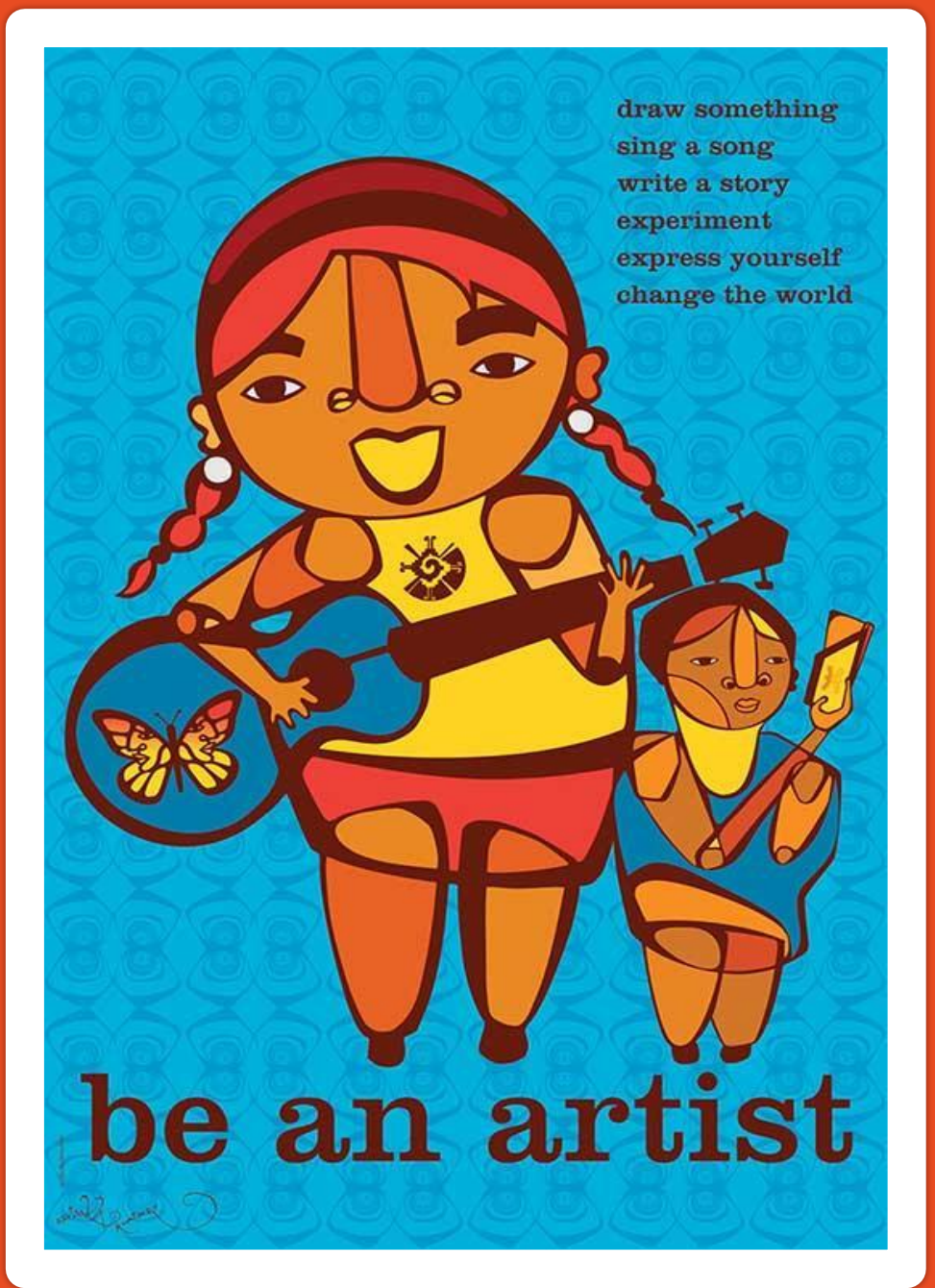


# *Art and Activism in the Latinx Community*

*My Social Action Project  
Pamela Hernandez*



The Leadership Scholars Certificate Program is a two-year selective, interdisciplinary certificate program that prepares Rutgers undergraduate women to be informed, innovative, and socially responsible leaders.

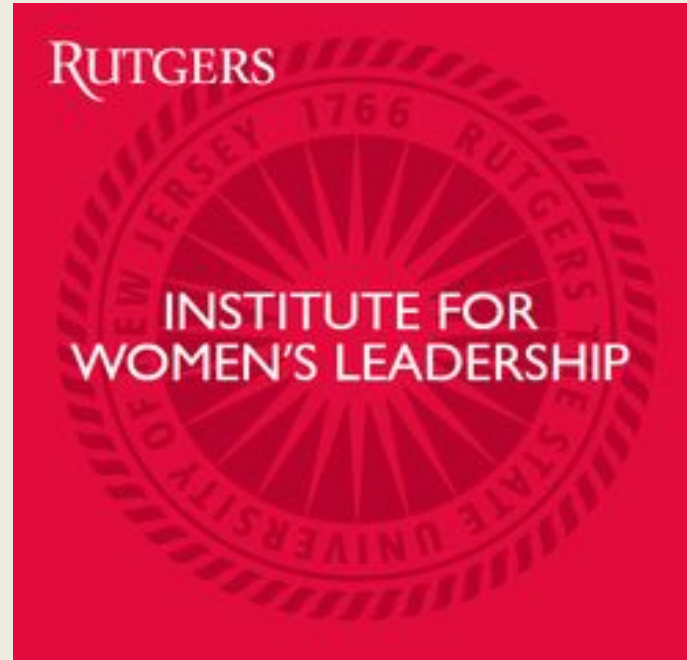
Leadership Scholars design and implement social action projects to expand their understanding of issues and problems and to develop leadership skills.

This project gives Scholars the opportunity to apply the theoretical knowledge they have gained about leadership, advocacy, and social change with the practical and experiential knowledge they have developed about a particular policy issue or problem through the field site placement. It also further develops leadership skills by giving undergraduates the opportunity to *practice* leadership *through* action.

To find out more please visit the Institute for Women's Leadership's website at <http://iwl.rutgers.edu>.

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# *Partnerships*



# MY PROJECT



## EXPRESSIONS OF FRIDA

A LATINX YOUTH ART  
PROGRAM

### PART I: PILOT WORKSHOP

In the spring semester, the first event will focus on creating art based on women's labor rights in the New Brunswick area.

### Part II: Summer Program

- We will examine topics, such as Chicana/Latina feminism, afro-latinidad, LGBTQIA representation and most importantly the connection between art and activism throughout the program.
- The students, from sixth to eighth grade, will draw, paint, create sculptures, and more. Towards the end, they will attend a trip to New York City and participate in a guided visit and hands-on workshop in El Museo del Barrio to observe Latin American art up close.
- They will then have a portfolio of their artwork at the end of the program.
- On the last day, their art will be displayed at the local library for their family and friends to see and celebrate their accomplishments.



"LOVE HEALS. - WE GO FORWARD WITH THE FRESH INSIGHT THAT THE PAST CAN NO LONGER HURT US. MINDFUL REMEMBERING LETS US PUT THE BROKEN BITS AND PIECES OF OUR HEARTS TOGETHER AGAIN. THAT IS THE WAY HEALING BEGINS"

- BELL HOOKS

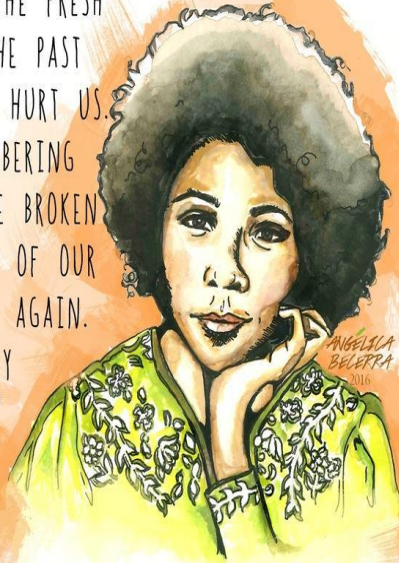


Figure 1. Bell Hooks (Cite)



"PEACE IS NOT ONLY THE ABSENCE OF WAR. AS LONG AS THERE IS POVERTY, RACISM, DISCRIMINATION AND EXCLUSION, WE'LL BE HARD-PRESSED TO ACHIEVE A WORLD OF PEACE."

- RIGOBERTA MENCHÚ TUM

Figure 2. Rigoberta Menchu Tum (Cite)



"MY MISSION IN LIFE IS NOT MERELY TO SURVIVE, BUT TO THRIVE; AND TO DO SO WITH SOME PASSION, SOME COMPASSION, SOME HUMOR, AND SOME STYLE."

-MAYA ANGELOU

Figure 3. Maya Angelou (Cite)



"BEING A WRITER FEELS VERY MUCH LIKE BEING A CHICANA, OR BEING QUEER- A LOT OF SQUIRMING, COMING UP AGAINST ALL SORTS OF WALLS."

-GLORIA E. ANZALDÚA

Figure 4. Gloria Anzaldúa (Cite)

"I'VE PUT UP WITH TOO MUCH, TOO LONG AND NOW I'M JUST TOO INTELLIGENT, TOO POWERFUL, TOO BEAUTIFUL, TOO SURE OF WHO I AM FINALLY TO DESERVE ANYTHING LESS."

SANDRA CISNEROS



Figure 5. Sandra Cisneros (Cite)



"CARING FOR MYSELF IS NOT SELF-INDULGENCE, IT IS SELF-PRESERVATION AND THAT IS AN ACT OF POLITICAL WARFARE."

AUDRE LORDE

Figure 6. Audre Lorde (Cite)



WE DIDN'T TAKE NO SHIT FROM NOBODY. WE HAD NOTHING TO LOSE. YOU ALL HAD RIGHTS. WE HAD NOTHING TO LOSE. I'LL BE THE FIRST ONE TO STEP ON ANY ORGANIZATION, ANY POLITICIAN'S TOES IF I HAVE TO, TO GET THE RIGHTS FOR MY COMMUNITY."

-SYLVIA RIVERA

Figure 7. Sylvia Rivera (Cite)



"PEOPLE IN THE MOVEMENT SUSTAIN EACH OTHER. IT'S BECAUSE THEIR SPIRIT IS SO CONTAGIOUS."

-YURI KOCHIYAMA

Figure 8. Yuri Kochiyama (Cite)





# ANGELICA BECERRA

Angelica Becerra is a PhD student at the University of California, Los Angeles (UCLA).

“She participated in a number of academic conferences dealing with the themes of Mexican identity, gender relations within Chicana/o culture, and the connection between expressive arts and cultural iniquity. Through the Getty Foundation Multicultural Undergraduate Internship, she worked at the UCLA Chicano Studies Research Center Press, where she helped prepare several forthcoming titles in the A Ver: Revisioning Art History book series for publication during Summer 2012.

Her research interests include Film and Popular Culture, Women’s, Gender and Sexuality studies, Transnational Feminism, queer studies, and Cultural studies.”

[\(Graduate Students\).](#)

Figure 9. Angelica Becerra (Cite)



**the artist  
must fight  
for justice & peace**



Figure 10. Artist (Cite)

**IMMIGRATION  
IS CENTRAL TO  
WOMENS  
EQUALITY**



Figure 11. Immigration (Cite)

**FREEDOM  
JUSTICE VOICE  
POWER**



Figure 12. Freedom (Cite)



**migration is beautiful**

Figure 13. Migration (Cite)



Figure 14. Economy (Cite)



**MY BODY. I DECIDE. I VOTE.  
★ MI CUERPO. ★  
YO DECIDO. YO VOTO.**

Figure 15. My Body (Cite)





# FAVIANNA RODRIGUEZ

"Favianna Rodriguez is a transnational interdisciplinary artist and cultural organizer. Her art and collaborative projects deal with migration, global politics, economic injustice, patriarchy, and interdependence. Rodriguez lectures globally on the power of art, cultural organizing and technology to inspire social change, and leads art workshops at schools around the country. Favianna's mission is to create profound and lasting social change in the world.

Through her bold and provocative art, she has already touched the hearts and minds of millions. In addition to her fine arts and community work, Rodriguez partners with social movement groups around the world to create art that's visionary, inspirational, radical and, most importantly, transformational. When Favianna is not making art, she is directing [CultureStrike](#), a national arts organization that engages artists, writers and performers in migrant rights. In 2009, she co-founded [Presente.org](#), a national online organizing network dedicated to the political empowerment of Latino communities" ([Favianna](#)).

Figure 17. Favianna Rodriguez (Cite)





Figure 18. Student (Cite)



Figure 19. Girl (Cite)



Figure 20. Hair (Cite)



Figure 21. Labor (Cite)



Figure 22. Justice (Cite)

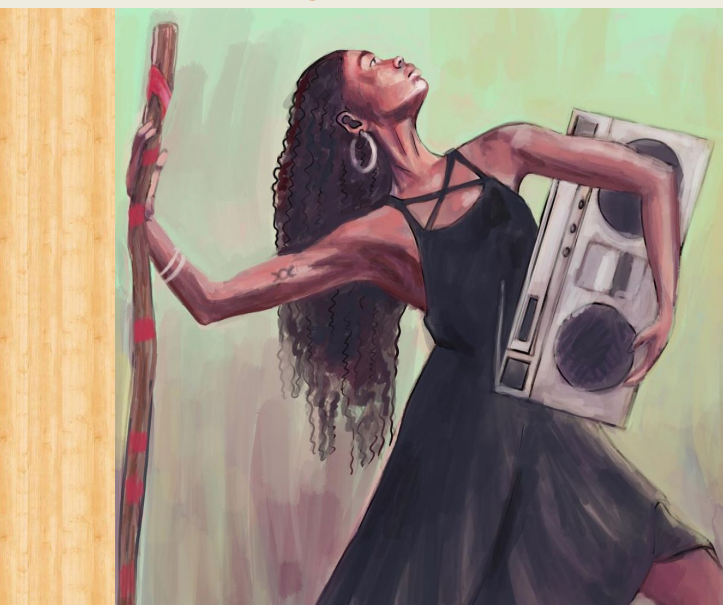


Figure 23. Dancer (Cite)



Figure 24. Land (Cite)



Figure 25. Woman (Cite)





Figure 26. Angelica Frausto (Cite)

# ANGELICA FRAUSTO

“The nerdy brown kid was born and raised in the south side of Chicago. As a nerdy Latinx youth, she never saw herself represented in mainstream media. As a result, she often struggled with feeling scholarly enough and brown enough. Her life’s work is to increase nerdy brown visibility”

[\(Nerdybrownkid\)](#)



# Spiritual Activism

*"Spiritual activism begins within the individual but moves outward as these individuals (or what Anzaldua calls "spiritual activists") expose, challenge, and work to transform unjust social structures" – AnaLouise Keating*

- Two Main Ideas:
  - Inner acts
    - Occur during transformation (or "shift) through self change.
  - Public acts
    - Outwardly directed social activism.
- While these two different terms are viewed as opposite concepts, they are inseparable.
- Changing ourselves ultimately changes the world!
- Today, women of color have reclaimed their spirituality as a form of resistance despite the spirit-phobia that exists in academia.

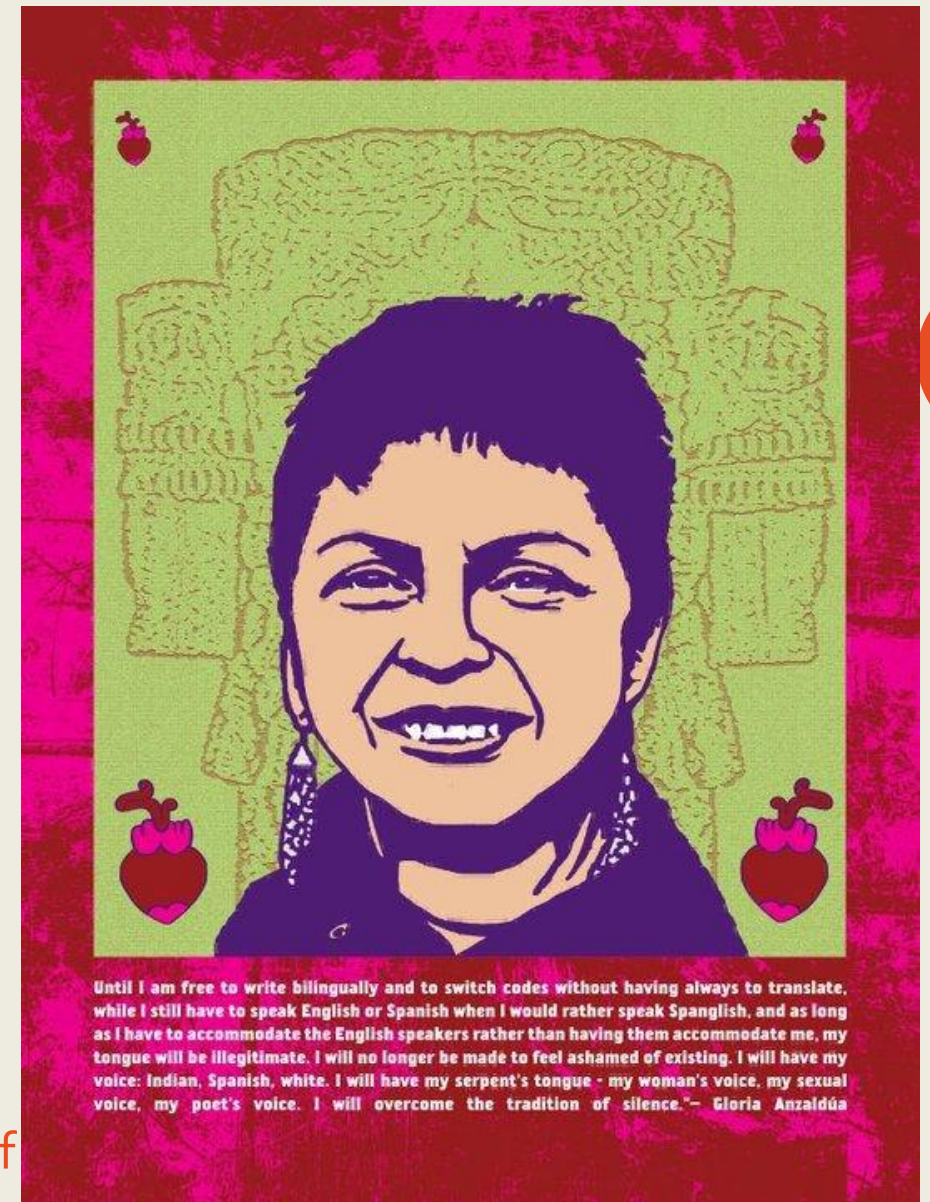


Figure 27. Gloria Anzaldua (Cite)

# Social Justice and Art Education

*“Social justice education brings together the goals and perspectives of feminist, multicultural, disability rights, environmental, community-based, critical pedagogy, social reconstruction, and visual culture art education” – Elizabeth Garber*

- “Socially interactive art”
  - *The Philosophical Disenfranchisement of Art* by Arthur Danto
- Lea and Pekka Kantonen
  - They worked with youth in indigenous and non-indigenous communities in Mexico, Lapland, Estonia, Slovakia, and Finland.
  - Their work helped young adults explore their identities in relationship to place through photography.
- This type of education helps students better understand themselves and their world along with participating in their communities and becoming critical citizens.
- Teachers must engage with their students as cultural workers and support open and critical dialogue.

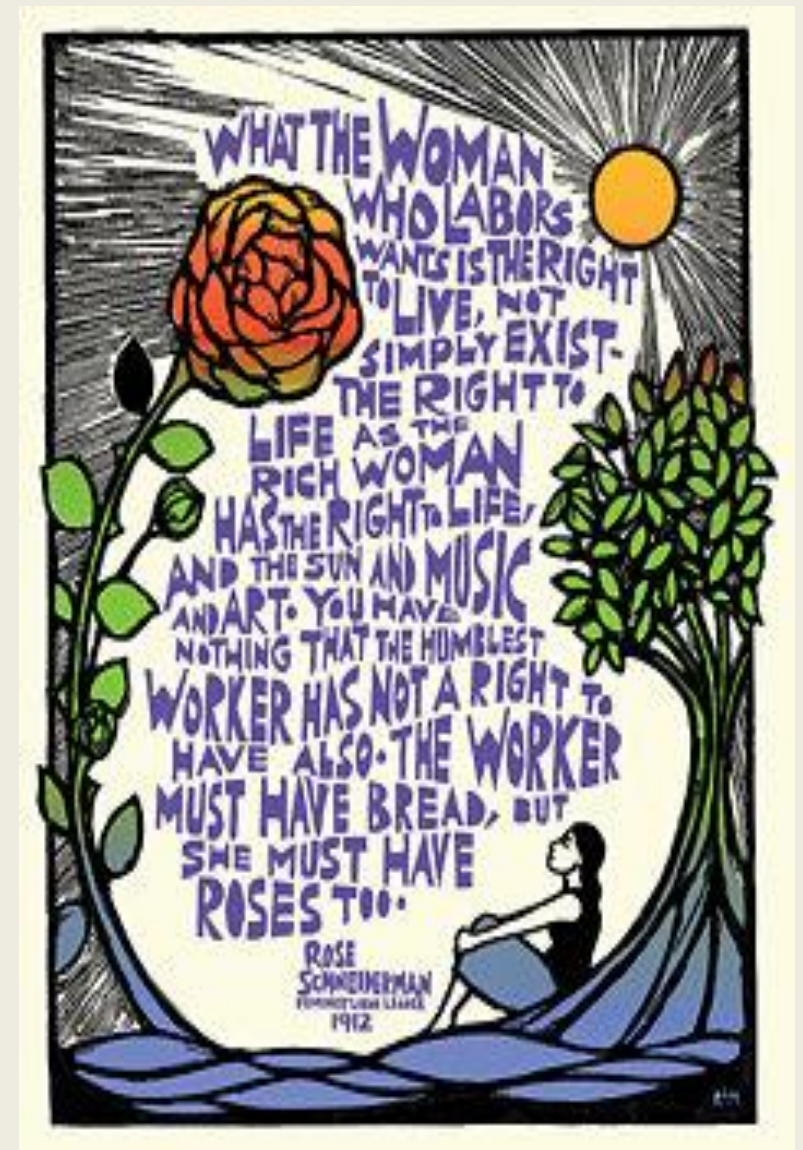


Figure 28. Rose (Cite)





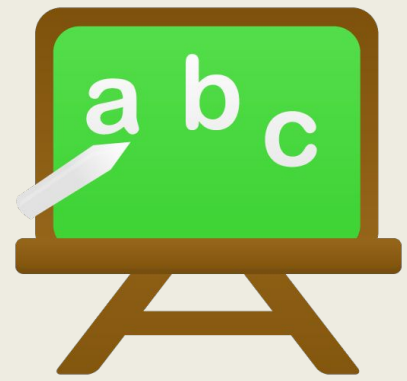
# *Women's Leadership for Social Change*

Expressions of Frida is a six-week long art program that focuses on empowering Latinx who identify as female or femme about Latinx artists from the past and present to expose them to the beauty of their history and culture along with teaching them about the connection between art and activism.

Most often, the art taught to children in school is from well-known male European artists, which leads to a lack of representation in the classroom. Subsequently, the goal of this program is to tackle this issue by increasing awareness and representation.

Latinx students from sixth to eighth grade will focus on a different topic each week and create artwork inspired by it. A couple of artists that the program will examine include strong feminist leaders, such as contemporary artists, Favianna Rodriguez and Angelica Becerra, along with historical artists, Carmen Lomas Garcia, Frida Kahlo and Maria Izquierdo.

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# *Lessons Learned*

- **I learned** about the process of creating a lesson plan, syllabus, and curriculum.
  - **I learned** about the time it takes to plan and organize an event.
  - **I learned** about how not everything goes according to plan.
  - **I learned** how to accept unexpected changes.
  - **I learned** what I truly passionate about.
  - **I learned** it is important to believe in yourself!
-





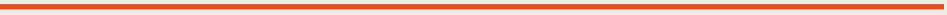
# *Impact*

The impact this will have in the future is extremely significant as the students will have a community based dialogue, have their voices heard through art and feel represented as we explore influential Latinx artists throughout the history and social issues that are currently affecting us today.

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**Thank**

**you!**





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