts focused on global engagement, such as the Latino/Hispanic working group led by Sylvia Munoz, associate director for the Center for Race, Ethnicity, and Diversity Education (CREDE), and Vanessa Bravo, associate professor of communications.

As the report is on its final stages before going public, Munoz said that some of the major themes of it deal with are finding more resources for Latino/Hispanic student body, more support for them and their families from the moment they begin their application until af-



Senior Mirella Cisneros (left) is embraced by sophomore Mackenzie Martinez after leaving a Latinx Hispanic Union meeting Sept. 24.

ter they graduate.

Through research, programming, surveys, focus groups among others the working group found that the admissions process for Latino/Hispanic students needs improvement so everyone like Cisneros parents who do not speak English can learn about the school through a bilingual website.

"We don't need a mass of students to provide these services," Munoz said. "If we have one family that needs to get all the resources that they need to be able to be at the same level as everybody."

Being the only minority

Munoz said that once students are at Elon, orientation is also another of the themes the working group reported about and how Latino/Hispanic experiences differ inside the classroom from the student and faculty perspective. She said that faculty and staff at Elon that identify as Latino/Hispanic are 2.7 percent. Many of these are concentrated in the language and physical plant/environmental services department.

Whenever Martinez walks into a classroom for the first time, she automatically takes count of how many people of color and women are in the room and where she stands in that sense.

"I keep in mind that there are people who look at me," Martinez said. "And there are people who may have never seen another Hispanic woman at a really expensive private university."

For Cisneros, her experiences of being the only minority in the classroom growing up led her to become an education major. She is pursuing a career in teaching to help fix the inequality that exists in the education system, especially for Latinos and people of color in the U.S.

"There are many institutions and systems in place that kind of make it harder for people of color and for Latino students like me to be as successful as other students," Cisneros said. "We are not completely educated on the fact that in many ways, the system is meant to work that way; it's meant to work against you, not for your benefit."

Randy Williams, associate vice president for campus engagement, the Latino/Hispanic, helped charge the Latino/Hispanic working group

along with Brooke Barnett, associate provost.

"It's important to have representation," Williams said. "For all people, it's a value to see your identities reflected in the classroom and the administration and in spaces where you receive services."



THIS IS ABOUT CHANGING THE NARRATIVE THAT LATINOS ARE 'OTHERS'

SYLVIA MUNOZ
ASSOCIATE DIRECTOR OF THE CREDE

From 2000 to 2015, the college-going rate among Hispanic high school graduates grew from 22 to 37 percent, according to the U.S. Department of Education. However, about 65 percent of those students go to crowded or underfund-

ed community colleges.

"When you look at elite schools, the actual divide or gap between white students and black and Latino students has gotten wider in selective schools versus enrollment in open access schools," Williams said.

When comparing Elon to peer institutions, the enrollment of freshmen Latino/Hispanic students is lower. The closest figure to Elon's numbers is Ithaca College, with an enrollment of 8.3 percent. The enrollment rate is slightly higher at Leigh University, Loyola University and the College of William and Mary, at 9.5 percent, 10.2 percent and 10.6 percent, respectively. Rollins College and Santa Clara University figures are more representative of the national average, reaching 15.2 percent and 17.2 percent.

"I can't imagine what that would have felt like to see someone that looks like you to go to college," Cisneros said. "And feel like 'Oh, maybe my aunt goes to college so she can help me and she can give me advice.'"

Balancing the gap

With Elon's core values and focus on diversity, inclusion and global engagement, it is important that the school is able to analyze the growth of Latino/Hispanic students in the U.S., institutional misrepresentation of the community, and the complexity of this group's identity to provide the tools and resources for the community.

"The working group charges to make recommendations about Elon's policies and practices in order to make the university a more supportive academic, work, residential living environment for Latino/Hispanic students, faculty, staff and alumni," Williams said.

Efforts such as the working group and the merger for El Centro and the CREDE were in response to the growing number of Latino/Hispanic students. Williams said these efforts are to prepare and support these students at Elon and after graduation.

Munoz said that besides the resources the report of the working group mentions, it also highlights the need to connect with Latino/Hispanic alums and highlighting the contributions of Latinos in the U.S. Martinez says that her opportunity and success is bigger than just representation and it does not end when she graduates Elon.

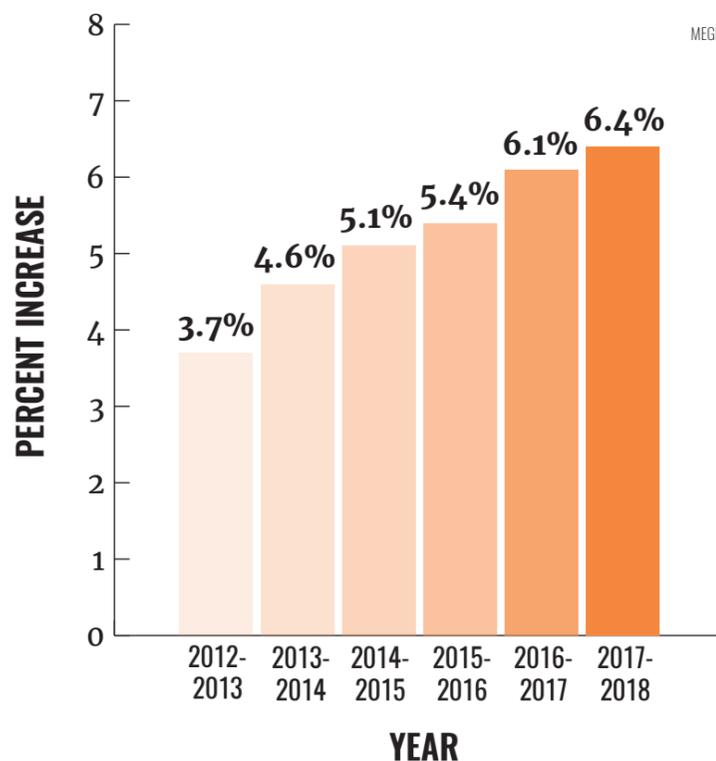
"Not only do I want to succeed for myself and make my parents proud," Martinez said, "but also make that little Hispanic girl who looks on TV and never sees anyone who looks like her, I want to make her proud."

The working group and their report hope to start implementing their initiatives and objectives once the report is finalized. Munoz said that though Latino/Hispanics do good on paper, she knows that from their conversations and stories, their experiences may not be the best.

"This is about changing the narrative that Latinos are 'others,'" Munoz said. "Obviously we want to concentrate on the Latino population, but hopefully the changes that are going to be made make it easier for other populations as well."

ENROLLMENT OF LATINO/HISPANIC STUDENTS AT ELON

SOURCE: SYLVIA MUÑOZ
MEGHAN KIMBERLING | Design Chief



LOGRANDO EL 'Sueño Americano'

Estudiantes comparten su camino a Elon y sus experiencias en la universidad

AMERICANO | de la portada

Llegando a Elon

Los estudiantes de Elon que se identifican como latinos e hispanos constituyen tan sólo el siete por ciento de los estudiantes de primer año. El número nacional de estudiantes latinos e hispanos de primer año es 19.3 por ciento en todo el país de acuerdo al informe de "American Freshman: National Norms Fall 2016".

Mackenzie Martínez, una estudiante de segundo año creció en una familia de clase media-alta. Como ella es de cuarta generación latina y de tercera generación universitaria, ya sabía que la universidad siempre sería una opción para ella. Martínez dijo que los recursos educativos que tuvo antes de llegar a Elon se debieron en gran parte al lugar en donde ella nació y estudió.

"Por mi experiencia privilegiada, vivimos en los mejores distritos escolares", dijo Martínez. "Fuimos a las mejores escuelas, teníamos los escritorios más nuevos, teníamos computadoras sofisticadas y teníamos libros más nuevos, así que creo que eso definitivamente me ayudó a llegar a donde estoy académicamente ahora y me ayudó a llegar a Elon".

Mientras que Martínez sabía que terminaría en una institución universitaria, Cisneros tuvo problemas para entender las finanzas y el proceso de admisión a la universidad. Incluso cuando se convirtió en "teaching fellow", no tenía esperanzas de poder estudiar en Elon. Cuando se convirtió en una becaria del programa Odyssey, un programa que apoya financieramente y académicamente a los estudiantes con dificultades económicas, todavía dudaba si asistiría a Elon o no.

"Cuando ellos [Odyssey] me llamaron a decirme que fui aceptada en el programa, yo pensé: ¿cuánto cuesta? ¿Cuánto dinero me van a dar?" Cisneros dijo.

Cisneros no le dijo a nadie que había sido aceptada en Odyssey hasta que hizo unas llamadas a la oficina de ayuda financiera con la

ayuda del director de su colegio. Ahí fue cuando se enteró que le habían dado una beca completa.

"Esto es por lo que hemos estado trabajando," Cisneros dijo. "Ver que todo mi trabajo había valido la pena por que estaba trabajando por esto desde kinder hasta el último año en el colegio. Mi única meta en la vida era llegar a la universidad."

Cisneros y Martínez difieren en sus caminos hacia Elon. Aunque están en lados opuestos al nivel económico, sus experiencias siendo las únicas estudiantes de color en sus clases del colegio y en la universidad son similares.

Una de las prioridades institucionales de Elon del 2018 al 2019 es de tener un compromiso global sin precedentes hacia la diversidad. Esto incluye objetivos e iniciativas para los esfuerzos centrados en el compromiso global. Por esto se creó un grupo de trabajo centrado en la población latina e hispana liderado por Sylvia Muñoz, Directora Asociada del CREDE, y Directora del Centro de Español, y Vanessa Bravo, Profesora Asociada de Comunicaciones.

La publicación del reporte de este grupo de trabajo está en su recta final Muñoz dijo que algunos de los temas del reporte se enfocan en recursos para los estudiantes hispanos y latinos y en darles más apoyo a ellos y a sus familias desde el momento que empiezan la aplicación de admisión y hasta después que se gradúen.

Con el uso de investigación, programación, encuestas, y entrevistas, el grupo de trabajo encontró que el proceso de admisiones para los estudiantes latinos e hispanos necesita mejorar para que todos, como los padres de Cisneros que no hablan inglés, pueden aprender sobre la universidad en una página bilingüe.

"No necesitamos muchos estudiantes para proveer estos servicios," Muñoz dijo. "Si tenemos una familia que necesita todos estos recursos entonces ellos deben de estar en el mismo nivel que todos los demás."

Siendo la única estudiante latina e hispana



Mackenzie Martínez (izq.) y Mirella Cisneros (der.) posan en la escuela de comunicaciones Sep. 24.

DIEGO PINEDA | FOTOGRAFO

Muñoz dijo que la semana de orientación es otro tema del cual el grupo de trabajo citó como una experiencia que es diferente para los estudiantes hispanos y latinos. Los profesores de Elon que se identifican como hispanos o latinos sólo



ESTO SE TRATA DE CAMBIAR EL NARRATIVO QUE LOS LATINOS SON CONSIDERADOS 'OTROS'

SYLVIA MUÑOZ
DIRECTORA ASOCIADA DEL
CREDE

forma el 2.7 por ciento de todo el profesorado de la universidad. Muchos de éstos trabajan en el departamento de idiomas y en mantenimiento.

Cuando Martínez entra a una clase por primera vez, ense-

guida se da cuenta de cuántos estudiantes de color y cuántas mujeres están en su clase y en dónde figura ella dentro de esas demografía.

"Yo siempre soy consciente de que hay gente que me mira," dijo Martínez. "Y que hay gente que nunca ha visto a una mujer hispana en una universidad privada y costosa."

Para Cisneros, sus experiencias siendo la única minoría en sus clases mientras que crecía la guió a empezar su carrera como profesora. Cisneros quiere trabajar como profesora para reparar la inequidad que existe en el sistema de educación en Estados Unidos, especialmente para estudiantes latinos y otras minorías.

"Hay muchas instituciones y sistemas que hacen que sea más difícil tener éxito para estudiantes de color y para estudiantes latinos como yo," dijo Cisneros. "No somos totalmente conscientes de que hay muchas maneras en las cuales el sistema educativo está creado para estar en contra de las minorías."

Randy Williams, Vicepresidente Asociado de Campus Engagement, lideró el grupo de trabajo para la comunidad hispana y latina junto a Brooke Barnett, Rectora Asociada.

"Es importante tener representación," dijo Williams, "Para toda la gente, hay valor en ver sus identidades reflejadas en sus clases, en la administración, y en espacios en los cuales uno recibe servicios."

Entre el 2000 y el 2015, el índice de estudiantes graduados del colegio que entraron a la universidad incrementó de 22 a 37 por ciento, de acuerdo al departamento de educación de Estados Unidos. Pero aproximadamente 65 por ciento de esos estudiantes entran a universidades con poca financiación.

"Cuando uno mira a las universidades de élite, la división entre estudiantes blancos, negros y latinos se ha ampliado en universidades selectivas en comparación con universidades más accesibles," dijo Williams.

En la comparación entre Elon y otras universidades similares, la inscripción de estudiantes de primer año que son latinos o hispanos es inferior al de otras universidades. La universidad con estadísticas más similares a Elon es Ithaca College con un porcentaje de inscripción de estudiantes latinos del 8.3 por ciento.

"No puedo imaginar como se

hubiese sentido el poder ver a alguien que se ve como uno mismo en la universidad," dijo Cisneros. "Y sentir que podía decir 'mi tía fue a la universidad, y entonces ella me puede ayudar y aconsejar.'"

Cerrando la diferencia

Con los valores centrales en los cuales se enfoca la universidad: la diversidad, la inclusión y el compromiso global, es importante que la universidad pueda analizar el crecimiento de los estudiantes en los Estados Unidos, la falta de representación de la comunidad hispana y latina, y la complejidad de la identidad de este grupo puede proveer recursos para la población estudiantil.

Esfuerzos como el grupo de trabajo y la unión del Centro y el CREDE fueron una respuesta del crecimiento de estudiantes latinos e hispanos. Williams dijo que estos esfuerzos son para preparar y apoyar a estos estudiantes en Elon y después de su graduación.

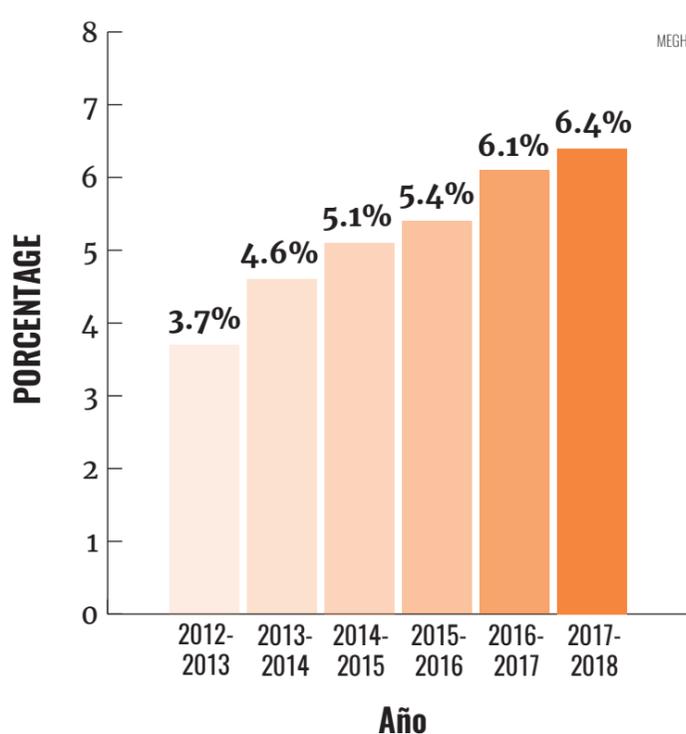
Muñoz dijo que además de los recursos que el reporte del grupo de trabajo menciona, también se enfocan en la conexión con los ex-alumnos de Elon que son hispanos y latinos y habla sobre sus logros y contribuciones en este país. Martínez dice que la oportunidades de éxito que ella tiene en la universidad no terminarán cuando ella se gradúe de Elon.

"No sólo quiero tener éxito para mi misma y sino que quiero que mis padres estén orgullosos," Martínez dijo, "Pero también hacer orgullosa a esa niña pequeña hispana que ve la televisión y nunca ve a nadie que se ve como ella. Yo quiero que ella esté orgullosa de mi."

El grupo de trabajo y su reporte esperan empezar a implementar sus iniciativas y objetivos cuando el reporte termine. Muñoz dijo que aunque a la población hispana y latina le va bien en términos de estadísticas, ella sabe que con las historias y conversaciones que han tenido, sus experiencias no han sido las mejores.

"Esto trata de cambiar la narración de que los latinos son considerados como diferentes," Muñoz dijo. "Obviamente queremos concentrarnos en la población latina, pero también esperamos que estos cambios que van a ser aplicados también hagan más fácil la experiencia de estudiantes de otras poblaciones también."

NUMEROS DE ESTUDIANTES LATINOS/HISPANOS EN ELON



STAFF EDITORIAL

Hispanic is not a race, but a box no one fits in

HOW WE SEE IT

“Race” and “ethnicity” are not interchangeable, nor are “Hispanic” and “Latino”

Hispanics are currently the largest ethnic minority. According to the U.S. Census Bureau as of 2017, roughly 58 million people in the United States identify as Hispanic – about 18 percent of the total population. But racially, Hispanics almost don't exist in the United States.

In the 2010 U.S. Census, 37 percent of Latinos checked off their race as “some other race” and wrote in responses such as “Hispanic” or “Latin American.” That's because Hispanics more often than not don't feel as if they fit into just one of the six categories of race broken down on the Census. These categories are defined as “White,” “Black or African American,” “American Indian or Alaskan Native,” “Asian” and “Native Hawaiian or other Pacific Islander.” How Hispanics tend to define “race” is a little more

ambiguous than these categories allow.

In a Pew Research study conducted in 2015, two-thirds of Hispanic adults attribute their racial background to their Hispanic background. Within that statistic, 56 percent of Hispanic adults consider their Hispanic background as part of both their racial and ethnic background.

Hispanic identity could not be more complicated if it tried. The term “Hispanic” is tied to language and typically means a person can tie their heritage back to a Spanish-speaking country. Latino or Latina identity means someone has ties to one of the 33 countries that make up Latin America, including those in the Caribbean and North and South America. Spain would be considered Hispanic but not Latino. Brazil would fall into the Latino

identity but would not be considered Hispanic since its national language is Portuguese.

In other countries, when Hispanics are asked how they identify, they will most likely answer with their nationality. It isn't until coming to the United States that the answer would change to Hispanic or Latino.

The U.S. has time and time again pushed a specific image of what a Hispanic- or Latino-identifying person is supposed to look like. If someone were asked to identify a Hispanic celebrity, they would probably name Modern Family's Sofia Vergara before naming someone like Zoe Saldana, who identifies as Afro-Latina.

Hispanics are entirely too multifaceted to be pushed into one box, united by a multitude of ethnicities rather than race. Hispanic Heritage Month is a time for Hispanics and Latinos to not have to worry about the mold the rest of the United States is trying to fit them in. Rather, it's a time for Hispanics to celebrate their ethnicity and national identity.



CAMPUS VOICES - SPAIN

Hispanic Heritage Month: A time of reflection and celebration



Diana Prieto Viñas

Assistant Director of the Spanish Center in the CREDE
@elonnewsnetwork

ENGLISH

Hispanic Heritage Month begins each year on Sept. 15, celebrating the anniversary of independence of Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico, Chile and Belize also celebrate their independence days during the month. This annual observance is a time for reflection and honor the generations of Latinx/Hispanics who have positively influenced, shaped and enriched this nation and society. This year, the Elon Community will have the opportunity to explore and immerse themselves into the Latinx/Hispanic cultures and identities through panel discussions, films, lectures, music, art, cuisine, sports and much more.

Over the last few years, Hispanic Heritage Month's events at Elon University have moved from consideration of the historical to the contemporary, from the way things were to the way things are now and shifting to the way things could be. Hence, we are all challenged to seize the opportunities we have as members of our campus community to get the conversation going, to learn about cultures other than our own and to learn about the contributions of those who share a different skin color than ours.

It is important to celebrate Hispanic Heritage Month at Elon to learn about other cultures that will help us expand our horizons

and will allow us to better understand those who are around us. We do this because our increasingly diverse community shows us the importance of how to communicate with each other in a respectful way.

Furthermore, celebrating Hispanic Heritage Month makes a positive impact not only in all the Elon student population but specially in our Latinx/Hispanic students. Why? In the same way that learning about the founders of this country instills pride in American students, learning about the contributions of Hispanic ancestors increases our Hispanic/Latinx student's identity development by making them proud of the role their cultural heritage has played in the formation of this country. Latinx/Hispanic students need to see their own faces reflected in the history of this country because it creates a connection between them and the past, and it motivates them to start thinking about how they can also contribute and make a difference themselves.

Hispanic heritage is American heritage and we need to find a path that includes all people of every background on the journey to a more inclusive country. Thus, let's use this month as an opportunity to become more educated about Hispanic heritage and how it is reflected within America.

ESPAÑOL

El Mes de la Herencia Hispana empieza cada año el 15 de septiembre, celebrando el aniversario de la independencia de los países de Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua. México, Chile y Belice también celebran sus días de independencia durante este mes.

Esta conmemoración anual es un momento de reflexión y honor a las generaciones de hispanos y latinos que han formado, influenciado positivamente y enriquecido a esta nación y sociedad. Este año, la comunidad de Elon University tendrá la oportunidad de explorar y sumergirse en las culturas e identidades de los hispanos y latinos a través de paneles de diálogo, películas, conferencias, música, arte, gastronomía, deportes y mucho más.

En los últimos años, los eventos que han tenido lugar en Elon han pasado de ser un reconocimiento de lo histórico a lo contemporáneo. Por eso, todos nosotros tenemos el reto de aprovechar las oportunidades que tenemos como miembros de esta universidad para educarnos sobre las contribuciones de aquellos que comparten un color de piel diferente al nuestro.

Es importante celebrar el Mes de la Herencia Hispana en Elon para aprender sobre otras culturas que nos ayudarán a expandir nuestros horizontes y nos permitirán entender mejor a aquellos que nos rodean.

Hacemos esto porque la diversidad en nuestra comunidad nos muestra la importancia de cómo comunicarnos entre nosotros de una manera respetuosa.

Además, celebrar el Mes de la Herencia Hispana tiene un impacto positivo no sólo en toda la población estudiantil de Elon, pero también en nuestros estudiantes hispanos y latinos. De la misma manera que aprender sobre los fundadores de este país infunde orgullo en estudiantes americanos. Aprender sobre las contribuciones de los ancestros hispanos incrementa el desarrollo de identidad de los estudiantes hispanos y latinos. Haciéndoles sentirse orgullosos del papel que su herencia cultural ha tenido en la formación de este país.

Los estudiantes hispanos y latinos necesitan ver sus caras reflejadas en la historia de Estados Unidos porque crea una conexión entre ellos y el pasado. Eso los motiva para empezar a pensar en cómo ellos también pueden contribuir y marcar la diferencia.

La herencia hispana es herencia americana y necesitamos encontrar un camino que incluya a todos las personas de diferentes contextos en un viaje hacia un país más inclusivo. Así que, utilicemos este mes para tener oportunidades de aprender más sobre las culturas hispanas y cómo todo ello está reflejado en la propia América.

CAMPUS VOICES - VENEZUELA

Venezuela is collapsing and Americans don't seem to care



Maria Ramirez
Columnist
@ElonNewsNetwork

Venezuela, which is the United States' third-largest source of crude oil, is going through an economic and humanitarian crisis. But the average U.S. citizen seems either unaware or unfazed by the country's situation.

Americans are often characterized as being uninformed about international affairs. A recent survey conducted by National Geographic shows a "deficit in knowledge regarding foreign relations, geography and other global issues" among young Americans.

When it comes to what is happening in Venezuela, U.S. citizens should start paying more attention, for the nation's crisis is directly affecting the United States.

Even though the country is 2,000 miles away, the effects of the crisis can still be felt here. Venezuela's economic crisis could lead to an increase in oil prices across

the United States. Currently, the world's largest oil reserves reside in Venezuela. As production declines, the United States will need to shift to another country for oil imports, which will potentially raise gas prices.

The United States prides itself on fighting against countries that do not value or uphold democracy. The Venezuelan government has dismantled its country's democracy. There is no longer a separation of powers or free and fair elections in Venezuela, according to the U.S. State Department. The government even banned opposition leaders from running in the recent presidential election.

As the United States takes steps toward sanctioning the Venezuelan government, other foreign powers have offered a helping hand. According to the Council on Foreign Relations, China has lent Venezuela \$60 billion since

2001, and ties between Russia and Venezuela have also been strengthened.

The United States has more to worry about than just the relationships Venezuela has with other countries. The two nations are members of many of the same international organizations. With this in mind, what happens in Venezuela will impact the international affairs of the United States.

Both countries belong to the United Nations, the Organization of American States, the World Bank and the Inter-American Development Bank, among many others.

Beyond the repercussions of Venezuela's condition in the United States, the Obama and Trump administrations have issued multiple sanctions on the South American nation. These measures include economic sanctions as well as others targeted at specific government officials.

Another aspect of Venezuela's situation that is affecting the United States is the displacement of its people. According to the International Organization of Migration, nearly 1 million Venezuelans have fled the country in the last two years. While the majority of the migrants are fleeing to neighboring Latin American countries, the United States is not immune to the migration. The population of Venezuelans in the United States has increased by 14 percent from 2015 to 2017, according to the International Organization of Migration.

While the economic and political effects of this turmoil are important, the main reason Americans should care about Venezuela's crisis is the detrimental impact it is having on fellow human beings. Venezuela's political and economic crisis has turned into a humanitarian one. Venezuelans lack basic

needs and are struggling to survive. According to the Council on Foreign Relations, in 2016, 85 percent of basic medicines were unavailable or difficult to obtain in Venezuela. More than 87 percent of the population didn't have enough money to purchase essential foods, and 30 percent of children were malnourished.

In addition to a lack of basic needs and resources, Venezuela is also plagued by high rates of violence. In 2016, the country experienced its highest-ever homicide rate at 91.8 homicides per 100,000 residents.

The humanitarian crisis in Venezuela is becoming increasingly worse, and it's far from over. It is imperative that U.S. citizens remain informed on the country's situation. Not only is it impacting them, but it is affecting the lives of millions of Venezuelans.

CAMPUS VOICES - NICARAGUA

Nicaragua, estás en mi corazón



Carmencita Rosales
Columnist
@ElonNewsNetwork

El 18 de abril fue el día en que Nicaragua cambió de la noche a la mañana y, por ende, mi vida. El presidente de Nicaragua, Daniel Ortega, anunció que iba a aumentar las contribuciones de trabajadores y empresarios e imponer una retención del 5 por ciento a los jubilados.

Esta era una medida que iba a afectar de manera negativa a un grupo social que ya había sido suficientemente perjudicada por la mala administración y escasos recursos del gobierno.

Al anunciar estas medidas drásticas, la población decidió salir a las calles a protestar. Los manifestantes fueron atacados violentamente por el gobierno de Daniel Ortega y sus grupos parapoliciales, los cuales causaron la muerte de varios, incluyendo un estudiante de 14 años.

Tras cuatro días consecutivos de protestas y varias muertes, el presidente anunció que iba a retirar la reforma. Sin embargo, ya era muy tarde. No era posible olvidar a todos los muertos, presos políticos y víctimas de la represión.

Ese 22 de abril fue el día en que me di cuenta que la situación de mi país iba para largo y que esto solo era el comienzo. Daniel Ortega lleva 11 años en el poder. Durante esos años hemos pasado por fraudes electorales y un gobierno corrupto.

En estos últimos meses, mi vida y todo a mi alrededor ha cambiado. Algunos de mis amigos se tuvieron que ir del país ya que cada día está más peligroso salir a las calles.

La población tiene que estar en sus casas a las seis de la tarde todos los días o corren el riesgo de ser atacados por fuerzas parapoliciales. La economía del país decae más cada día, dejando a miles sin empleo.

Extraño poder salir a la calle hasta la hora que yo quiera. Poder ir a casa de mis amigas o familiares. Poder ir a cenar a un restaurante sin tener la preocupación

que algo me pase en el camino. Lo que se me hace más difícil es estar en la universidad y estar tan lejos de mi país cuando está pasando por tanto.

Me preocupo todos los días al pensar en el bienestar de mi familia y amigos que siguen en el país, sabiendo que su seguridad constantemente corre peligro.

Mi país bello y maravilloso se volvió la escena de mi peor pesadilla. Quiero mi vida devuelta, siento que me la han robado. Quiero poder regresar a mi país y tener esa sensación de hogar. No tener la sensación de melancolía y miedo.

Esto ha sido muy fuerte para un montón de gente, pero yo se que de esta vamos a salir. Admiro tanto a todas esas personas que están luchando el día de hoy para poder sacar a Nicaragua adelante. Yo se que pronto Nicaragua estará libre. Pero por ahora, hay que luchar por nuestro país.

¡Nicaragua volverá a ser Republica!



CORTESIA DE CARMENCITA ROSALES
Carmencita Rosales sonríe de pequeña en Nicaragua.

CAMPUS VOICES - ECUADOR

'No dejes que se acostumbren tus ojos'



Ana Eguiguren
Columnist
@ElonNewsNetwork

After two semesters of enlightening first-year classes, shrunken clothes in laundry machines and 15 extra pounds, I went home for my first summer after college. As one would be after a couple college classes, I returned home completely sure I had all the knowledge I would need for the rest of my life.

I was wrong. I remember speaking about how primary education functioned as if my 3-week winter term class on education made me wiser than my mother, a woman who has a master's degree in primary education and 23 years of experience. This illusion of wisdom also came with a need for independence. Needless to say, my rebellious streak ended just as I walked out the door and my mother's sweet voice said, "Where do you think you're going?"

My summer in Ecuador included some power struggles between my parents and me as I tried to convince them I was not a child anymore. The universal statement "As long as you live under my roof..." seemed to be tailored to my daily life. But my summer was filled with much more than rebellion, and it shed light on various realizations.

When I left for college, a year before, I left behind the poverty of my country; I left behind the half-painted houses and the Christmas lights that were still hung in August because they were the only decorations at the corner store. I repressed the uneasiness of seeing children selling candy in the streets and the banners of populist leaders camouflaging the graffiti in the public green buses.

I did leave all this behind, but coming back made me realize what I had failed to see in all those years. I had spent 18 years of my life counting the potholes and cursing at the speed bumps. That chaotic beauty is what makes Ecuador more than a small Latin American country. That's when I realized my city, my country, is beyond magnificent.

My grandfather used to say, "No dejes que se acostumbren tus ojos," which roughly translates to, "Don't let your eyes get used to what they are seeing." My eyes were used to seeing the monumental mountain range with every peak dipped in snow. I became oblivious to the genuine smile of the vendor at the corner store, the vibrant colors of the artisanal market and the beautiful stones that build the Historic Center. I forgot about the importance of my chaotic family — 15 people gathered around a table with a toddler sitting on it, having six different conversations in which all the members somehow understood every word of it. I had gotten used to the absence of my grandmother's advice.

But I came back. That's the thing about leaving — it makes coming back so much better. Before college, it was as if I was standing too close to a painting. I could only see blurs, smudges and some colors, but there was no cohesion. This summer, my surroundings became a masterpiece I hadn't been able to admire. I had to fly 4,018 kilometers away to Elon to experience college, savor independence and ignite my rebellion in order to see the whole painting — that amazing, diverse, spectacular painting that Ecuador is to me.

Finding love despite Hardships



PHOTO COURTESY OF GINA CHAVEZ

Gina Chavez balances being Catholic, gay and a folk pop singer

Diego Pineda

Enterprise Story Coordinator | @diego_pineda19

WHEN COMING TO TERMS with her sexuality, folk-pop singer Gina Chavez would pray to God asking for answers wanting to know why she was attracted to women and whether it was good or bad.

“I tried to pray my own gay away,” Chavez said, “in the sense that I was like, I don’t want it. I don’t want to be gay.”

Chavez would even conduct what she calls experiments to see what gender caught her attention in different places — from walking down the streets to concerts. She never imagined she would meet her now wife, Jodi Granado, at the University Catholic Center at the University of Texas at Austin.

“With Jodi, it was like trying to stop a train,” Chavez said. “Trying to love her was so much harder than trying to love a guy.”

With 12 years of being together and one year of marriage, Chavez’s new EP, released Sept. 14, titled “Lightbeam,” follows the couple’s journey together. It highlights them wrestling with their Catholic faith and how they have dealt with their relationship despite the hardships.

Chavez, who has 10 Austin Music Awards and an NPR Tiny Desk with more than half a million views, has topped the iTunes and Amazon Latin charts with her Latin folk-pop and award-winning album, ‘Up.Rooted.’ While Chavez is touring, recording and writing, Granado is a full-time high school teacher and Chavez’s manager.

Coming out

“The Catechism of the Catholic Church” states that homosexual acts are immoral and contrary to natural law, and homosexual ten-

dencies are disordered. Though the church does not consider homosexual orientation as sinful, there is a negative approach to it. Throughout the time they have been together, Granado and Jodi would offer up their relationship to God as Catholics and, in prayer, would ask God to separate their relationship.

“God was just fortifying our relationship and making it more beautiful,” Chavez said. “We finally decided we should stop praying it all to end and get used to the fact that this is a beautiful thing.”

What first started as a friendship led Granado and Chavez into a relationship they did not expect was going to flourish and grow to what it is today. Granado says that when they met, she was just getting out of



TRYING TO LOVE HER WAS SO MUCH HARDER THAN TRYING TO LOVE A GUY.

GINA CHAVEZ
FOLK POP SINGER

a previous relationship.

“She was a source of strength,” Granado said. “But it was hard for me because I had just met this girl [Chavez] and we were very much in the Catholic scene.”

Chavez came to full terms that she was a lesbian at age 24. When she came out to her parents, she knew the great relationship she had with her parents was going to change forever.

“I did not want to think it was her [Jodi’s] fault,” Chavez said. “I remember thinking that even if this doesn’t work out then I’m still gay. I needed my parents to understand that this was outside of any person.”

While Chavez says her parents were understanding with her coming out, Granado says to this day her family says they struggle with

her sexuality.

“I know who I am, and I’ve made peace with it,” Granado said. “I wanted to please [my parents] and make them proud. I finally came to the conclusion that it’s your cross to carry, not mine. I’m walking my journey in hopes that you can do the same.”

Starting conversation in the Catholic community

Chavez has attended St. Austin Catholic Church in Austin, Texas, for the past 16 years. When dealing with her sexuality, she sought guidance from priests and a nun who helped her come to terms with who she was.

“I was like, OK, a Catholic nun is asking me to discern my sexuality,” Chavez said. “She wasn’t judging me. She was telling me to talk to God about how I was wired.”

Both Chavez and Granado agree that the support from the community that they have received at their church is an essential part of why they are devout to their religion. Granado says that she is glad the conversation of LGBTQ+ members in the church is starting.

“In order for the church to change, we need to be educated,” Granado said. “We need people to educate us. We need people to stand there and not walk away. If you’re willing to stay in and fight, teach and go through the harsh with your community, we need more of that.”

After 11 years of being in the relationship, Chavez and Granado decided to get married last year. Gina said they chose to do it out of their love for each other and concern that the current administration could take same-sex marriage away. Chavez says that a priest who helped them plan their ceremony encouraged them to be a part of the change.

Chavez and Granado could not celebrate their wedding at their church since the Catholic church does not recognize same-sex marriage. This is something Chavez says made her angry despite her love for her faith and community.

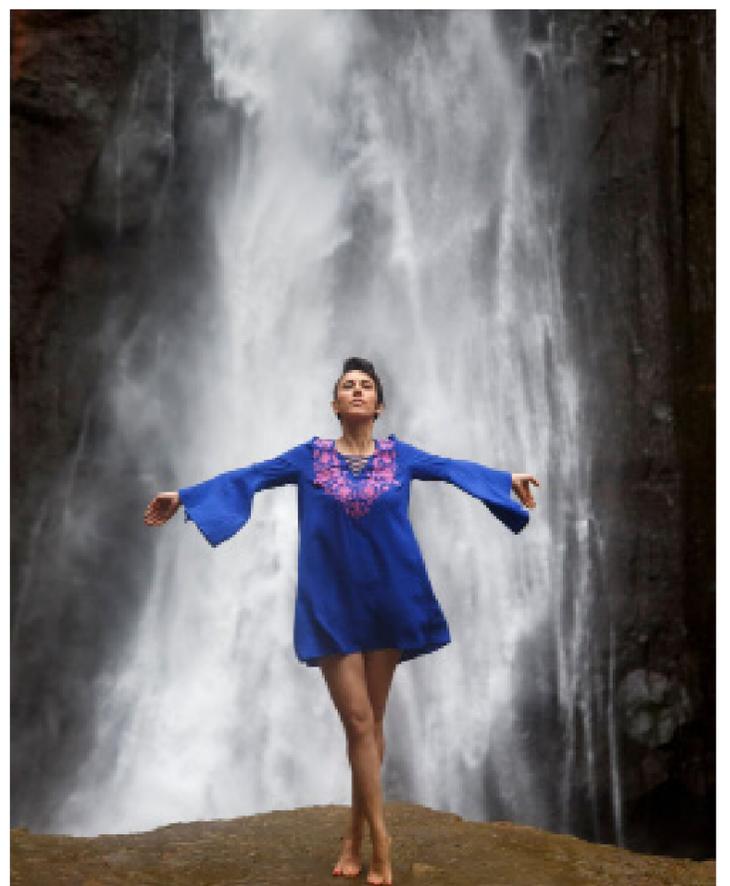


PHOTO COURTESY OF SPENCER SELVIDGEW

Top: Gina Chavez and wife Jodi Granado hold hands on the day of their wedding.

Right: Gina Chavez stands with open arms for a photoshoot promoting her new EP “Lightbeam” released Sept. 14.

“We should be able to shout from the rooftops that our relationship is just as worthy as a relationship between a man and a woman,” Chavez said.

Balancing careers

Finding a middle ground with Chavez’s career while she’s on tour around the world has not been easy. Granado says that their commitment to communication has been a vital part of their relationship, especially when they have not seen each other for a while or things are not going well.

“The balance part is the crucial thing,” Granado said. “It’s really hard, and sometimes it gets very disproportionate at times. Knowing that I know she’s so talented and seeing her on stage kind of keeps me going.”

While Granado is grading papers and paying the bills at home, Chavez is touring around the country and world with her band. As a cultural ambassador with the U.S. State Department, she has been to

more than 10 countries— from Jordan to Costa Rica and Kyrgyzstan.

Chavez says her new EP “Lightbeam” is snapshots of the journey she and Granado have had together.

It has songs that deal with Chavez being in the spotlight from Granado’s perspective, Granado being lonely while Chavez is on tour, the love Chavez has for her wife, among others. The EP features more smoother tones than Chavez’s usual folk-pop style.

While Granado and Chavez try to balance their relationship, they also started a fund called Niñas Arriba based in El Salvador. This fund raises money to send young underprivileged girls to college.

DESDE PERÚ HASTA ELON



ABBY GIBBS | EDITORA DE FOTOS

Estudiante de 32 años habla sobre su historia de vida

Perla Salazar-Rangel

Elon News Network | @twitterhandle

Un estudiante tradicional en Elon University se gradúa a los 22 años. Al graduarse, la gente pregunta donde se ven en 10 años, pero Luis Renato no tiene que imaginar lo que va a estar haciendo a los 32 años porque ya lo está viviendo.

Típicamente, la gente va a la primaria, a la secundaria, y después a la universidad para prepararse para el resto de su vida. Renato tomó diferentes pasos para llegar a los Estados Unidos y a Elon.

Viviendo en Perú

Renato nació en Lima (Perú) en 1986, se crió en un barrio llamado Frigorífico del Callao. La vida en Perú fue difícil porque la violencia era común en su familia. Renato cuenta que no se acuerda de su padre biológico pero sabe que él causó mucho dolor al principio de su vida.

“Tenía sueños en los que a mi mamá la golpeaba alguien y a mi también,” Renato dijo. “Pensé que era cosa de la televisión, pero mi mamá me dijo después que mi padre biológico era violento y que eran recuerdos verdaderos en mis sueños. Él se fue cuando tenía dos o tres años.”

La violencia en su vida continuó pero de diferente manera. La mamá de Renato se enamoró de otro hombre y éste se convirtió en su padrastro. Su mamá y su padrastro tuvieron dos hijas y un hijo y todos se fueron a vivir al barrio donde creció Renato.

“El barrio era muy particular, había un ‘wall of shame’ en Perú donde la división de nivel económico en la sociedad es explícito,” Renato dijo.

El lado donde él vivía, estaba considerado de clase media, pero vivía cerca de la parte donde había mucha más pobreza y violencia. Renato dice que había un grupo terrorista que amenazaba a la gente de su barrio. Un día notó que su padrastro empezó a actuar raro.

“Él trabajaba en un aeropuerto,” Renato dijo. “Shining Path” es un grupo terrorista allá en Perú. Era un grupo extremista, serían como “ISIS” de Latinoamérica. Ellos querían contratar a mi padrastro para que hiciera contrabando y mandara algo en el avión.”

Al padrastro de Renato le dio miedo y decidió irse a los Estados Unidos. Después de un tiempo, su mamá se fue también, y poco después también se fueron Renato y sus hermanos, y por aquel entonces Renato tenía 12 años.

La vida en los Estados Unidos

Al llegar a los Estados Unidos, Renato vivía con su familia en Boston, Massachusetts. Él empezó a ver que su padrastro había cambiado demasiado. Se volvió alcohólico y empezó a ser violento con su familia. Su historia de violencia se estaba repitiendo.

Renato dijo que por culpa de la violencia de su padras-

tro, él también empezó a ser agresivo. Cuando estaba en el colegio lo maltrataban, y él se defendía. Y a los 13 años se metió en una pandilla.

“Decidí entrar a las pandillas de East Boston,” Renato dijo, “quería tener un estatus de respeto, me uní para protegerme.”

Pero no duró mucho tiempo porque los policías lo capturaron cuando estaba vigilando a otros pandilleros mientras robaban en una casa. La policía llamó a sus padres, pero les dijeron que le iban a dar una oportunidad para salirse de la pandilla y mejorar su vida porque aún era muy joven.

Renato tomó esa oportunidad y por eso se mudó con su familia a otra parte de Boston y se cambió de colegio.

Cuando empezó la preparatoria, Renato dijo que veía que habían unos estudiantes en uniforme y que le llamaban mucho la atención.

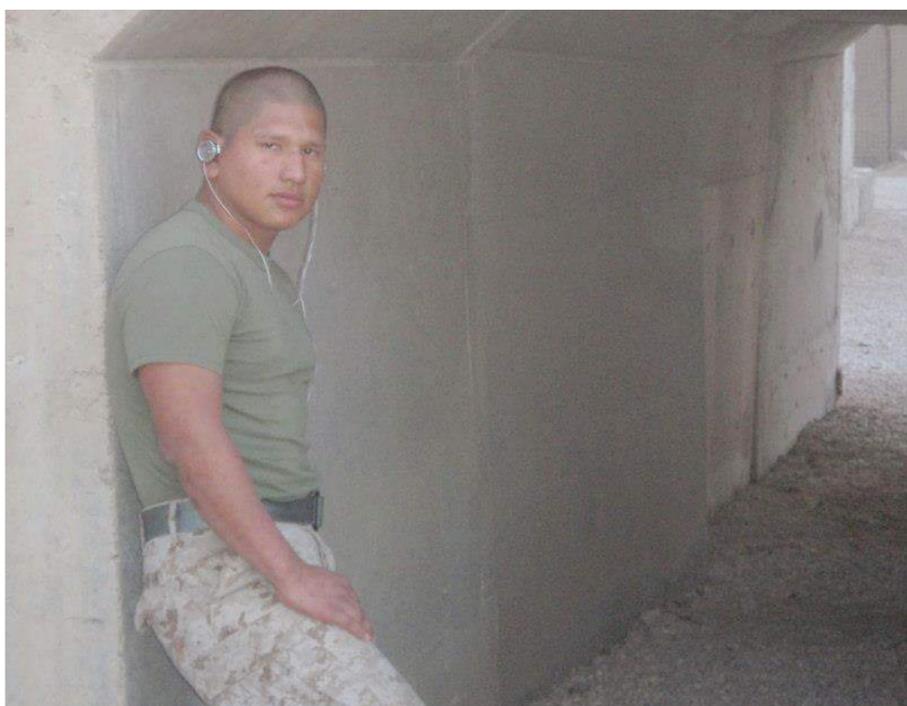
“Eran los de ROTC (Reserve Officers’ Training Corps)” Renato dijo. “Tengo tios con los uniformes en el military en Perú. Fui a hablar con el grupo y me presentaron lo que era ROTC. Ese programa fue muy importante mi vida, marcó mucho mi vida porque en ese grupo éramos bien cercanos, teníamos una amistad enorme.”

La vida de Renato cambió al unirse a ROTC porque conoció a gente que tenía una vida similar a la de él.

Al graduarse de la preparatoria, su mamá se fue a Alaska a buscar trabajo. Su padrastro luego le convenció a él y a sus hermanos de que su mamá los había abandonado y Renato empezó a tener mucho resentimiento hacia ella. Él continuó viviendo con su padrastro y trabajó en tres diferentes lugares. Todo el dinero que ganaba se lo daba a su padrastro.

Un día, Renato y su padrastro se pelearon y Renato se fue de la casa. Él regresó después pero sus hermanos no lo dejaron entrar. Renato volvió a su preparatoria de visita, y allí fue donde conoció un reclutador del ejército de los Estados Unidos.

Con su experiencia y con la ayuda del reclutador, él se fue al ejército donde estuvo prestando servicio militar hasta los 22 años. Ese tiempo de servicio militar marcó



CORTESIA DE: LUIS RENATO

gran parte de su vida.

“Me hizo ser más hombre de lo que soy todo esto,” Renato dijo. “El ejército es uno de los lugares más diversos que he visto en toda mi vida.”

El camino hacia Elon

Renato empezó sus estudios en Elon en 2016, pero a su vez tuvo que pasar por más dificultades.

Primero, se mudó a Carolina del Norte donde se pudo reencontrar con su mamá. Allí fue donde se dio cuenta de que su padrastro le había mentado y que su mamá no los había abandonado. Su mamá fue la que le convenció

para ir a la universidad.

“Mi mamá me dijo que por qué no estudiaba,” Renato dijo. “Me dijo que podía ir a Elon.”

Renato aplicó a Alamance Community College donde estudió por dos años. Luego trabajó por unos años con la compañía General Electric. Y después decidió aplicar a Elon donde su mamá trabaja de conserje.

Renato está estudiando sociología y español y dice que va a terminar su carrera en 2019. Y aunque no está seguro de todo lo que va a pasar en su futuro, tiene una idea de lo que quiere hacer. Quiere seguir estudiando y espera recibir su maestría en Elon en

Izquierda: Estudiante de último año Luis Renato camina en el campus de Elon University.

Derecha: Luis Renato posa mientras en el programa de ROTC.

“Interactive Media”. Dice que la educación siempre formará parte de su vida.

“Mi meta es ser profesor de sociología pero también trabajar con una compañía como General Electric. O trabajar con una ONG como Oxfam. Quiero seguir estudiando, quiero ir a Harvard o entrar en un programa de posgrado en un colegio prestigioso.”



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ELON EATS

Pareja Argentina trae un poco de su cultura a Burlington

La panadería ofrece bocados Argentinos y un ambiente familiar

Bella Martínez
Elon News Network | @twitterhandle

En el centro de Gibsonville hay una panadería que se llama Ines' Bakery. Inés y Ariel Roets la abrieron hace dos años, la panadería es un lugar donde uno se puede sentar y sentir en casa.

“Empezamos hace unos años en Miami, en la calle ocho, y después nos movimos para aquí y empecé a vender porque no ganaba lo suficiente, empecé a hacer pasteles de mi casa,” dijo Inés. “Pero para vender empanadas necesitábamos un permiso, pero lo que nos inspiró más fue que vendimos en Miami y nos fue muy bien y siempre quisimos hacer lo desde que legamos [a Gibsonville].”

La panadería está enfocada en comida argentina pero también tiene una variedad de comida de otros países. “Sí, tenemos empanadas estilo argentino, pero también tenemos pasteles de México, cupcakes de aquí de los Estados Unidos. Tenemos gente de Etiopía, Argentina, Uruguay, Paraguay, México y de los Estados Unidos.”

Hay flan y choco-flan, pasteles que son de tres leches y vienen en cuatro sabores:

SI QUIERES IR

Dirección: 112 W Main St, Burlington, NC 27215
Horas: Monday-Saturday 10:00am-8:35 p.m.

chocolate, vainilla, fresa y napolitano. Todo puede tener fruta enzima o si lo ordena especial, puede tener fruta adentro de los pasteles también. Además, hay alfajores, petit fours, galletas, y cupcakes a la venta.

Uno no puede ir a Inés' Bakery y no probar las empanadas. Están hechas a mano y muchas veces las hacen enfrente de uno. Tienen empanadas de dulce y sal y hay mas de diez sabores. Ofrecen combos a siete dólares que incluyen tres empanadas, una bebida, y un cupcake.

A los clientes de la panadería les gustan los pasteles y las empanadas, pero también aman a Inés y Ariel. “Es común que la gente viene aquí y nos quedamos hablando de la vida o de los hijos y de la familia,” dijo Inés.

El ambiente de Inés' Bakery es uno de inclusividad y aceptación de todos. Inés dice que “Quería traer un poco de mi país a la comunidad en la forma de empanadas y alfajores.”

Si los estudiantes quieren un sabor nuevo, una experiencia nueva o si tienen el antojo de un pastel, deberían ir a Inés' Bakery.



CORY WELLER | STAFF PHOTOGRAPHER



CORY WELLER | STAFF PHOTOGRAPHER

Above: Ariel (left) and Ines Roets run Ines Bakery, located on 112 West Main Street in Gibsonville. Here, Mr. Roets is serving a fresh order of Argentinian style empanadas.

Left: Shown are some of the fresh pastries available at Ines Bakery. Cupcakes and cake are also available, in many various flavors!

La Habana: Dancing to unite cultures

Multi-organizational dance party event La Habana to shed light on Hispanic culture

Victoria Traxler
Elon News Network | @elonnewsnetwork

Vibrant dance music, free food, and community will shine a light on Hispanic culture during this year's annual La Habana dance party event.

Lucia Lozano Robledo, president of the Latinx-Hispanic Union, has joined El Centro and Chi Upsilon Sigma to host the event.

“It gives visibility to a community at Elon University and the larger region of Alamance County,” Lozano said in an email. “Additionally, it promotes our Latinx and Hispanic programs, organizations and partners on campus.”

The dance party will include a variety of music such as bachata, salsa, reggaeton and merengue. It will also have energetic decorations, free Latino food and a photo booth.

“It is a great event that brings the university together to celebrate a community and culture that is often underrepresented,” Lozano said. “It is important to me because it represents the celebration and visibility of my own culture.”

Lozano believes that La Habana contributes to the representation of Latino and Hispanic culture on campus and emphasizes the various organizations on campus that promote these identities such as El Centro or the Latinx-Hispanic Union.



PHOTO COURTESY OF LHU_ELON INSTAGRAM

“It is a building legacy of Latinx and Hispanic presence of campus from students, faculty and staff,” Lozano said. “It gives visibility to the diverse representation of Latinx and Hispanic culture and identities.”

Ozelle Bower, senior, has attended La Habana two times and plans to go again this upcoming semester. She has loved her experiences at the event and grown to suggest her friends attend as well.

“I’m a part of these organizations.



OUR GOAL IS TO BUILD A COMMUNITY AMONG THE INTERNATIONAL STUDENTS

TOBIN FINIZIO
GRADUATE STUDENT

Latinx/Hispanic students enjoy Salsa Magic night, an event similar to La Habana at Elon Tap House

IF YOU GO

Location: Taphouse
When: Friday, October 5th, 10 p.m.

“It’s been just a good time watching it grow, see the exposure to Latin music, food and heritage,” Bower said.

Bower believes that events like La Habana are important to Hispanic Heritage Month and the representation of this at Elon University.

“I really appreciate how it brings together the Elon Hispanic community, because it is a small community here at Elon,” Bower said.

La Habana contribute to the integration of the various communities at Elon and helps to break the stereotypes surrounding Latino culture and ideology.

“I think showing that there’s not just one stereotypical type of Latinx,” Bower said. “Not everyone is Mexican, no, we have Honduran students at this school, we have students who are Colombian. There’s so many and each has a unique aspect to their heritage. It’s not all the same I think that aspect.”

La Habana will take place Friday, Oct. 5, in Taphouse at 10 p.m. and will have free Latin-themed food.

THE WORLD'S GAME



ZACHARY OHMANN | STAFF PHOTOGRAPHER

Junior forward Iñigo Bronte stands in line with his teammates for the national anthem before their match against UNC Charlotte on Sept. 11, 2018. The Phoenix lost to the 49ers 4-0.

Iñigo Bronte is taking on the United States with style as new Elon men's soccer forward

Jack Haley

Sports Director | @jackhaley17

HOME MATCHES FOR JUNIOR forward Iñigo Bronte of Elon University's men's soccer team look a bit different than they did last year. The almost 15-hour flight from his home in Pamplona, Spain, is all that separates Bronte from his old life. But the distance isn't the only thing that has changed for him. This entire experience at Elon and on Elon's soccer team is one that he is still adjusting to.

Bronte hails from the land most famous for its running of the bulls. People line the 957-yard path to watch the bulls thrash their way into the town's bullring, clad in white and red.

Bronte played a bullring of his own in the past few years. Before coming to Elon as a redshirt junior, Bronte played under the lights of Estadio Ripagaina for fourth-tier Spanish soccer team UCD Burlades.

The forward found his way to Elon in a much more hurried fashion than most normally do. Many recruits will start the process years in advance, sometimes as early as their sophomore year of high school when they are 16 years old. Bronte did not have the luxury of time in his process getting to North Carolina.

"It was a very intense process for me because I started the process in late June," Bronte said. Pair the late start with a work schedule and the time difference between Spain and the United States, and Bronte's process to join the club became a stressful one.

The differences are becoming apparent to Bronte, who is now seven games into his Elon career. For one, Bronte is playing with much younger competition this year than he has in a long time.

"In Spain, I played the last years with adults, something that changes the game completely," Bronte said.

Another major change Bronte has seen is how he has a lot less time this year to make an impact on the club. Not only is he coming in halfway through college, but he



ZACHARY OHMANN | STAFF PHOTOGRAPHER

Junior forward Iñigo Bronte plots his next move against UNC Charlotte on Sept. 11, 2018.

is also seeing a severe cut in the length of the season. In Spain, Bronte had a 42-game season to help his team find a way into the postseason. Now with the Phoenix, Bronte will have less than half that – just 17 games – to try and make their way into the postseason.

So far, Bronte has proved up to the task. The forward leads the team in almost every major offensive category, including points, shots, goals, shots on goal and game-winning goals. Bronte has been averaging almost 3.5 shots per game through the first seven games of his first season with this new squad.

Bronte's brilliance was on display when the team traveled north on Interstate 95 to visit the Scarlet Knights of Rutgers University. Bronte showed his world-class ability by scoring the opening three goals of the

match and added an assist in the Phoenix 8-1 dismantling of the home side. Bronte needed just 28 minutes to score a hat trick in the match. His first goal found the back of the net from a seemingly impossible scoring position near midfield. The Rutgers goalkeeper was caught off his line and Bronte snuck his shot in below the crossbar to give the Phoenix a 1-0 lead in that match.

Though Bronte is playing well, that doesn't mean he hasn't faced challenges adjusting to life in the United States. The game itself is played much differently for starters. "The style is completely different," Bronte said. "Substitutions change everything." In the Colonial Athletic Association (CAA), a player can substitute off and back on to the pitch during the game. In Bronte's previous league, once a player is subbed off, they

cannot come back on for the remainder of the match.

Bronte also noted the style of play is different. "In Spain, games were much more tactical and a little less rhythmic in some facets of the game," Bronte said. "We played with much more control of the ball and therefore a lot less chances."

Even though it may be hard to see it at times, life is more than just sports. Coming to Elon was an entire upheaval of what Bronte has known his entire life. The change in soccer play may be different to him in the United States, but none of that compares to the lifestyle changes that Bronte is facing.

Bronte said being an athlete has given him a lot of confidence and has been very helpful in his transition to college life and life in the United States. "We move in a month before everyone than the rest of the students, so I have had more time getting used to everything," Bronte said.

Things like food, culture, lifestyle and language are things a lot of college students take for granted when going to college. But those are all things the Spain native had to adjust to while preparing for the fall athletic schedule.

One of the biggest adjustments is something that is quite common for many students. Bronte was used to a close-knit community at home, something he feels is not the same in the United States.

"In Spain, relations were much closer than here; people tend to do more things together. I am used to spending more time with my family and friends in the streets, hanging out, watching games together," Bronte said. "This is probably what I miss the most, but I'm very happy with how things are going here for the moment."

The team simulates some of that closeness that Bronte is missing from home, however nothing can replace family. But Bronte is not alone on the team. 14 of the squad's 33 players are international students, making it one of the school's most diverse teams.

Bronte has gotten his feet underneath himself and shown that he is a force on the team. All the moving parts he had to deal with have made his performance on the pitch just that much more impressive. Bronte's ability to translate the World's Game to the pitch in United States is a testament to the grit and grind that has made him an integral part of Elon's squad this year.

“

IN SPAIN, RELATIONS WERE MUCH CLOSER THAN HERE. THIS IS PROBABLY WHAT I MISS THE MOST, BUT I'M VERY HAPPY WITH HOW THINGS ARE GOING HERE.

IÑIGO BRONTE
JUNIOR



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