

Guide to the Latinx Student Life at Yale Records

RU 1181



compiled by Michael Lotstein and Camila Zorrilla Tessler

April 2022

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Table of Contents

Collection Overview	3
Requesting Instructions	3
Administrative Information	4
Conditions Governing Access	4
Conditions Governing Use	4
Preferred Citation	4
Related Materials	4
Biographical / Historical	4
Scope and Contents	4
General	5
Collection Contents	6
Accession 2022-A-0033: Administrative files	6
Accession 2022-A-0035: Oral histories documenting "Despierta Boricua", 2021-2022	18
Accession 2022-A-0038: Despierta Boricua 50th anniversary symposium ephemera, 2022	31
Accession 2023-A-0030: Records	32
Accession 2024-A-0015: Oral histories documenting "Despierta Boricua", 2022	39
Selected Search Terms	41

Collection Overview

REPOSITORY: Manuscripts and Archives
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CALL NUMBER: RU 1181

CREATOR: La Casa Cultural Julia de Burgos

TITLE: Latinx student life at Yale records

DATES: 1954-2022

BULK DATES: 1969-2012

PHYSICAL DESCRIPTION: 11.4 linear feet

PHYSICAL DESCRIPTION: 70 Computer Files (.mp4)

PHYSICAL DESCRIPTION: 54188.4 Megabytes

LANGUAGE: The materials are in English and Spanish.

SUMMARY: Accession 2022-A-0033 is arranged chronologically and consists of three series: Casa Boricua, Despierta Boricua and La Casa Cultural. The Casa Boricua (1971-1975) series contains governance documents, correspondence, meeting minutes and agendas, and membership lists. The Despierta Boricua series (1969-2012) contains governance documents, minority recruitment program records, correspondence, meeting minutes and agendas, budgets, grant project proposals, and event ephemera. The La Casa Cultural (1954-2009, bulk 1970-2009) consists of minority recruitment records - students and faculty, correspondence, governance documents, and event ephemera.

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Requesting Instructions

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Key to the container abbreviations used in the PDF finding aid:

b. box

f. folder

Administrative Information

Conditions Governing Access

Open for research.

Conditions Governing Use

Original audiovisual materials may not be played. Researchers must consult use copies. If a use copy does not exist for a particular item researchers should consult with a reference archivist for policies and procedures governing the creation of duplicating masters and use copies.

Preferred Citation

Latinx Student Life at Yale Records (RU 1181). Manuscripts and Archives, Yale University Library.

Related Materials

Movimiento Estudiantil Chicano de Aztlan, Yale University, records (RU 79).

Biographical / Historical

Despierta Boricua

Despierta Boricua was founded in 1971 by members of the Puerto Rican student community at Yale initially to address and increase the number of Puerto Rican students applying to and being accepted at Yale. By 1972, the organization's mission evolved to assist minority students in adjusting to life at Yale and New Haven. Over the next half-century, Despierta Boricua's mission grew to bring together members of the Yale community who identify in any way with Puerto Rico in celebration of its culture, history and traditions and to promote the causes and interests of the greater Latinx community at Yale.

La Casa Cultural Julia de Burgos

Founded in 1974 as Casa Boricua, Inc., La Casa Cultural Julia de Burgos would be established in 1977 with their move to their current location at 301 Crown Street, which became the first building named for a person of color on the Yale campus. La Casa became a cultural, scholarly, and social center for Latinx students on campus, providing resources not only for students but community based programs to the greater New Haven area.

By 1999, Latinx student leaders proposed a unification of the disparate Latin and Chicano student groups into a unified cultural center under the La Casa aegis.

Scope and Contents

Accession 2022-A-0033 is arranged chronologically and consists of three series: Casa Boricua, Despierta Boricua and La Casa Cultural. The Casa Boricua (1971-1975) series contains governance documents, correspondence, meeting minutes and agendas, and membership lists. The Despierta Boricua series (1969-2012) contains governance documents, minority recruitment program records, correspondence, meeting minutes and agendas, budgets, grant project proposals, and event ephemera. The La Casa

Cultural (1954-2009, bulk 1970-2009) consists of minority recruitment records - students and faculty, correspondence, governance documents, and event ephemera.

General

Forms part of Yale Record Group 37 (YRG 37), Records of associations, institutes, centers, and organizations affiliated with Yale University.

Collection Contents

Accession 2022-A-0033: Administrative files

Casa Boricua		
b. 1, f. 1	Aspira Contributors	1971–1972
b. 1, f. 2	Latino Admission to Princeton University - Report and Correspondence	1971–1974
b. 1, f. 3	Puerto Rican Human Resources Foundation Report on Puerto Rican Population in New Haven	1971
b. 1, f. 4	Board Meeting Minutes	1973–1974
b. 1, f. 5	DB College activity fees	1973–1974
b. 1, f. 6	Casa Boricua - Membership Correspondence	1973
b. 1, f. 7	Casa Boricua By-laws	1973
b. 1, f. 8	Casa Boricua By-laws: Proposed Amendments	1973
b. 1, f. 9	Casa Boricua Certificate of Incorporation	1973
b. 1, f. 10	Casa Boricua Correspondence	1973
b. 1, f. 11	Casa Boricua Correspondence	1973–1974
b. 1, f. 12	Casa Boricua Correspondence to Prospective Students	1973
b. 1, f. 13	Casa Boricua Membership Acceptance Letters	1973
b. 1, f. 14	Casa Boricua Membership Applications Accepted	1973–1974
b. 1, f. 15	Casa Boricua Report to the Subcommittee on Cultural Centers	1973
b. 1, f. 16	Casa Boricua Work/Study Evaluations	1973–1974
b. 1, f. 17	CT Secretary of State's Office - Correspondence	1973–1974
b. 1, f. 18	Junta for Progressive Action - Correspondence, Information Booklet	1973–1974
b. 1, f. 19	Puerto Rico Speaker Series	1973–1974
b. 1, f. 20	Casa Boricua Correspondence	1974
b. 1, f. 21	Casa Boricua Governance Documents, Meeting Minutes, Press Releases	1974–1978, Bulk, 0001 March
b. 1, f. 22	Casa Boricua Meeting Minutes	1974
b. 1, f. 23	Casa Boricua Resignations	1974
b. 1, f. 24	Employment Contract - Gilbert Casellas	1974
b. 2, f. 1	Independent Project Grant Proposal	1974

Casa Boricua (continued)

b. 2, f. 2	Junior Year Abroad - Puerto Rico Correspondence and Application Information	1974
b. 2, f. 3	Correspondence	1975
b. 2, f. 4	Leadership Training Sessions	1975
b. 2, f. 5	Population Control in Puerto Rico - Notes and Handouts	1975
b. 2, f. 6	Puerto Rican Educational Research Project - Notes, Response, and Correspondence	1975
b. 2, f. 7	Casa Boricua Bylaws - Draft	undated
b. 2, f. 8	Casa Boricua Membership List	undated
b. 2, f. 9	Mailing and Contacts Lists	undated
Despierta Boricua		
b. 3, f. 1	Day Care (NH and CT) Newsclippings Notes and and Contact List	1969-1972
b. 3, f. 2	Funding for Minority Students Issues	1969-1975
b. 3, f. 3	Ajua - Campos, Wesleyan University	1970s
b. 3, f. 4	DB Meeting Minutes	1970s
b. 3, f. 5	Puerto Rican Human Resources Foundation Survey Results	1970
b. 3, f. 6	Casa Boricua Correspondence with Prospective Students	1971-1972
b. 3, f. 7	Memorandum of Press Statements	1971-1972
b. 3, f. 8	Minority Recruitment Budget	1971-1972
b. 3, f. 9	Official Correspondence	1971-1972
b. 3, f. 10	The Puerto Rican Journal at Yale University	1971
b. 3, f. 11	Young Lord's Party	1972
b. 3, f. 12	Aswad Sewer Correspondence	1973-1974
b. 3, f. 13	Committee to Defend Carlos Feliciano	1973
b. 3, f. 14	Correspondence - Gilbert Casellas	1973-1974
b. 3, f. 15	DB Correspondence to Prospective Students	1973-1974
b. 3, f. 16	DB Correspondence to the Yale College Dean's Office	1973-1974
b. 3, f. 17	DB Meeting Minutes	1973-1974
b. 3, f. 18	DB Minority Recruitment Program - Notes	1973
b. 3, f. 19	Incorporators Meeting Minutes	1973
b. 3, f. 20	Minority Recruitment Program Report	1973

Despierta Boricua (continued)

b. 3, f. 21	Puerto Rican Studies at Yale - Course Descriptions and Research Material	1973
b. 3, f. 22	Support Letter Outlining DB Activities	1973
b. 3, f. 23	United States Committee for the Carmichael Ten	1973
b. 3, f. 24	Affirmative Action	1974-1976
b. 3, f. 25	African Famine Relief Organization at Yale	1974-1975
b. 3, f. 26	Casa Boricua Quarterly Report	1974
b. 3, f. 27	Casa Boricua Quarterly Reports	1974
b. 3, f. 28	Concilio de la Comunidad Reports - Harvard University	1974-1975
b. 3, f. 29	DB Admissions Agenda, Notes, and Correspondence	1974
b. 3, f. 30	DB Admissions Report to Yale Faculty and Administration	1974-1975
b. 3, f. 31	DB Minority Recruitment Proposal	1974-1976
b. 3, f. 32	DB Resignations	1974
b. 3, f. 33	DB Structure, Ideology Statements, and Org. History	1974
b. 3, f. 34	Donations - Solicitation Correspondence	1974
b. 4, f. 1	ESL Programs	1974
b. 4, f. 2	Independent Project Grant - Cruz Ramos Correspondence	1974
b. 4, f. 3	Independent Project Grant - Frank Sewer Correspondence	1974
b. 4, f. 4	Independent Project Grant Proposal Forms	1974
b. 4, f. 5	Latin American Students Org. (RI College)	1974
b. 4, f. 6	Meeting Minutes	1974-1975
b. 4, f. 7	Minority Admissions at Yale - News Clippings and Notes	1974
b. 4, f. 8	Minority Recruitment Protest	1974
b. 4, f. 9	Notice of Dissolution of Casa Boricua	1974
b. 4, f. 10	Prop/74 Participants, Correspondence and Orientation	1974-1976
b. 4, f. 11	Recruitment Schedule	1974
b. 4, f. 12	Recruitment Film: Puerto Rican Students to Yale -Mission Statement and Correspondence	1974
b. 4, f. 13	The Foundation Center - Funding News and Correspondence	1974
b. 4, f. 14	Yale College Council	1974
b. 4, f. 15	Admissions - Questionnaires	1975-1976
b. 4, f. 16	Arts Activities	1975-1977

Despierta Boricua (continued)

b. 4, f. 17	Black Expo	1975
b. 4, f. 18	BSAY - Agenda and Talking Points	1975
b. 4, f. 19	COSSMHO Projects	1975-1976
b. 4, f. 20	DB Dechambers Meeting: Figueroa Resignation	1975
b. 4, f. 21	DB Meeting Minutes	1975
b. 4, f. 22	DB Minority Recruitment Questionnaire	1975
b. 4, f. 23	DB Press Release, Re: Minority Recruitment	1975
b. 4, f. 24	Floating Freshman Counselors - Call for Applications	1975
b. 4, f. 25	Frente Obrero Unido	1975
b. 4, f. 26	Meeting Minutes	1975
b. 4, f. 27	Puerto Rican Faculty at Yale Correspondence	1975
b. 4, f. 28	San Juan Day	1975-1976
b. 4, f. 29	DB Budget	1976
b. 4, f. 30	DB Budget	1976-1977
b. 4, f. 31	DB Correspondence with Local Bussinesses (NH and NYC)	1976
b. 4, f. 32	DB Minority Applicants by School	1976
b. 4, f. 33	DuBois Seminar	1976
b. 4, f. 34	Interview Transcrpits	1976
b. 4, f. 35	Minority Applicants Data	1976
b. 4, f. 36	Minority Recruitment - DB Position Paper and Research Materials	1976-1980
b. 5, f. 1	Partido Socialista	1976
b. 5, f. 2	Puerto Ricans in Higher Educaction - Writings and Research	1976
b. 5, f. 3	San Juan Festival, Letters of Support	1976-1977
b. 5, f. 4	DB Meeting Minutes	1977-1978
b. 5, f. 5	Minority Enrollment Data - Yale	1977-1979
b. 5, f. 6	San Juan Festival Proposal Drafts with Notes and Research Materials	1977
b. 5, f. 7	DB Minority Recruitment - Correspondence and Data	1978
b. 5, f. 8	Minority Admissions Advisory Committee	1978
b. 5, f. 9	Puerto Rican Liberation Week - DB Sponsored Events and Correspondence	1978
b. 5, f. 10	DB Constitution, Meeting Minutes, and Newsletter	1979-1980

Despierta Boricua (continued)

b. 5, f. 11	Report - Puerto Ricans in the Ivy League	1979
b. 5, f. 12	Minority Advisory Council	1981
b. 5, f. 13	Floating Freshman Counselor Program	1982-1983
b. 5, f. 14	Intercollegiate Federation for the Advancement of Puerto Ricans (FIAP)	1982
b. 5, f. 15	Minority Recruitment Program	1983
b. 5, f. 16	DB Events Flyers	1984-1986
b. 6, f. 1	Puerto Rican Studies Concentration	1985-1987
b. 6, f. 2	DB and APPAC - Meetings, Governance, and Correspondence	1986-1987
b. 6, f. 3	Puerto Rican Studies - Correspondence Course Lists	1986
b. 6, f. 4	"Encounters and Exchanges" - Public/Private School Collaborative Report	1988
b. 6, f. 5	DB Bylaws, Budget, and Governance Documents	1989-1999
b. 6, f. 6	DB Mission Statement and Programming Documents	1989
b. 6, f. 7	Event Flyers	1989-1990
b. 6, f. 8	La Herencia Latina	1989
b. 6, f. 9	Minority Recruitment	1989-1994
b. 6, f. 10	Pre-Registration Orientation Program (PROP)	1989-1998
b. 6, f. 11	Puerto Rican Alumni Association	1990-1992
b. 6, f. 12	Annual Report	1991-1992
b. 6, f. 13	DB 20th Anniversary Celebrations	1991
b. 6, f. 14	DB Board of Directors - Agendas, Minutes, and Committee Records	1991-1996
b. 6, f. 15	DB Budgets	1991-1994
b. 6, f. 16	DB Publications	1991-1993
b. 6, f. 17	DB Bylaws	1992
b. 6, f. 18	DB Correspondence	1992-1997
b. 6, f. 19	DB Correspondence	1992-1994
b. 6, f. 20	DB Governance Structured	1992 and undated
b. 6, f. 21	DB Ileana Cintron Notebook	1992
b. 6, f. 22	DB Meeting Agendas and Notes	1992-1995
b. 6, f. 23	DB Puerto Rican Activities and News	1992-1995
b. 6, f. 24	DB Report - Meeting with Variano Ramos	1992

Despierta Boricua (continued)

b. 6, f. 25	Latinos United Correspondence	1992
b. 6, f. 26	Minority Admissions Advisory Committee	1992
b. 6, f. 27	DB Meeting Agendas, Event Documentation, Correspondence, and Governance Documents	1993-1995
b. 6, f. 28	Connecticut Association of Latin Americans in Higher Education (CALAHE)	1994
b. 7, f. 1	DB Meeting Minutes and Agendas	1994
b. 7, f. 2	DB Meeting Minutes and Agendas	1994-1995
b. 7, f. 3	DB Meeting Minutes and Budget	1994-2002
b. 7, f. 4	DB 25th Anniversary	1998
b. 7, f. 5	DB 30th Anniversary Events	2002
b. 7, f. 6	Ethnic Studies Curricula	2002
b. 7, f. 7	La Fuerza	2004-2006
History of Latinos at Yale		
b. 13	Richard Levin, Linda Lorimer, Cathy Kisse-Sandoval, Carlos Moreno, Araceli Campos 1 Videocassette (<i>MiniDV</i>)	2009
b. 13	Orlando Rivera, Sara Salvide, Melvyn Colon, Dean Rick Chavallo 1 Videocassette (<i>MiniDV</i>)	2009
b. 13	Use copies 2 CD-Rs	
Informal DB meeting featuring Dean Carlos Hortaz		
b. 13	Informal DB Meeting between DB Alumni and students featuring Dean Carlos Hortaz 1 Videocassette (<i>MiniDV</i>)	2009
b. 13	Use copies 3 CD-Rs	
b. 7, f. 8	Puerto Rican Student Conference	2012
b. 7, f. 9	Bilingual Education	undated
b. 14	DB 25th Anniversary Photo Album	
b. 7, f. 10	DB Calendar of Events	undated
b. 7, f. 11	DB Communications Workshop	undated
b. 7, f. 12	DB Contact Lists	undated
b. 7, f. 13	DB Latin Students Data	undated
b. 7, f. 14	DB Letter of Interest	undated

Despierta Boricua (continued)

b. 7, f. 15	De Las Ceuizas Workshop	undated
b. 7, f. 16	Deborah Wright Speech	undated
b. 15	Event Posters and Flyers	
b. 7, f. 17	Notes and Planning Documents	undated
b. 7, f. 18	Puerto Rican Educational Research Project	undated
b. 7, f. 19	Puerto Rican Independence Booklet	undated
b. 7, f. 20	Recles de Comunicacion	undated
b. 7, f. 21	Recruitment Procedures	undated
b. 7, f. 22	Spanish Speaking Contacts Lists	undated
b. 7, f. 23	Statistical Profiles, Class of 1975, 1971	
La Casa Cultural		
b. 8, f. 1	Minority recruitment	1954
b. 8, f. 2	Outreach Fliers and Membership	1970s
b. 8, f. 3	"Memories of May Day": Transcripts of KB Statements in YDN	1971
b. 8, f. 4	Admissions of PR Students to Yale College Report	1971
b. 8, f. 5	Aspira Funding Contributors	1971-1972
b. 8, f. 6	Casa Boricua Correspondence, Event Schedules, and Publications	1971-1976
b. 8, f. 7	Committee for Employment, Act for the Puerto Rican Community	1971
b. 8, f. 8	Correspondence - Aspira Program	1971
b. 8, f. 9	Ford Foundation	1971 and undated
b. 8, f. 10	Minority Admission Statistics	1971-1975
b. 8, f. 11	PR Student Recruitment	1971-1972
b. 8, f. 12	Puerto Rican Recruitment - Student and Schools Lists	1971-1972
b. 8, f. 13	Recruitment Budget	1971-1972
b. 8, f. 14	Student Recruitment of Admissions	1971-1972
b. 8, f. 15	Yale University Council of Latin American Studies Report	1971
b. 8, f. 16	YDN News Clippings	1971-1972
b. 8, f. 17	Casita Maria, Inc.	1972
b. 8, f. 18	Correspondence to Students	1972-1973
b. 8, f. 19	HEW Contract Compliance Correspondence	1972

La Casa Cultural (continued)

b. 8, f. 20	Intercultural Relations Notes and Planning Documents	1972
b. 8, f. 21	Minority Recruitment	1972
b. 8, f. 22	Minority Recruitment Advisory Committee Minutes	1972-1973
b. 8, f. 23	Minority Recruitment Program	1972-1973
b. 8, f. 24	News Clippings	1972-1990
b. 8, f. 25	PR Recruitment List of Recruiters	1972-1973
b. 8, f. 26	PR Recruitment Schedule	1972-1973
b. 8, f. 27	Puerto Rican Recruitment - Applicant Correspondence, Lists, and Admissions Data	1972
b. 8, f. 28	Puerto Rican Recruitment - School Visits in Puerto Rico	1972
b. 8, f. 29	Student Correspondence	1972-1973
b. 8, f. 30	Student Recruitment	1972-1974
b. 8, f. 31	Student Recruitment and Admissions Campaign	1972-1974
b. 8, f. 32	Student Recruitment of Admissions	1972
b. 8, f. 33	"El Boletin" Memorandum	1973
b. 8, f. 34	Association of Trabajadores Agricolas - CT	1973-1976
b. 8, f. 35	Boricua Health Organization - Promotional Materials	1973-1974
b. 8, f. 36	Casa Boricua Work Study Tutoring Materials and Manuals	1973
b. 9, f. 1	Correspondence and Memorandums	1973-1975
b. 9, f. 2	Elain Gould Foundation for Children Correspondence	1973-1975
b. 9, f. 3	Elias Clark Memorandum	1973
b. 9, f. 4	La Organizacion - Harvard University	1973
b. 9, f. 5	La Preusa Grafica	1973
b. 9, f. 6	Lucha-Manhattan College	1973-1974
b. 9, f. 7	Meeting with Kingmam Brewster	1973
b. 9, f. 8	News Clippings	1973-1974
b. 9, f. 9	PR Studies Correspondence	1973
b. 9, f. 10	President Brewster Correspondence	1973
b. 9, f. 11	PRLDEF Foundation Proposal	1973
b. 9, f. 12	Program Correspondence	1973
b. 9, f. 13	Puerto Rican Student Directory (Class of 1977)	1973-1975

La Casa Cultural (continued)

b. 9, f. 14	Puerto Rican Student Recruitments - Correspondence	1973-1974
b. 9, f. 15	Puerto Rico Opera Company	1973
b. 9, f. 16	Recruiter School Reports and Questionnaires	1973
b. 9, f. 17	Recruitment and Training Program	1973-1974
b. 9, f. 18	Recruitment Schedule	1973
b. 9, f. 19	Student Applicant Lists	1973
b. 9, f. 20	Student Recruitment Correspondence	1973
b. 9, f. 21	Student Recruitment of Admissions	1973-1976
b. 9, f. 22	Students Reception	1973
b. 9, f. 23	Yale Affirmative Action Plan - Recommendations and Revisions	1973
b. 9, f. 24	Casa Boricua Correspondence	1974
b. 9, f. 25	DB Activities	1974-1975
b. 9, f. 26	DB Juan Mari Bras	1974
b. 9, f. 27	DB Protest Correspondence and Reports	1974
b. 9, f. 28	DB Recruitment - Yale Medical Students	1974
b. 9, f. 29	Eduardo Pardo Correspondence	1974
b. 9, f. 30	Faculty Recruitment	1974-1975
b. 9, f. 31	Faculty Recruitment Correspondence	1974-1975
b. 9, f. 32	Grants and Fellowships for Minority Graduate Students	1974
b. 9, f. 33	New Haven Coalition for Peace and Justice	1974
b. 9, f. 34	News Clippings	1974
b. 9, f. 35	Outreach and Networking	1974
b. 9, f. 36	Puerto Rican Experience in the United States Project	1974
b. 9, f. 37	Puerto Rican Recruitment - Reports and Documentation	1974-1981
b. 9, f. 38	Puerto Rican Studies at Yale Proposal	1974
b. 9, f. 39	Puerto Rican Studies Conference (Princeton)	1974
b. 9, f. 40	Puerto Rican Tutoring Program	1974
b. 9, f. 41	Reading Groups	1974-1975
b. 9, f. 42	Recruiter School Reports	1974
b. 9, f. 43	Student Matriculation and New Haven Organizations	1974

La Casa Cultural (continued)

b. 9, f. 44	Student Recruitment of Admissions	1974–1975
b. 10, f. 1	A Better Chance	1975
b. 10, f. 2	Admissions Data	1975–1997
b. 10, f. 3	Committee Against the Economic Crisis	1975
b. 10, f. 4	DB Faculty Recruitment Recommendations	1975
b. 10, f. 5	DB PR Faculty Memoranda	1975
b. 10, f. 6	Minority Recruitment Grad School	1975
b. 10, f. 7	Puerto Rican Education Research Reports	1975 and undated
b. 10, f. 8	Puerto Rican Educational Research Project	1975
b. 10, f. 9	Student Recruitment of Admissions	1975–1976
b. 10, f. 10	Syllabi and Course Evaluations	1975–1976
b. 10, f. 11	Yale Affirmative Action and Hiring Practices	1975
b. 10, f. 12	Advisory Board Meetings	1976–1977
b. 10, f. 13	How to Start a Non-Profit	1976
b. 10, f. 14	Latino Students Association	1976–1977
b. 10, f. 15	Prospective Students - School Evaluations	1976–1978
b. 10, f. 16	PRYS Advocacy	1976
b. 10, f. 17	Puerto Rican Educational Research Project	1976
b. 10, f. 18	Student Recruitment of Admissions	1976–1977
b. 10, f. 19	Bilingual Cultural Education	1977
b. 10, f. 20	DB Pre-Registration Orientation Program	1977
b. 10, f. 21	El Partido Marxista	1977
b. 10, f. 22	Puerto Rico Libre	1977
b. 10, f. 23	PR Politics Fliers and Newsletters	1978
b. 10, f. 24	Boletin	1979
b. 11, f. 1	DB and La Casa Events	1980–1999
b. 11, f. 2	Open House Planning Notes	1981
b. 11, f. 3	Third World Weekend	1982
b. 11, f. 4	DB Alumni Reunion Dinner Photographs	1984
b. 11, f. 5	DB/Mecha Softball Game Photographs	1985

La Casa Cultural (continued)

b. 11, f. 6	Event Posters, Flyers and Notices	1985–1999
b. 11, f. 7	La Casa Cultural Meeting Minutes and Schedules	1985–1988
b. 11, f. 8	Roy Brown Concert at La Casa Photographs	1985
b. 11, f. 9	Summer in New Haven Photographs	1986
b. 11, f. 10	Students of Color Against Intellectual Abuse	1989
b. 11, f. 11	Event Fliers and Notes	1990–2005
b. 11, f. 12	La Casa Board of Directors Meeting Minutes and Agendas	1990
b. 11, f. 13	La Casa Board of Directors Meetings	1990–1991
b. 11, f. 14	La Casa Cultural - Governance Documents, Activities and Schedules of Events, Budget of Administrative Records	1990–1992
b. 11, f. 15	Minority Recruitment - School Visit Reports	1991–1992
b. 11, f. 16	Yale Puerto Rican Alumni Association	1991–1998
b. 11, f. 17	Conference - Planning Committee Meeting Agendas and Budgets	1992–1995
b. 11, f. 18	DB Events Flyers	1992–2006
b. 11, f. 19	Event Posters, Flyers and Notices	1992–1994
b. 11, f. 20	Minority Recruitment	1992–1993
b. 12, f. 1	DB Correspondence with the YCDO	1993
b. 12, f. 2	Event Calendars and Memoranda	1993–1994
b. 12, f. 3	Event Fliers and Notices	1993
b. 12, f. 4	La Casa Activities Calendar	1993–1994
b. 12, f. 5	La Casa Mural Project	1993
b. 12, f. 6	La Casa Mural Project	1993–1994
b. 12, f. 7	Meeting Notes	1993
b. 12, f. 8	Puerto Rican Studies Syllabi	1993
b. 12, f. 9	Yale College Cultural Interest Coalition	1993
b. 12, f. 10	Juan Flores Talk	1994
b. 12, f. 11	La Casa Board of Directors Meetings	1994–1995
b. 12, f. 12	La Casa Meeting Agendas and Budgets	1994
b. 12, f. 13	Latmo Field Festival	1994
b. 12, f. 14	Poetry Nights	1994
b. 12, f. 15	El Boletin (Publications)	1995

La Casa Cultural (continued)

b. 12, f. 16	Heinz Government Service Fellowship	1995-1996
b. 12, f. 17	La Casa Cultural Rules and Usage Guidelines	1997
b. 12, f. 18	Political Prisoner Panel Correspondence	1999
b. 12, f. 19	DB 35th Anniversary Celebration Materials	2006
b. 12, f. 20	Boricuas Unidos Event Poster	undated
b. 12, f. 21	Catholic High Schools in NYC	undated
b. 12, f. 22	Conference on PR Studies	undated
b. 12, f. 23	Connecticut Foundations Contact List	undated
b. 12, f. 24	DB Howard Jordan Memo	undated
b. 12, f. 26	Latino Youth Development	undated
b. 12, f. 25	La Casa Cultural Bylaws	undated
b. 12, f. 27	Minority Recruitment Program - Travel Expense Allocation Proposals	undated
b. 12, f. 28	Minutes and Notes	undated
b. 12, f. 29	Newsclippings	undated
b. 12, f. 30	Partido Socialista	1970s
b. 12, f. 31	Puerto Rican Theatre Workshop Proposals Notice	undated
b. 12, f. 32	Puerto Rican Yale Alumni Association of New York	undated
b. 12, f. 33	Research Model on Black Awareness as Applied to the Puerto Rican Report	
Alumni interviews		
b. 13	David Gonzalez '79, Nydia Padilla Barham '78, Thomas Filomeno, Jr. '79, Jose Fontanez '79, and Antonio Arroyo '79 1 Videocassette (MiniDV)	2009
b. 13	Daniel Acosta '97 and Orlando Rivera '77 1 Videocassette (MiniDV)	2009
b. 13	Latino alumni reunion 3 CD-Rs	2009
b. 13	Latino alumni dinner 1 CD-R	Undated

Accession 2022-A-0035: Oral histories documenting "Despierta Boricua", 2021-2022

54 Computer Files (.mp4) 41613.2 Megabytes

Open for research.

Alicea, Noel

2021 November 12

Noel Alicea was born and raised in Newark, New Jersey. His parents migrated from Puerto Rico in the 1950s and met in New Jersey. Noel describes himself as a queer Latino of first-generation experience. He describes his neighborhood as largely Italian and Irish, although in the 1980s and 1990s, the demographic was shifting with an influx of Latinos and African-Americans into the neighborhood. Noel mentions growing up around his extended Puerto Rican family in his community, alongside other Puerto Ricans with whom he shared similar experiences. In Newark, he attended a magnet school that was unlike other schools in the Newark school system. Through this educational experience, Noel was encouraged to apply to college. As a senior, he assumed he would become an engineer, but once at Yale, he decided to continue as a History major, primarily focusing on Latin American courses. After his time at Yale, and through his experiences organizing around the AIDs epidemic, Noel now works in a hospital focusing on communication. Noel graduated Yale class of 1989.

Noel applied to Yale because of its distance, and closeness, to Newark. It was his first time living on his own, away from his parents. He recalls this as a moment that, although new and different, was freeing and allowed him to explore himself and his identity away from Newark. When Noel was accepted to Yale, he was invited to "minority weekend," which was a recruiting weekend for admits organized by DB, MECHA, BSAY, and AASA. Here, Noel connected with and met several other Puerto Rican studies which encouraged him to commit to Yale, realizing that it could be a space of support and growth for him. Once he accepted, he was part of the summer diversity bridge program, PROP, which began through DB's organizing for the Yale administration to provide more support for minoritized students. In these two diversity events and programs, Noel met members of DB and this encouraged him to further participate in their activities once he moved to New Haven and became enrolled at Yale as a student. He describes DB providing and offering a space of sustained support. Although not always active in DB, he remembers that DB was always there for support as an open space for students to turn to when needed. For Noel, DB became a support network that connected him to others who shared similar experiences with him, particularly other queer Latino students of first-generation experience. Because of the support he had received as an incoming freshman, as a senior Noel decided to apply to become one of DB's two counselors who worked with freshman students. He remembers this as being a rewarding experience in which he could support queer students of color who were struggling with their identity and presence at Yale.

Noel learned about the history and commitments and goals of DB through students who were also active in DB. Many of these students imparted their memories and experiences with DB to Noel. This is how he learned that DB was committed to creating a space for Latino students who were not completely supported by Yale's administration. Because of this DB was committed to pressuring the administration to fully support Latino students once they became enrolled at Yale, not only during minority recruitment events and programs. He also recalled students pushing for the hiring of Latino professors to create a consistent course offering of topics related to Puerto Rico and Latin America at large.

Noel also recalls several tensions within DB, given that it was an organization made up of different individuals with different understandings of Puertoricanness based on experiences on the mainland and on the island. He recalls his time in DB as expanding his ideas of his own identity, particularly around what it meant to be from the mainland vs the island and the socioeconomic differences between each group. Noel looks back on this experience as something that was eye opening but also very informative of the politics that inform expressions of Puertoricanness.

Alicea, Noel (continued)

Interview by Nancy Escalante.

Video recording
1 Computer File (.mp4) 01:19:17 Duration (HH:MM:SS.mmm) (2 gigabytes)
[\[Aviary\] NancyEscalanteNoelAlicea-Nov122021ump4](#)

Alvarado, Li-Yun

2022 March 7

Interview by Rebeka Cabrera.

Video recording
1 Computer File (.mp4) 1:48:39 Duration (HH:MM:SS.mmm)
[\[Aviary\] LiYunAlvaradoRebekaCabrera3-7-2022ump4](#)

Arroyo, Alfredo

2022 March 17

This interview featured Alfredo Arroyo, a member of the class of 2019 at Yale. He was a co-president of the Ballet Folklorico dance group, as well as heavily involved in MEChA and La Unidad Latina, Lambda Upsilon Lambda Fraternity, Inc., a Latino-based fraternity. He was also a volunteer at the HAVEN Free Clinic as a translator, was involved with La Unidad Latina en Accion in New Haven (ULA), a human rights organization in New Haven, and worked at Dwight Hall, Yale's center for public service and social justice. Visual art and music are also key parts of his identity and experience in the time he spent at Yale and beyond.

Alfredo described his increasing awareness and interest in justice for undocumented populations growing while in college, despite being exposed to these communities beforehand in the time he was growing up in the largely Mexican community he had in La Puente, California. He has engaged with this issue in several spheres, whether through his work in medicine and healthcare access, activism, dance, or visual art. As a current medical student and aspiring community physician, his aim is to work in communities with little access to these resources. Having worked in translation services in free clinics and now supporting California clinics in vaccine distribution, he describes the ability to connect with his community in a new way as very powerful. Through college, he engaged in many protests including that of Nelson Pinos regarding sanctuary and other deportation issues, and spent time engaging with the New Haven immigrant community through ULA.

The Ballet Folklorico dance group was both an activity and a community that played a role throughout his college experience. He describes the people as the most important aspect of it. Although he did not dance or hear Mexican folk music prior to coming to Yale, he says it was yet another way to engage more deeply with his own culture, especially being so far from home. He discussed a desire to learn more about his own family, the places they came from, connection to indigeneity, and more, and this awareness grew as he got older and took more agency in this work. He also describes the role of music in particular as something that is grounding and powerful, and remains a part of his life, whether playing in the church as a child or composing music on the guitar now.

Art plays a key role in Alfredo's day-to-day life. While currently working on a daily series featuring all sorts of interesting character designs, Alfredo's work in college was often cultural and political. He describes two paintings that were featured in a Yale Medical school exhibit, one of a bright, abstract Folklorico dancer, and another of the faces of his ancestors. He describes the beauty of seeing this work in a place it would otherwise never be found, and hopes that others can personally connect with the pieces in different ways. While his art could be seen as statements on social and political issues, he also describes the process as simply meditative and an important part of connecting with himself.

Interview by Sonja Malek.

Arroyo, Alfredo (continued)

Video recording

1 Computer File (.mp4) 44:27 Duration (HH:MM:SS.mmm) (517.4 megabytes)

[\[Aviary\] Alfredo ArroyoSonja Malek 3-17-22ump4](#)

Arzuaga, Daniel

2021 October 16

Interview by Alan Alaniz.

Video recording

1 Computer File (.mp4) 00:45:01 Duration (HH:MM:SS.mmm)

[\[Aviary\] AlanAlanizDanielArzuagaOct162021ump4](#)

Arzuaga, Patricia

Patricia Arzuaga graduated from Yale University in 1986 with a Bachelor of Arts in Latin American Studies. Born to Puerto Rican parents, she grew up in the Bronx surrounded by peers of a mix of nationalities, but predominantly Caribbean. "My ability to interact with so many different kinds of people really set the stage for the rest of my life," Patricia shared. "New York City is a really special place that way, where you are literally around people from all over the world."

Because the New York public school system presented a variety of challenges for Latino students, Patricia was fortunate to obtain a scholarship to a New York City private school. While she credits her elementary and high school education as preparing her well for university life at Yale, she also found it challenging to attend a school with a predominantly White and Jewish student body. For instance, she recalled a guidance counselor who once accused her of arrogance for only applying to a handful of universities without realizing Patricia's working-class family could not afford the application fees. Despite being a first-generation college student, her parents instilled in her the value of education and encouraged her to pursue her bachelor's degree. At Yale, Patricia delved deeply into subjects related to political science, history, Portuguese, and Spanish. Her most significant experience, however, was the opportunity to become involved in Despierta Boricua: "it was an important place to learn a lot about myself and a lot about others who perhaps had different experiences, although we all called ourselves Puerto Rican." As part of this organization, she developed a close circle of friendships nicknamed "Las Chicas," who she has kept in touch with throughout the years. Following the shooting at the Pulse Night Club, which personally affected one of the group's members, the girls began hosting support group calls, which then evolved to Zoom sessions during the pandemic—an activity that Patricia recalled as crucial to helping her survive the pandemic and her maintain her sanity: "It's been an important group to just chat and share life experiences... as you move along in life, from divorces to losses of spouses, and navigating children transitioning or coming out, we've all been able to talk about it in a really warm and familiar kind of way."

Her background and experience at Despierta Boricua motivated her to give back to the Latino community. She has served on community nonprofit boards, including the Latin American Youth Center, an organization that provides educational, workforce development, housing, and health and wellness services to over 4,000 kids and families at various youth centers: "I think [this] came from a deep sense that I had been so privileged. I've been so lucky to have been picked up to go to private school, lucky to then have done well enough to go to an Ivy League school, and [I developed] a sense that everybody deserves that right on some level or another, even if you don't start out with a family intact or even with a roof over your head."

Interview by Manuela Nivia.

Video recording 1 of 2

1 Computer File (.mp4) 41:45 Duration (HH:MM:SS.mmm) (561.3 megabytes)

[\[Aviary\] PatriciaArzuaga-1of2-ManuelaNivia-3-13-2022-umov](#)

2022 March 13

Arzuaga, Patricia (continued)

Video recording 2 of 2
1 Computer File (.mp4) 44:23 Duration (HH:MM:SS.mmm)
[\[Aviary\] PatriciaArzuaga-2of2-Manuela-Nivia-3-15-2022ump4](#)

2022 March 16

Ayala, Alma

2022 March 14

Alma Ayala graduated Yale in 1986, and she was the first person in her family to make it past 9th grade. She and her younger siblings were raised by a single mother. They moved around, but their mother always emphasized the value of education to them, arranging to pay for the Encyclopedia Britannica in installments at a time when even buying food for their family was a challenge. Alma developed a close relationship with a few of her teachers, and with their encouragement she applied to colleges that were far from home, and got into Yale. She credits her mother with her decision to go to Yale -- she wasn't overjoyed that Alma was moving far away, but still pushed her to go as far as she could with her education, understanding it as an investment in her future.

Coming to Yale was a culture shock for Alma. Alma came from a working class family, and though she had had some exposure to experiences outside of her own from her mother and from school, at Yale she met people from a class background that "just didn't even make sense" to her. She encountered attitudes of entitlement and levels of ignorance that both hurt and angered her and confused her; she was surprised that people who had been exposed to so much of the world and were so educated on history could still be racist. The racism, classism, homophobia, and sexism that pervaded this environment made it difficult for her to learn in the way some of her classmates could, and she didn't have the support that many of her classmates did, because she was the first in her family to make it that far in school. Alma found community, though, at La Casa Cultural and in Despierta Boricua. These were both places for community bonding and release and for organizing and mobilizing. They had dances, dinners, parties and excursions, and she learned how to dance salsa, cook Latin food, and play dominos for the first time in DB. They pushed the school to make policy changes, held demonstrations and discussions, and even recruited more Latine students. Alma was in fact the first person from Yale to recruit from her high school in Chicago, after Yale refused to send recruiters but told the students they could go. Through her involvement with DB she learned that "speaking up in that way, about things [she] was seeing, that [she] thought was important and was being ignored, or misunderstood, was called being political, and was called being active." She learned what people did or did not care about, how to speak about the issues she cared about in order to make change, and how to collaborate with different groups on campus to make change.

However, being involved with DB and La Casa forced her to reckon with her identity in ways she hadn't before. In DB, Alma found herself having to defend her Puerto Rican identity for the first time, as she met kids who were born and raised on the island. Her identities as Puerto Rican, as lower working class, as a woman, as a lesbian, as someone darker-skinned, and so forth competed for her focus. She felt like she was "constantly having to navigate what felt safe, and what was safe to talk about," in particular spaces and times. Alma found it especially difficult to navigate her lesbian identity in conjunction with her Puerto Rican identity in the spaces she was in. Many of her peers in DB didn't accept LGBTQ+ folks, and the LGBTQ+ spaces on campus were white-dominated and hostile to her as a Puerto Rican. Eventually, she found a group of other LGBTQ+ students within DB, and they became close friends, a safe space, and a crucial support system as she worked to figure out how to exist in her identities.

In her sophomore year, Alma read the book "This Bridge Called My Back: Writings by Radical Women of Color", an anthology that is credited with being the foundation of third-wave feminism. Alma found herself struck by how unapologetic the writers were in embracing and living in the intersection of all of their identities. She wrote to the authors of the book, got funding, and planned and hosted a 2 day conference featuring some of the authors. The conference gathered a lot of attention and sparked new, important conversations around campus about what intersectionality meant. Alma maintained correspondence with a few of the authors afterward, and ultimately was

Ayala, Alma (continued)

quoted in the introduction of the next edition of the book. Alma was always interested in people, and she took classes that dove into what drives people, and what makes them who they are. She didn't come in with a major in mind, but after a couple years her advisor told her she was only a couple credits away from an American Studies degree, so she majored in American Studies.

After graduating from Yale, burnt out from school, Alma took a series of jobs in New Haven, in local government and community organizations. She got to see the relationship between Yale and New Haven from a different angle, and was frustrated by the bureaucracy she encountered when trying to strengthen that relationship. She didn't tell people at these jobs that she had gone to Yale because she was afraid of facing backlash, and when she did tell people years later, she often heard "Oh, but you're different," in response. She matriculated at Harvard 4 or 5 years later, where she got her MPA, after which she continued with organization and nonprofit work. She now lives in St. Petersburg, Florida.

Interview by Gabriella Thompson.

Video recording

1 Computer File (.mp4) 1:54:35 Duration (HH:MM:SS.mmm) (690.3 megabytes)

[\[Aviary\] AlmaAyala-GabriellaThompsonump4](#)

Barbot, Oxiris

2022 March 16

Oxiris Barbot has dedicated her career to achieving health equity and advancing social justice. When she was commissioner of health for New York City, she led the nation's largest municipal health department in centering an equity agenda on communities, bridging public health and health care delivery, and leveraging data for action and policy. She successfully guided the city's responses to the first wave of the COVID-19 pandemic and to New York City's largest measles outbreak in 30 years.

A 1965 Yale University graduate, Oxiris was born to Puerto Rican parents but grew up in the South Bronx as well as Essex County, New Jersey. A trailblazer from a young age, Oxiris pursued opportunities typically reserved only for boys. In elementary school, she joined an all-boys baseball league and then played the saxophone in the school band because "not a lot of girls played the saxophone and [she] wanted to do something different." Oxiris considers herself as a "Nuyorican," a term of pride used by New Yorkers with deep Puerto Rican roots, an identity that evolved during her time at Yale.

A first-generation student, Oxiris' family emphasized the importance of education as a way to progress forward. It was a high school teacher, however, who encouraged her to apply to top-tier universities: "I had no clue what it meant to go to an Ivy League school, so I had teachers that were incredibly supportive and really held my hand along the process."

At Yale, Oxiris pursued a Bachelor of Arts degree in American studies, as part of which she completed an honors thesis on the Young Lords Party and their health platform. Among her most significant college experiences, however, was her participation in Despierta Boricua at a time when Yale matriculated the lowest number of Latinx students the university had ever had: "Because of the fact that I was not as dark-skinned as a lot of my friends in DB, I had the privilege, if I so wanted to, to pass and that was something that I fought against. Yale and my experience through DB really cemented the importance of alliances and allegiances, and the fact that to the outside world, it didn't matter if you were Puerto Rican, Mexican, Salvadoran—we were all in this one block, but there was a political awareness that was really catalyzed at Yale through the participation in DB." Oxiris also credits her mother as helping to cement her passion for social justice: "[My mom] always pounded into my head 'don't forget where you come from' [...] you have an obligation to provide for those who come after you." Upon graduating from Yale, Oxiris pursued a career in medicine and then dedicated her life to public health. In 2010, she was recruited to be commissioner of the Baltimore City Health Department, where she was the principal architect of Health Baltimore 2015, the

Barbot, Oxiris (continued)

city's roadmap for better health outcomes. It was Baltimore City's first health agenda with a racial equity lens. Now, her focus is to support preventive efforts in the mental wellness space. "I want to be remembered as someone who was open, loving, supportive, and interested in helping people thrive and flourish," Oxiris shared. "Someone who was a tenacious advocate for health equity and racial equity and social justice."

Interview by Manuela Nivia.

Video recording
1 Computer File (.mp4) 55:50 Duration (HH:MM:SS.mmm)
[\[Aviary\] OxirisBarbot-ManuelaNivia03-16-2022ump4](#)

Bayo-Santiago, Arline

2021 October 26

Interview by Julia Yingling.

Video recording
1 Computer File (.mp4) 2:00:28 Duration (HH:MM:SS.mmm) (975.4 megabytes)
[\[Aviary\] Julia Yingling Arline Bayo Santiago Interview Oct262021ump4](#)

Blankovich, Rueben

2021 November 5

Interview by Sebastian Quinonez.

Video recording
1 Computer File (.mp4) 2:12:55 Duration (HH:MM:SS.mmm) (972.8 megabytes)
[\[Aviary\] SebastianQuinonez-Ruben BlanKovichump4](#)

Brau-Diaz, Raquel

2022 March 21

Raquel Brau Diaz attended Yale College from 2014-2018, graduating with a BA in Ethnicity, Race, and Migration. She studied at Grace Hopper College.

Raquel grew up on the Upper West Side of Manhattan in New York. She applied early to Yale, and was drawn to it because she was interested in the creative arts and she felt Yale balanced strong academics with artistic opportunities. Her family was excited for her to attend Yale, especially because it would allow her to receive an amazing education while staying relatively close to home.

Raquel's main community on campus came from people who shared similar music and nightlife interests; she and her friends got into underground electronic, house, and techno music together. These friends, mostly fellow women of color, learned how to DJ and began to create what she describes as "alternative music spaces and alternative party spaces" which would serve as alternatives to "the Toads and frat party scene." They created a DJ collective called "miss/chief," and Raquel describes that it was with these friends that she felt most like her authentic self. This group emerged primarily during Raquel's senior year, when many of her friends were joining secret societies. She had opted out of secret societies because she felt they were too exclusive and inorganic, and miss/chief kept her from feeling left out and offered an alternative opportunity to throw parties that were inclusive and open to anyone.

Raquel was casually involved with Despierta Boricua. She would go to events occasionally, especially when she saw that they might have good food, but didn't go to regular meetings or take on any leadership roles. She remembers a Christmas party at La Casa where they'd catered pasteles, coquito, arroz con gandules, and platanos, and she felt that this was comforting. She attributes her limited involvement with DB at least partially to the fact that, as a half-Puerto Rican person, she did not always feel she fully belonged in that space. She felt that the experience of being a mixed ethnicity person was unique and therefore she did not always feel represented at La Casa. There was, however, a group started by students for people who were mixed race or mixed ethnicity, and she went to this group's meetings. She felt the members of this group understood her and had conversations that resonated with her experiences.

Brau-Diaz, Raquel (continued)

She describes that this was a great alternative space for students to talk about their experiences of "being too white for this, or being too not white for this," and existing in that limbo space. She was able to find belonging there.

Raquel was also part of the Urban Improvement Corps (UIC), a tutoring organization based out of the Afro-American Cultural Center. She took on leadership with UIC, and therefore ended up spending more time at the Afro-American Cultural Center than she did at La Casa. UIC was an avenue which allowed her to connect with the broader New Haven community; she tutored one girl for all four of the years she spent at Yale, and therefore got close with her and her family. This is what Raquel liked most about her time at Yale: because she was not as active in the formal/traditional organizations at Yale, she was able to connect and engage with the New Haven community more broadly. Her time at Yale taught her to seek out communities beyond formal or assigned spaces.

She is now a third grade teacher in New York City and is pursuing her master's degree in bilingual childhood education. She continues to DJ and throw parties with miss/chief, who are now based out of New York.

Interview by Hannah Schiller.

Video recording
1 Computer File (.mp4) 36:02 Duration (HH:MM:SS.mmm) (162.6 megabytes)
[\[Aviary\] Raquel Brau DiazHannah SchillerMarch 21 2022ump4](#)

Burgos, Arlene

2021 November 3

Arlene applied to Yale from a public high school, where she received little support in the college application process and where her ability to succeed at an Ivy League university was openly doubted. She describes her family, and particularly her late father, as critical support systems in her life and a critical factor in her success.

Once at Yale, Arlene found the Despierta Boricua community almost immediately and quickly became deeply involved in the social and political life of the organization. Arlene described most of her social experience at Yale in relation to Despierta Boricua. She notes that Despierta Boricua usually worked closely with and socialized with groups on campus that had similar goals, such as MEChA and organizations affiliated with the Afro-American Cultural Center. During her time in DB, Arlene worked as a student recruitment coordinator, fighting to diversify the student body and recruit diverse faculty. This work involved visiting primarily low-income schools and providing students with information about Yale and encouraging them to apply.

Interview by Arlene Burgos.

Video recording
1 Computer File (.mp4) 2:17:04 Duration (HH:MM:SS.mmm) (819.5 megabytes)
[\[Aviary\] OliviaGenaoandArleneBurgosOctober2021ump4](#)

Carlos-Montes, Jose

2021 October 19

Interview by Nicholas Kearns.

Video recording
1 Computer File (.mp4) 1:34:25 Duration (HH:MM:SS.mmm) (426.4 megabytes)
[\[Aviary\] NicholasKearnsand Carlos MontesJose 10-19-21 2defaultump4](#)

Cintron, Ileana

2021 October 12

Interview by Amanda Rivera.

Video recording
1 Computer File (.mp4) 1:27:04 Duration (HH:MM:SS.mmm) (1 gigabyte)
[\[Aviary\] AmandaRiveralleanaCintronOctober122021ump4](#)

Colon, Adriana

2021 October 21

Adriana Colon Adorno was born in Humacao, Puerto Rico and graduated from Yale University in 2020 with a Bachelor of Science in Environmental Studies. Her undergraduate thesis focused on mangrove restoration in Puerto Rico. She is currently pursuing a Master's Degree in City and Regional Planning at Georgia Institute of Technology. During her time at Yale, she served as Despierta Boricua's co-chair specifically working with the Environmental Justice Coalition and issues regarding the debt crisis, air pollution, hurricanes, and disaster capitalism in Puerto Rico.

This interview focuses on her experience as a member of Despierta Boricua but also covers a variety of topics including family background, educational trajectory, growing up in Connecticut, environmental stewardship, mainlander vs. islander tensions, cross cultural group relations, lack of institutional support, and organizing at Yale. Adriana's mother migrated to the United States in search of better economic opportunities to support her family as a single mother. They initially arrived in Springfield, Massachusetts but later moved to Windsor Locks in Hartford County, Connecticut. Adriana explained that growing up in this predominantly white neighborhood was difficult as the segregation of schools and neighborhoods were quite apparent and made it difficult to feel at home. Despite the feelings of unbelonging in Connecticut Adriana excelled in school and always knew what she wanted to do when she went to college but the application process itself was not as straightforward. In fact, she did not know much about Yale despite growing up in Connecticut and frequently visiting New Haven. Yale simply "wasn't in my realm of living at all."

This exclusive nature would also manifest itself during her time at Yale, informing her experience in Despierta Boricua as she recalled that they "always made do but there was always the possibility they could do more if Yale would just care." Overall, however, she emphasized that Despierta Boricua helped build her confidence, something she stressed was crucial in an institution that thrives off "exploitation and inequality." We ended the interview with her sharing the following piece of advice for future students: "Don't be too worried about doing things correctly or the right way to be a Latinx student on campus. Don't worry about fixing Yale. You owe it to yourself and your community to contribute to things when you can but it's also not your job as a student to fix everything that is wrong with Yale even though Yale loves to put that on students...Let DB be a place of enjoyment, a place of refuge. It should be there to uplift you and help you keep your sanity at a place like Yale. Don't take on all that pressure and that weight. Enjoy your time as much as you can, which can be difficult because it can be an unpleasant place sometimes but enjoy it as much as you can, enjoy those relationships that you build with people. There is an amazing community at Yale. I always say I have no love for Yale as an institution, but I will always have love and a special place in my heart for the community and the people that I met at Yale. So, find joy in that and don't worry too much about everything else."

Interview by Katy Maldonado-Rodriguez.

Video recording

1 Computer File (.mp4) 1:21:17 Duration (HH:MM:SS.mmm) (812.6 megabytes)

[\[Aviary\] KatyMaldonadoDominguezAdrianaColonOctober 21 2021ump4](#)

Comas, Alejandro

2021 October 25

Interview by Andrea Ruiz-Alvarez.

Video recording

1 Computer File (.mp4) 1:57:49 Duration (HH:MM:SS.mmm) (690.4 megabytes)

[\[Aviary\] AndreaRuizAlvarez-AlejandroComasShort-October2021ump4](#)

Companys, Yosem

2021 October 29

Interview by Clara Mejia-Orta.

Companys, Yosem (continued)

Video recording
1 Computer File (.mp4) 1:43:41 Duration (HH:MM:SS.mmm) (1.7 gigabytes)
[\[Aviary\] ClaraMejiaOrta-YosemCompanys-Oct292021ump4](#)

Cruz-Malave, Arnaldo 2021 October 25
Interview by Karla Camacho-Arnaldo.

Video recording
1 Computer File (.mp4) 1:37:33 Duration (HH:MM:SS.mmm) (855 megabytes)
[\[Aviary\] KarlaCamacho-ArnaldoCruzMalave-October252021ump4](#)

Davis, Marco A. 2022 March 14
Interview by Miguel Vivar.

Video recording
1 Computer File (.mp4) 1:20:58 Duration (HH:MM:SS.mmm) (440 megabytes)
[\[Aviary\] MarcoADavisMiguelVivar3-14-2022ump4](#)

Detres-Farrell, Laura 2021 October 20
Interview by Katy Moldonado-Dominguez.

Video recording
1 Computer File (.mp4) 01:34:58 Duration (HH:MM:SS.mmm)
[\[Aviary\] KatyMaldonado DominguezLauraDetres FarrellOctober202021ump4](#)

Diaz, Juan and Cruz, Roselyn 2022 March 16
Interview by Anette Diaz.

Video recording
1 Computer File (.mp4) 1:06:07 Duration (HH:MM:SS.mmm) (2.3 gigabytes)
[\[Aviary\] JuanDiazandRoselynCruzAnetteDiaz-03-16-2022ump4](#)

Figueroa, Richard 2021 October 26
Interview by Clara Mejia-Orta.

Video recording
1 Computer File (.mp4) 54:30 Duration (HH:MM:SS.mmm) (2.5 gigabytes)
[\[Aviary\] ClaraMejiaOrta-RichardFigueroa-October262021ump4](#)

Flores, Israel 2021 October 26
Interview by Rodrigo Hernandez-Merlin.

Video recording
1 Computer File (.mp4) 59.31 Duration (HH:MM:SS.mmm) (950.9 megabytes)
[\[Aviary\] RodrigoHernandezMerlin-IsraelFlores-October2021ump4](#)

Garcia-Lopez, Cesar 2022 March 7
Interview by Angel Garcia-Lopez.

Video recording
1 Computer File (.mp4) 1:24:38 Duration (HH:MM:SS.mmm) (939.8 megabytes)
[\[Aviary\] CesarGarciaLopez-AngelGarciaLopez-3-7-2022ump4](#)

Gonzalez, David 2021 November 2
Interview by Ariana Jiron-Villanueva.

Gonzalez, David (continued)

Video recording
1 Computer File (.mp4) 1:56:58 Duration (HH:MM:SS.mmm) (626.2 megabytes)
[\[Aviary\] AriannaJironVillanuevaandDavidGonzalez--11-2-2021ump4](#)

Guzman, Maritza 2021 October 18
Interview by Martina Amate-Perez.

Video recording
1 Computer File (.mp4) 01:58:35 Duration (HH:MM:SS.mmm)
[\[Aviary\] MartinaAmatePerezandMaritzaGuzmn--10-18-2021ump4](#)

Hernandez, Kiana 2021 October 29
Interview by Ale Campillo.

Video recording
1 Computer File (.mp4) 01:14:29 Duration (HH:MM:SS.mmm)
[\[Aviary\] AleCampillo-KianaHernandez-October292021ump4](#)

Lau, Alberto 2022 March 10
Interview by Francesca Dezza-Parada.

Video recording
1 Computer File (.mp4) 01:23:04 Duration (HH:MM:SS.mmm)
[\[Aviary\] AlbertoLau-FrancescaDezzaParada-3-10-2022ump4](#)

Martinez, Glenda 2021 October 20
Interview by Nancy Escalante.

Video recording
1 Computer File (.mp4) 01:02:10 Duration (HH:MM:SS.mmm)
[\[Aviary\] NancyEscalanteGlendaMartinez-Oct202021ump4](#)

Matos-Rodriguez, Felix 2021 October
Interview by Rodrigo Hernandez-Merlin.

Video recording
1 Computer File (.mp4) 00:59:25 Duration (HH:MM:SS.mmm)
[\[Aviary\] RodrigoHernandezMerlin-FelixMatosRodriguez-October2021ump4](#)

Morales, Jaden 2021 October
Interview by Nicole Marino.

Video recording
1 Computer File (.mp4) 01:08:51 Duration (HH:MM:SS.mmm)
[\[Aviary\] NicoleMarino-Jaden Morales-Oct2021ump4](#)

Morillo, Javier 2022 March 11
Interview by Martina Amate-Perez.

Video recording
1 Computer File (.mp4) 01:38:45 Duration (HH:MM:SS.mmm)
[\[Aviary\] JavierMorillo-MartinaAmatePerez -- March 11 2022ump4](#)

Negrone, Irma 2021 October
Interview by Giuliana Duron.

Negrón, Irma (continued)

Video recording
1 Computer File (.mp4) 01:35:56 Duration (HH:MM:SS.mmm)
[\[Aviary\] GiulianaDuron-IrmaNegrón-October2021ump4](#)

Nieves, Gladys Idelis 2022 March 30
Interview by Angel Garcia-Lopez.

Video recording
1 Computer File (.mp4) 00:40:26 Duration (HH:MM:SS.mmm)
[\[Aviary\] GladysIdelisNieves-AngelGarciaLopezump4](#)

Ramos, Edgardo 2022 March 13
Interview by Ana Barragan.

Video recording
1 Computer File (.mp4) 01:00:57 Duration (HH:MM:SS.mmm)
[\[Aviary\] EdgardoRamos-AnaBarragan-3-13-2022ump4](#)

Rivera, Loudres 2021 October 22
Interview by Adriana Ceron.

Video recording
1 Computer File (.mp4) 01:25:06 Duration (HH:MM:SS.mmm)
[\[Aviary\] AdrianaCeronandLourdesRivera102221mp4ump4](#)

Rodriguez-Coss, Jacabed
Interview by Amanda Rivera.

Video recording 1 of 2 2021 October 11
1 Computer File (.mp4) 01:00:01 Duration (HH:MM:SS.mmm)
[\[Aviary\] AmandaRiveraJacabedRodriguez-CossOct1120211of2ump4](#)

Video recording 2 of 2 2021 October 19
1 Computer File (.mp4) 01:12:03 Duration (HH:MM:SS.mmm)
[\[Aviary\] AmandaRiveraJacabedRodriguez-CossOct1920212of2ump4](#)

Rodriguez-Rivera, Luis 2022 March 15
Interview by Danny Kaplowitz.

Video recording
1 Computer File (.mp4) 01:17:25 Duration (HH:MM:SS.mmm)
[\[Aviary\] Luis Rodriguez-RiveraDanny Kaplowitz3-15-22ump4](#)

Roman, Ruth 2021 October 10
Interview by Adriana Ceron.

Video recording
1 Computer File (.mp4) 01:42:57 Duration (HH:MM:SS.mmm)
[\[Aviary\] AdrianaCeronandRuthRoman10102021ump4](#)

Russel y Rodriguez, Monica 2022 March 11
Interview by Hannah Schiller.

Video recording
1 Computer File (.mp4) 01:07:49 Duration (HH:MM:SS.mmm)
[\[Aviary\] HannahSchillerMonicaRusselyRodriguez-March112022ump4](#)

Sabater, Christina Interview by Amanda Rivera. Video recording 1 Computer File (.mp4) 01:54:23 Duration (HH:MM:SS.mmm) [Aviary] AmandaRiveraChristinaSabaterOct302021ump4	2021 October 30
Sierra, Miream Interview by Lola Picayo. Video recording 1 Computer File (.mp4) 01:02:48 Duration (HH:MM:SS.mmm) [Aviary] MireamSierra-LolaPicayoump4	Undated
Soto-Class, Miguel Interview by Manuela Nivia. Video recording 1 Computer File (.mp4) 00:49:40 Duration (HH:MM:SS.mmm) [Aviary] MiguelSoto-Class-ManuelaNivia-03172022ump4	2022 March 17
Torre, Carlos Interview by Nicholas Kearns. Video recording 1 Computer File (.mp4) 01:44:35 Duration (HH:MM:SS.mmm) [Aviary] NicholasKearnsand CarlosTorre-10-1-21defaultump4	2021 October 1
Torre, Jorge Interview by Lauren Bond. Video recording 1 of 2 1 Computer File (.mp4) 00:57:55 Duration (HH:MM:SS.mmm) [Aviary] LaurenBondandJorgeTorres--10-15-2021ump4	2021 October 15
Video recording 2 of 2 1 Computer File (.mp4) 00:53:08 Duration (HH:MM:SS.mmm) [Aviary] LaurenBondandJorgeTorres--10-20-2021ump4	2021 October 20
Traverzo, Alex Interview by Alan Alaniz. Video recording 1 Computer File (.mp4) 01:53:59 Duration (HH:MM:SS.mmm) [Aviary] AlanAlanizAlexTraverzoOct222021ump4	2021 October 22
Vegara, Magda Interview by Hannah Schiller. Video recording 1 Computer File (.mp4) 01:28:21 Duration (HH:MM:SS.mmm) [Aviary] MagdaVegaraHannahSchillerMarch192022ump4	2022 March 19
Velez, Isabel Interview by Martina Amate-Perez.	2022 March 14

Velez, Isabel (continued)

Video recording
1 Computer File (.mp4) 01:36:00 Duration (HH:MM:SS.mmm)
[\[Aviary\] IsabelVelez-MartinaAmatePerez -- March 14 2022ump4](#)

Viana, Carlos

Interview by Anna Hartshorne.

Video recording 1 of 2 2021 October 11
1 Computer File (.mp4) 00:59:32 Duration (HH:MM:SS.mmm)
[\[Aviary\] AnnaHartshorneCarlosViana-1-of-2-Oct11ump4](#)

Video recording 2 of 2 2021 October 17
1 Computer File (.mp4) 00:56:43 Duration (HH:MM:SS.mmm)
[\[Aviary\] AnnaHartshorneandCarlosViana-2-of-2-Oct1721ump4](#)

**Accession 2022-A-0038: Despierta Boricua 50th anniversary symposium ephemera,
2022**

Open for research.

b. 1, f. 1

Symposium ephemera and poster

2022

Accession 2023-A-0030: Records

Administrative files

b. 1, f. 1	Admissions recruiting	2005
b. 1, f. 2	Annual report	2006
b. 1, f. 3	Annual report	2008–2009
b. 1, f. 4	Annual reports, director's reports, minutes and agendas	1991–1992
b. 1, f. 5	Board of director's records	1986–1990
b. 1, f. 6	Board of Director's orientation	1991–1995
Budgets		
b. 1, f. 7	1999–2005	1999–2005
b. 1, f. 8	2001–2002	2001–2002
b. 1, f. 9	2002–2003	2002–2003
b. 1, f. 10	2002–2007	2002–2007
b. 1, f. 11	2003–2004	2003–2004
b. 1, f. 12	2005–2006	2005–2006
b. 1, f. 13	Budgets and expenses	2007–2013
b. 1, f. 14	2008–2009	2008–2009
b. 1, f. 15	Building mural-receipts and budget	2001–2002
b. 1, f. 16	Building renovations	2002–2003
b. 1, f. 17	By-laws and facilities	Undated
b. 1, f. 18	Career services/Yale College Dean's Office project	1990
b. 1, f. 19	Carlos Moreno prize	2009
b. 1, f. 20	Chicano and Latin America dialogue	1971
b. 1, f. 21	Correspondence	1991–2000
b. 1, f. 22	"Cross Culture" magazine	2001
b. 1, f. 23	Curriculum report	Undated
Ethnic counselors		
b. 1, f. 24	1973–2003	1973–2003
b. 1, f. 25	2001	2001
b. 1, f. 26	2007	2007

Administrative files > Ethnic counselors (continued)

b. 1, f. 27	2007–2008	2007–2008
b. 1, f. 28	2008–2009	2008–2009
b. 1, f. 29	Evaluations	2003
b. 1, f. 30	Facilities	1991–2007
b. 1, f. 31	Dr. Hector P. Garcia chair	1985
b. 1, f. 32	Hispanic Scholarship Fund	2001–2002
b. 1, f. 33	History of Latinos at Yale exhibit	Undated
b. 1, f. 34	Holiday cards	Undated
b. 1, f. 35	Luis Rafael Sanchez-Trumbull lecture	1992–1994
b. 1, f. 36	Memorandum	1994
b. 1, f. 37	Nakanashi prize	2006–2009
b. 1, f. 38	National Hispanic Scholarship Fund	1986–1989
b. 1, f. 39	Pamphlets-Cultural Center	Undated
b. 1, f. 40	Peer Liasons	2009–2010
b. 1, f. 41	Poetics, Politics and Song -ephemera	Undated
b. 1, f. 42	Proposal models	Undated
b. 1, f. 43	Recycling projects	1990s
b. 1, f. 44	Renovation- 295-297 Crown Street	1998
b. 1, f. 45	Retreats	2002–2011
b. 1, f. 46	Revenue and expenditure reports	1990
b. 1, f. 47	Scholarships and fellowships	1990–1991
b. 1, f. 48	Science, technology and research scholars (STARS)	2010–2012
b. 1, f. 49	Security and building renovations	2006–2010
b. 1, f. 50	Staff activities	2001–2007
b. 1, f. 51	Unification of La Casa Cultural	1999–2000
b. 1, f. 52	Welcoming committee	Undated
b. 1, f. 53	Yale and Columbia's affirmative action plan	1973–1975
Affiliated organizatons		
b. 1, f. 54	Alianza	Undated
b. 1, f. 55	Amigos mentoring program	2003

Affiliated organizations (continued)

b. 1, f. 56	Congress of Latin America Studies	1990–1991
b. 1, f. 57	Anti-Racist Student Organization-ephemera [folder 1 of 2]	1999 and Undated
b. 1, f. 58	Anti-Racist Student Organization-ephemera [folder 2 of 2]	1999 and Undated
b. 2, f. 1	Asian Community Services	1990
b. 2, f. 2	Association of Salvadoreanos of Yale Undergraduates	Undated
b. 2, f. 3	Aztlan East mentor program	1990
b. 2, f. 4	Aztlan East prizes	1990
b. 2, f. 5	Ballet Folklorico de Yale College	2001
b. 2, f. 6	Bridges-applications, bylaws and working documents	2002–2004
b. 2, f. 7	Chicano/Latino Research Institute	2006–2011
b. 2, f. 8	Connecticut Association for United Spanish Action (CAUSA)	1988
b. 2, f. 9	CONNPEP-alumni	Undated
b. 2, f. 10	Convention of Puerto Rican College Students	1992
b. 2, f. 11	Cuban-American Undergraduate Student Association	Undated
b. 2, f. 12	De Colores	Undated
b. 2, f. 13	Despierta Boricua	Undated
b. 2, f. 14	Dominican Student Associate Quisque Yalies	Undated
b. 2, f. 15	Dominican Student Conference	2007
b. 2, f. 16	Dwight Hall	1993
b. 2, f. 17	Fair College Counseling	Undated
b. 2, f. 18	Inter-Minority Action Coalition	1983
b. 2, f. 19	La Unidad Latina, Lambda Upsilon Lambda	Undated
b. 2, f. 20	Latin American Student Organization	Undated
b. 2, f. 21	Latino Employee Affinity Group	2004–2008
b. 2, f. 22	Latino Leadership Association	Undated
b. 2, f. 23	Latino Medical Student Association	Undated
b. 2, f. 24	Latino Graduate Network	Undated
b. 2, f. 25	Latino Networking Group	2008–2009
b. 2, f. 26	Latino Student Organization	Undated

Affiliated organizations (continued)

b. 2, f. 27	Math and Science Familias	Undated
b. 2, f. 28	National Association of Chicano Studies	1990
b. 2, f. 29	National Hispanic Business Association	2008
b. 2, f. 30	Native American Cultural Center	2002–2003
b. 2, f. 31	Omega Phi Beta sorority	Undated
b. 2, f. 32	Oye	Undated
b. 2, f. 33	Por Colombia	2009
b. 2, f. 34	Pre-Med and Math at Yale	2004–2008
b. 2, f. 35	Sabrosura-Latino Dance Group at Yale College	2009
b. 2, f. 36	Sigma Lambda Upsilon	2006
b. 2, f. 37	Teatro	Undated
b. 2, f. 38	Tomas Rivera Center	Undated
b. 2, f. 39	Uptown Council	1981-1982
b. 2, f. 40	Venezuelan Student Organization at Yale	Undated
b. 2, f. 41	Yale Divinity Latino/a Association	Undated
b. 2, f. 42	Yale Latino Alumni Association	2011
b. 2, f. 43	Yale Mexican Student Organization	Undated
b. 2, f. 44	Yspaniola	Undated
Alumni affairs		
Alumni affairs		
b. 2, f. 45	1991–1999	1991–1999
b. 2, f. 46	2003–2010	2003–2010
b. 2, f. 47	Chicano alumni reunion weekend	1995
b. 2, f. 48	Formation of the Yale Latinx Alumni Association	1994–2009
b. 2, f. 49	Latino Alumni National Board	1994–2004
b. 2, f. 50	La Casa alumni-New York	2007
b. 2, f. 51	Other Ivy League Latino alumni groups	2007
b. 2, f. 52	Latino alumni prize	2002–2012
b. 2, f. 53	Latino alumni reunions (includes CDs of photos)	2004–2009
b. 2, f. 54	Latino/a alumni reunion	2005–2009

Alumni affairs (continued)

b. 2, f. 55	Latino alumni reunion	2012
b. 2, f. 56	Life after Yale (LAY) alumni board	2007
Events and activities		
b. 2, f. 57	Activities board	2003
b. 2, f. 58	Activities (La Casa)	1993–1994
b. 2, f. 59	Activities (La Casa)	1998–2001
b. 2, f. 60	Conference against racism	1989
b. 2, f. 61	Cultural Connections	2007–2008
b. 2, f. 62	East Coast Chicano Student Forum	1985–1989
b. 2, f. 63	El Sol del Este Conference	1998 and 2007
b. 2, f. 64	Event ephemera	1989–1991
b. 2, f. 65	Event ephemera, correspondence, and publications	2000–2008
b. 2, f. 66	La Fuerza	2004
b. 3, f. 1	Event programs and articles	Undated
b. 3, f. 2	Jose Gonzalez concert planning	1995
b. 3, f. 3	Latin American political prisoners and immigration conferences	1977–1978
b. 3, f. 4	Latino Heritage Month	1997–2011
b. 3, f. 5	Lizette Cortes Jimenez poetry night	1994
b. 3, f. 6	MECHA 30th anniversary ephemera and Professor Jose B. Cuellar visit	2000 and Undated
b. 3, f. 7	Noche Dorada event materials	2002–2007
b. 3, f. 8	Pachanga conference	1996
b. 3, f. 9	Professional Society of Latinos career forum	1998
b. 3, f. 10	Science, Technology and Research Scholars symposium	2001
b. 3, f. 11	Senior graduation dinner	2002–2010
b. 3, f. 12	Speakers and receptions	2003–2004
b. 3, f. 13	Spring retreat	2006–2010
b. 3, f. 14	Tainos en Paris exhibit	1994–1995
b. 3, f. 15	Yale Latino Leadership conference	1998
Subject and research files		
b. 3, f. 16	Affirmative action and hiring practices	1975

Subject and research files (continued)

b. 3, f. 17	Border imperialism	1972
b. 3, f. 18	Chicano/Hispanic perspectives of the Vietnam War	1970
b. 3, f. 19	Chicano movement identity	1976
b. 3, f. 20	Chicano and Puerto Ricans	1969–1970
b. 3, f. 21	Chicano Studies	1973–1974
b. 3, f. 22	Commentary on Latin America	1975
b. 3, f. 23	Cuba	1970–1972
b. 3, f. 24	Education (articles)	1972–1979
b. 3, f. 25	First generation college students	2008–2009
b. 3, f. 26	Graduation statistics	1993–1997
b. 3, f. 27	Immigration	1973–1976
b. 3, f. 28	Immigration	2010
b. 3, f. 29	Institutional research reports and research studies	2002–2003
b. 3, f. 30	Latin American intellectuals	1969–1970
b. 3, f. 31	Machismo	1973
b. 3, f. 32	Mexican American studies	1969–1970
b. 3, f. 33	Minority statistics and reports	Circa 2005
b. 3, f. 34	Minority student enrollment statistics	1983–2004
	News clippings	
b. 3, f. 35	1988–1989	1988–1989
b. 3, f. 36	1990–1999	1990–1999
b. 3, f. 37	2000–2001	2000–2001
b. 3, f. 38	Pre-med statistics	2010
b. 3, f. 39	La Raza	1968–1974
b. 3, f. 40	Third World	1975
b. 3, f. 41	Tijerina	1976
b. 3, f. 42	El Zarpazo newsletter	1971–1973
	Computer files	
b. 4, f. 1	Latino alumni reunion photographs [disc 1 of 3]	
b. 4, f. 2	Latino alumni reunion photographs [disc 2 of 3]	

Computer files (continued)

b. 4, f. 3 Latino alumni reunion photographs [disc 3 of 3]

b. 4, f. 4 Latino Networking Group photographs

b. 4, f. 5 Nakanashi prize award photographs

Accession 2024-A-0015: Oral histories documenting "Despierta Boricua", 2022

16 Computer Files (.mp4) 12575.2 Megabytes

Davis, Marco 2022 October 14
Interview by Sofia Godoy.

Video recording
1 Computer File (.mp4) 02:22:53 Duration (HH:MM:SS.mmm)
[\[Aviary\] SofiaGodoy-MarcoDavis-October142022ump4](#)

Diaz, Ery 2022 October 6
Interview by Maria Cervantes.

Video recording
1 Computer File (.mp4) 01:18:01 Duration (HH:MM:SS.mmm)
[\[Aviary\] MariaCervantes-EryDiazInterviewOct62022ump4](#)

Estepan, Ivetty 2022 November 3
Interview by Sherilyn Galarza.

Video recording
1 Computer File (.mp4) 01:32:24 Duration (HH:MM:SS.mmm)
[\[Aviary\] SherlynGalarza-IvettyEstepanNovember12022interviewump4](#)

Hernandez-Cowles, Katelena
Interview by Tadea Martin-Gonzalez.

Video recording 1 of 2 2022 October 7
1 Computer File (.mp4) 01:04:10 Duration (HH:MM:SS.mmm)
[\[Aviary\] TadeaMartin-Gonzalez-KatelenaHernandezCowles-October-7-2022-interview-ptoneump4](#)

Video recording 2 of 2 2022 October 7
1 Computer File (.mp4) 01:09:41 Duration (HH:MM:SS.mmm)
[\[Aviary\] TadeaMartin-Gonzalez-KatelenaHernandezCowles-October-7-2022-interview-pttwomp4ump4](#)

Lisdemar, Detres 2022 October 29
Interview by Carlos Brown.

Video recording
1 Computer File (.mp4) 00:51:23 Duration (HH:MM:SS.mmm)
[\[Aviary\] CarlosBrown-LisdemarDetres-October292022ump4](#)

Marxuach, Sergio 2022 November 2
Interview by Jean Tobar.

Video recording
1 Computer File (.mp4) 01:13:02 Duration (HH:MM:SS.mmm)
[\[Aviary\] JeanTobar-SergioMarxuachNovember22022Interviewump4](#)

Moreno, Carlos
Interview by Rashel Chipi.

Video recording 1 of 2 2022 October 3
1 Computer File (.mp4) 01:01:02 Duration (HH:MM:SS.mmm)
[\[Aviary\] RashelChipiCarlosOctober32022ump4](#)

Moreno, Carlos (continued)

Video recording
1 Computer File (.mp4) 00:50:05 Duration (HH:MM:SS.mmm)
[\[Aviary\] Aviary RashelChipiCarlosMorenoOctober102022ump4](#)

2022 October 6

Munoz, Austin
Interview by Alejandro Ortega.

2022 October 14

Video recording
1 Computer File (.mp4) 01:48:15 Duration (HH:MM:SS.mmm)
[\[Aviary\] AlejandroOrtegaAustinMunozOctober14mp4ump4](#)

Oliver-Falero, Illeana M.
Interview by Ana Barragan.

2022 October 14

Video recording
1 Computer File (.mp4) 01:10:41 Duration (HH:MM:SS.mmm)

Prezeau, Rodney
Interview by Carlos Brown.

2022 November 1

Video recording
1 Computer File (.mp4) 00:50:31 Duration (HH:MM:SS.mmm)
[\[Aviary\] CarlosBrown-RodneyPrezeau-November12022ump4](#)

Quan, Luis
Interview by Jean Tobar.

2022 November 3

Video recording
1 Computer File (.mp4) 00:56:31 Duration (HH:MM:SS.mmm)
[\[Aviary\] JeanTobar-LuisQuanNovember32022ump4](#)

Ramos-Zayas, Ana
Interview by Ethan Estrada.

2022 October 11

Video recording 1 of 2
1 Computer File (.mp4) 01:08:20 Duration (HH:MM:SS.mmm)
[\[Aviary\] EthanEstradaAnaRamos-ZayasOctober112022ump4](#)

Video recording
00:36:26 Duration (HH:MM:SS.mmm)
[\[Aviary\] EthanEstradaAnaRamos-ZayasOctober282022ump4](#)

2022 October 28

Valencia, Berenice
Interview by Maria Cervantes.

2022 October 4

Video recording
1 Computer File (.mp4) 01:14:21 Duration (HH:MM:SS.mmm)
[\[Aviary\] MariaCervantes-BereniceValencia-Interview-October42022ump4](#)

Selected Search Terms

The following terms have been used to index the description of this collection in the Library's online catalog. They are grouped by name of person or organization, by subject or location, and by occupation and listed alphabetically therein.

Subjects

College students -- Societies, etc.

Minority college students -- Recruiting

Student affairs services