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MAST MAGAZINE



DREAMing of a More Certain Future

PLU DACA student talks life after the presidential election

Thriving in Multiplicity

Students explore their multi-faceted identities

FACETS: having complex conversations

Facets: Dimensions of Political Inquiry at PLU

The collective and campus conservatives facilitate productive political dialogue



A Letter from the Editor



Photo by Oliver Johnson

Growing up in a bicultural household, I was raised knowing the complex differences between two worlds — and two selves — and how to exist within and between them. It wasn't until I was older that I realized how different they really were. Growing up with the Eastern Asian traditions of my Filipino parents often clashed with the Western individualistic culture of the United States. It wasn't always easy reconciling these two facets of my upbringing. I sometimes wished that I could somehow melt them together or force them to agree.

I realize now that those dimensions are essential to my identity, and I would never want either one to change at all to reflect the other. I found the concept of facets and multidimensionality to be particularly relevant when it came to defining myself and my environment.

Crystallized forms rely on the conflict of their facets to hold the structure together. If the faces were to melt or collapse, what would be left? Nothing exists without a ripple effect,

no story exists without multiple sides. This element of multiple faces, sides, angles — they exist in our social institutions as well as within ourselves. People are informed by the different roles they play on a daily basis, but recognizing multiple dynamic roles can get complicated.

Without knowing, we ask people to flatten themselves out and choose one role to play. We trap each other into using only one definition of identity — but why would we ask anyone to dim their brilliance just to create a mirror that reflects the expectations of the majority?

This is what I aimed to recognize in this issue, exploring the dimensions we experience on macro and micro scales, from campus politics to multicultural identities.

I interviewed students from far and wide, from left and right. These conversations always left my head spinning and heart blooming from witnessing the brilliant complexity of our students. We do not exist on perfect planes — we are bent, and beautifully so.

“ This element of multiple faces, sides, angles — they exist in our social institutions as well as within ourselves. ”

Rizelle Rosales
Mast Magazine Editor

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Student Spotlight

STUDENTS THRIVING IN MULTIPLICITY

RIZELLE ROSALES

DEJAN PEREZ

CAMILLE LEMKE

PHOTO
COURTESY
OF VIRAK
PHENG



Many describe junior Virak Pheng in two words: “kind” and “busy.” The latter can be attributed to the workload that comes with being a philosophy and environmental studies double major and a non-profit administration and religion double minor.

Pheng originally began as at Pacific Lutheran University as a physics major, but Pheng found his vocation during his study away in Southeast Asia: to become an environmental ethics lawyer. “Part of me just wanted to go back to where I grew up, but I gained something more,” he recalled. “It was a life-changing experience.”

His schedule also includes being heavily involved in his Cambodian community. Pheng works within the Cambodian Cultural Alliance of Washington, helping in the annual

New Year’s Festivities held at the end of April. “A lot of the Cambodians here don’t speak the language and a lot of Cambodian elders here don’t speak English, so I can bridge them up,” said Pheng.

As for being kind, Virak holds that care so ingrained in the PLU mission statement in his heart and everything he does. “I always try to be kind to others. I feel like no matter what you want to do in life, as long as you are kind to others, opportunities will arise,” Pheng said. “As long as you are passionate about what you are doing, working hard and being kind to others, there’s always a connection. And also you’ll probably inspire other people, too.”

Virak Pheng

“I feel like no matter what you want to do in life as long as you are kind to others, opportunities will arise.”



**PHOTO
BY OLIVER
JOHNSON**

Haley Hurtt

Looking at life: switching the lens from biology to literature

In the chaos of college, students often face the challenge of choosing just one passion to pursue. Junior Haley Hurtt has balanced being a member of the University Chorale and a biology major for most of her time at Pacific Lutheran University.

"As far as I'm aware, I was one of only three science majors within the whole group, certainly not any other bio students," said Hurtt. "But I've always done choir. I've done choir since fourth grade or something like that, so it's a part of my identity that I don't want to lose."

Hurtt's pursuit of a biology degree competed for time and dedication against Chorale within her schedule, but she was able to manage both for her first three years at PLU. After taking an environmental literature class, Hurtt was surprised to find that biology and literature had more in common than she thought, exercising the same muscles of deep analysis and fascination with examining life. So after three years of biology, Hurtt switched to a literature major. After talking to Assistant Professor

of English Adela Ramos, Hurtt learned that there are a lot of biology majors that do well in literature. "That was really interesting to me because I had never made a correlation between any hard science major and any humanities major," she recalled.

Hurtt described making the switch as a bold move, but a necessary one. By taking a heavier course load and possibly some summer classes, Hurtt will graduate as scheduled in the spring 2018 with her sights set on environmental literature. Looking ahead, she's applying for opportunities across the world, including a journalism internship focused on researching global poverty, working with MultiCare in Tacoma to improve healthcare for women, and applying for a study away trip to Uganda to work with animals. For her, this is not a compromise, but finding a balance between every aspect of her passions and identity.

COMMUNITY CORNER

Paul Fritts

Carrying on traditions of craft and music

Organ builder Paul Fritts and his business are rooted here in Parkland. Fritts' father originally owned Paul Fritts & Company Organ Builders in the 1960s and was a music professor at PLU. Although Fritts helped build organs growing up, his passion for the violin led him out of Parkland to study at the University of Puget Sound. After graduating, Fritts found his way back to the Parkland area and continued to help his father. He decided to take his craft to a more serious level, taking over the world-renowned company, Paul Fritts & Company Organ Builders.

The exquisite organ in Lagerquist Hall at PLU is among the many impressive instruments Fritts and his team have constructed. Using traditional methods that date back to the 13th century, Fritts builds organs for homes, churches and other universities. Paul Fritts & Company Organ Builders is located just over a mile away from PLU's campus, and the bustle of this small business is welcomed in the Parkland community. Although Fritts resides in North Tacoma now, he and his family frequently return to Parkland for dinner at Marzano's and for PLU concerts. Fritts maintains a hands-on connection with PLU and the organ he built for the university, as he is usually the one to tune the instrument before any of the concerts.

**PHOTO BY
MCKENNA
MORIN**



Fasika Zewdie

Stockholm to Tacoma to Paris

One of the core values that govern Pacific Lutheran University is the emphasis on global perspectives, which is what led senior Fasika Zewdie to Tacoma all the way from Stockholm, Sweden.

"Studying in the U.S. has been my dream since I was a child... I wanted to make my dream come true," Zewdie said.

The story began thirty years ago, when her parents immigrated to Sweden from Ethiopia. Being raised in a bicultural household informed her perspective on culture and diversity: in the middle of a bustling Scandinavian metropolis, she was able to learn and practice the traditional Ethiopian customs of her parents. Zewdie experienced the essential duality between individualism and collectivism, growing up in a European capitalist society and being raised by her parents who were from a family-oriented African culture. This unique upbringing cultivated her interest in cultural studies and social science.

After studying religion and cultural geography at the University of Stockholm for two years, Zewdie decided she wanted to pursue sociology in the United States. Since coming to PLU, Zewdie has been able to get the educational experience she was searching for. "I love PLU. This university is small, and it allows you to build that close kind of relationship with professors. You get to know everyone."

She learned to speak the Ethiopian language of Amharic in her household, along with Swedish and English. Now, Zewdie is taking French at PLU, expanding her cultural skill set. "Since I've studied things like sociology and

religion, I sometimes can understand people better — their perspective and ideas, I can understand where it comes from. That really interests me." Since coming to Tacoma, Zewdie has taken interest in immigration issues. After an internship with Advocates for Immigrants in Detention Northwest last semester, Zewdie plans on working on improving immigration policies in her future career. After graduating in May, Zewdie

will be moving to Paris, France to continue her vocation in cultural studies and travel. Though she may be graduating from PLU, she'll be taking with her the values of global diversity and social science... and her vocabulary from French 102.

PHOTO COURTESY
OF FASIKA
ZEWDIE



Samantha Hoskins

Growing up a "third culture kid"

Born in Singapore, raised in Japan and a citizen of the United States of America — an amalgam of experiences that has lead first-year Samantha Hoskins to identify as a "third culture kid." A third culture kid, Hoskins explains, is a person who grows up in a culture that is not their parents' home cultures. Both of Hoskins' parents are teachers at international schools. "It really explains the phenomenon that you don't really identify with your home country, but not really identifying with the country you reside in. But you're in this really weird, limited space between each country," Hoskins says.

In her experience, many people are shocked or surprised when she explains her upbringing because she is not ethnically Japanese. "There's like this muddled confusion," she explains. "It's weird for people at first and it's weird to explain it, too." Hoskins sometimes feels the differences in Japanese and American culture, such as social norms and customs. However, the international school that she attended in Tokyo prepared her to be a compassionate and inquisitive global learner.

Hoskins is pursuing global studies and anthropology in hopes of applying her perspectives to international politics. "I feel like having to balance between a bunch of different perspectives and identities has made me more aware of other people's identities," Hoskins says. "I think maybe they're trying to balance their identities as well, so I try to figure out where people are in understanding themselves while trying to figure out myself."



PHOTO BY
OLIVER
JOHNSON

UNDERSTANDING AND RESPECTING THE MULTIPLE DIMENSIONS OF IDEOLOGY IS ESSENTIAL TO PARTICIPATING IN CONSTRUCTIVE DISCOURSE. INSPIRED BY THE SERIES BY THE SEATTLE TIMES TITLED "UNDER OUR SKIN," PACIFIC LUTHERAN UNIVERSITY LAUNCHED THE LISTEN CAMPAIGN TO EXAMINE CLIMATE ON CAMPUS, AIMING TO IDENTIFY BIAS, DISCRIMINATION AND THE STRUCTURES THAT ALLOW THOSE HARMFUL FORCES TO THRIVE.

LISTENING CAN SOMETIMES FEIGNED AND HEARD WITH REBUTTAL IN MIND, WITH AN INTENT TO PERSUADE INSTEAD OF UNDERSTAND. VALUING DIVERSE PERSPECTIVES IS SOMETHING PLU IS A STRONG ADVOCATE FOR. THESE STUDENT GROUPS ARE DEDICATED TO MAINTAINING THE RESILIENCE OF THESE PERSPECTIVES, AND ENGAGING WITH THEIR PEERS TO ORGANIZE MEANINGFUL ACTION AND CONVERSATION.

The Collective

The Collective is an independent grassroots community of students that respond to social inequality through developing leadership and organizing action in the PLU community.

What began as a response to the resistance against systemic racism at University of Michigan (Mizzou) led to the formation of The Collective at Pacific Lutheran University in 2015. A group of several students organized a silent protest to stand in solidarity with Mizzou, along with universities across the country. They organized a list of demands and expectations for PLU regarding the treatment and representation of marginalized identities on campus.

This prompted students to establish a group — a collective — of students, aiming to engage with administration and to advocate for underrepresented voices in PLU's practices and policies. Their list of demands was published in the Spring 2016 issue of the Matrix, including mandatory faculty implicit bias training, addressing PLU's location on Nisqually and Steilacoom land and reform to core curriculum. In Fall 2017, they organized meetings with the Board of Regents to work on fulfilling those demands.

The Collective isn't the only campus group to demand more from their university. College activists around the country have demanded improvements in inclusivity, accessibility, representation and awareness from their administrators. Because of the national climate, students have been compelled to educate, mobilize and protest the injustices they witness on their campuses.

Last November, nearly a year after the formation of the group, The Collective organized a march across campus in protest of the election of Donald Trump. The tension surrounding the march compelled the group to declare anonymity for the

safety of its members and close off their Facebook page to the public. Since it goes against the structure of lateral leadership for an individual to speak on behalf of the whole, group members have been reluctant to speak out to student media since the march.

Since the dust has settled and the tensions have subsided to some degree on campus, students are willing to share the experiences they've had with the Collective in the past five months. Senior Theo Hofrenning, one of the co-founders of the group, has seen the group grow through its highs and lows. "We're permeating the PLU consciousness, and at the same time we're still trying to figure out our role on campus and our identity as a group," Hofrenning said.

"Everybody here is fighting for something, and that's something I want to be a part of."

First-year Cordell Pickens

The Collective has meetings every week, focusing on dialogue surrounding social issues and principles of effective activism. There are small group activities as well, which utilize the diverse skill sets and interests of the students who attend.

The group has also seen new members in the past few months. First-year Cordell Pickens joined the group at the beginning of spring semester. The transition to college can be rocky, and Pickens described how reaffirming it was to find a commu-

nity in a diverse group of students. "Everybody here is fighting for something, and that's something I want to be a part of," said Pickens.

"The collective has given me a great place to be around like-minded individuals, and have uncomfortable conversations. I learn and grow from being here," said first-year Mark Hernandez.

Though approaching individual members to get information was sometimes intimidating, there were more responses when members were given the opportunity to submit testimonials anonymously.

"The Collective has given me the opportunity to truly grow and learn as a social activist," said an anonymous submission. "I love the sense of community and love that I feel as soon as I walk in the door."

In bubbly penmanship, one submission read, "It is a place where I can feel completely comfortable expressing my frustrations with society."

"The Collective has made my PLU experience worthwhile. As a graduating senior I look forward to keeping connections with the meaningful relationships made and the mission of the organization. The Collective celebrates my ethnic identity as a Black woman," was submitted in purple ink.

"We're often seen as this 'subversive' group... but that's not who we are," Hofrenning explained. "As I see it, we're building up this foundation of activists who will then, in the next [few] years, be able to do effective actions as parts of larger campaigns to change the culture and institutions on this campus."

Conservatives on Campus

The Pacific Lutheran University chapter of College Republicans is a student group that is dedicated to sustaining and advancing conservative values through active discussion, inquiry and engagement with local government.

College campuses across the nation are struggling to represent student conservative voices and host respectful dialogue. Two first-year students took action in January 2016 to revive the PLU College Republicans chapter after five years of dormancy. Sophomore Shelby Coates, co-president of the chapter, noticed that conservative sentiments are often brushed under the rug in left-leaning classrooms like those at PLU. "We thought, you know, that it would be great to talk to someone about that," Coates explained.

Coates partnered with sophomore Taylor Rost to restart the organization by rewriting its constitution and receiving approval from both PLU and the Washington State College Republicans Board. Vice President and junior Samuel Manders caught wind of the revival by word-of-mouth, and was determined to support its members and its growth.

After assembling a strong team, the group became active in hosting weekly meetings and getting involved with local campaigns. Members actively campaigned for Republican candidates Rick Thomas and Jessica Garcia to represent District 29.

A common misconception about PLU College Republicans is that it's only a space for conservative voices. "We open it to anyone who wants to come," Coates explained. Meetings are often attended by a sprinkling of liberal students who are looking to hear the other side. To Coates, this diversity helps avoid echo chambers and facilitates constructive political dialogue.

"The conversation is always very respectful," Manders commented. "Everything I've ever heard in a meeting has always been a piece of valuable information in my opinion."

Amanda Delekta, a student at University of Michigan, spoke to New York Times reporter Anemona Hartocollis in an article addressing political tension on campus, especially the experience of student conservatives. "There's this binary between

'us' and 'them'... [but] we're all so much more complex than that. There needs to be a mutual respect among us," said Delekta, commenting on left-leaning biases in her classes and discussions on campus.

"We've never lost sight of the person we're talking to, we never let the ideology get in the way."

Sophomore Shelby Coates

Though conservatives face challenges, some conservative students argue that opposition improves rhetoric skills and enriches perspective. PLU junior Carly Stauffer can agree. Stauffer is an active member of Students for Life, the pro-life organization on campus. "In the past few years at PLU, I've been challenged by my surroundings," Stauffer explained. "I've come to a place of being conservative after asking myself a lot of questions, so I'm not just adopting being Christian and conservative by default."

"I've tried to do more listening than anything," Stauffer continues. She is a strong advocate for personal exploration when it comes to ideology. "We just see so much pigeon-holing, assuming that everyone fits into one box." Stauffer described an instance at a Students for Life display where someone approached her and said they disagree, because of her viewpoint on refugees. "We hadn't even said anything to them — like they immediately thought, 'Pro-life? Conservative jerk.' They didn't stop to think that we might have the same viewpoints on refugees."

Senior Philip Passantino, president of Students for Life, explained that there are pro-life students who aren't conservative. Because of the ideological diversity in the group, he is hopeful for the future of the movement. "If the movement becomes less



**SOPHOMORE
SHELBY
COATES
TABLING
AT THE
INVOLVEMENT
FAIR**

attached to ideology, I honestly think it would be better for the country, because it would be less of a partisan battle," Passantino explained.

A documentary produced by We the Internet titled "Silence U" describes the national phenomena of silencing nonconforming views on college campuses as opposed to engaging in discussion and conversation.

"One of the main goals of the club is just to have that political dialogue that seems to be missing a lot of the time on university campuses, just because of how heated a topic can get," Coates said. Though there are disagreements during discussions, Coates explained that "we've never lost sight of the person we're talking to, we never let the ideology get in the way."

Manders is hopeful for the future of PLU College Republicans. "In two to five years, ideally, it would be cool to have on-campus debates," said Manders, hoping to engage with future Young Democratic Socialists and others on campus. Coates also hopes to do joint informational events and forums, aiming to educate students on different ideologies. Coates and Manders want conservatives on campus to know that they're not alone, and their voice is valuable. "Don't be afraid to speak up in class," Coates advises. "It helps everyone to hear both sides."

"To all the conservatives out there on campus," Manders adds, "There's more of us than you think."

PHOTO COURTESY OF PLU COLLEGE REPUBLICANS

POLITICAL IDENTITY IS COMPLEX AND FLUID, AND INDIVIDUALS NEED TO FIND A WAY TO EXIST IN A SYSTEM OF HARSH DIVIDES AND STRICT DEFINITIONS. IN AN ENVIRONMENT WHERE LISTENING FREQUENTLY LEADS TO HOMOGENIZING VIEWS, IT IS ESSENTIAL TO MAINTAIN THE INTEGRITY OF DIVERSITY, ON CAMPUS AND BEYOND.

IN A LETTER TO THE EDITOR FOR THE MAST IN MARCH, JOANNA ROYCE-DAVIS OUTLINED WHAT IT TAKES TO MAINTAIN THE VALUES OF DIVERSITY, JUSTICE, AND SUSTAINABILITY (DJS) ON CAMPUS: "IT REQUIRES A WILLINGNESS TO STRUGGLE WITH THE DISCOMFORT OF OUR OWN LEARNING, TO HOLD ONE ANOTHER ACCOUNTABLE, TO SEEK DIALOGUE AND UNDERSTANDING AND TO BEGIN FROM A PLACE OF COMPASSION."

Global Perspectives

**PLU Professor Ami Shah
talks combining activism
and academic study**

BROOKE THAMES

Ami Shah finds a home for both advocacy and academic work as a Professor of Anthropology and Global Studies at Pacific Lutheran University.

Her interest in the intersection of action and academia was cultivated while earning her Master's and doctoral degrees in Development Studies from the University of Oxford.

At the time, international development was an unusual focus due to its interdisciplinary nature. Shah, however, gravitated toward the area of study because of the way it brought her humanitarian interests into her education.

"One of the things [my friend] used to say when he would explain the degree to people is... everyone who wants to study development studies wants the world to normatively be a better place," Shah says. "I guess that's one way where academics and activism mesh really well."

Shah's academia particularly revolves around issues facing the developing world, especially relating to popular culture and advertising. As a professor, she often finds ways to combine her enthusiasm for global advocacy with the curriculum she teaches.

Her Global Development 357 course explores social justice relating to global interactions. Throughout the class, students question the nature of activism and ponder how individuals can be better global citizens. Shah incorporates both development theory and real-life examples like Kony 2012, a viral documentary film designed to rally masses against Ugandan militia leader Joseph Kony.

Students then develop projects that examine particular issue around transnational advocacy and suggest ways to improve activist methods. Some proposals include spotlighting the voices and narratives of those affected by issues of inequality and not waiting until "there's gloom and doom on the TV" to get involved in preventative work.

Shah sees teaching students to think critically about global development and advocacy as a form of activism in and of itself.

"If part of what I'm interested in is how we relate to others, then teaching about that and teaching about some of the problematics of contemporary forms of global interaction is part of it," she says. "If I want things to change, the only way they do is if people are aware of problems to begin with."

Shah's own experiences researching in developing countries like India and Nigeria helped her tailor how she personally approaches global activism. Shah says she hopes to utilize academia and professorship to help students reflect on how to engage with the world in productive, positive ways.



PHOTO COURTESY
OF MARKETING &
COMMUNICATIONS

Q & A

What are some of the ways our activism is ineffective?

I think a lot of times we do things for a feel-good effect and don't necessarily stop to reflect on what our actions support or how we represent others in our actions. One of my constant reminders is something that someone who worked around... humanitarianism would say — 'Good intentions are not enough.' We have to think about the consequences of our actions and how we relate to people as well.

Any particular examples you're examining in class?

In one of my classes, we're learning about consumerism — when people shop to save the world. We're looking at one example that's about stopping AIDs and how it's [framed] like all you have to do is buy this t-shirt and then you'll save somebody's life. The person's life is really what you're buying. One of my colleagues talks about this as 'commodifying compassion,' but we don't really have to do much. We get to see this poor, suffering person [and] we buy something to feel better about it. We're not questioning structures, and we're thinking it's okay to paint people as hopeless and without agency.

How do you think we can do global activism better?

I think compassion is important. I think our empathy doesn't have to be limited. Human beings are amazing in that way of being able to care about lots of different things. I think we maybe shouldn't trick ourselves into thinking that empathy is doing. I think we need to make our choices [actively] about what we do.

Do you encourage bringing students into activism through academia?

I don't want to tell students what issues they need to be concerned about or even that they should agree with me about what should happen. I want them to think reflectively about what they do ... [and] encourage them to think about different ways of viewing the same thing. I think that in and of itself is a form of activism. Whether they choose to do more, I hope they have the tools to do so in ways that are more productive. I encourage them to be engaged with the world.

DREAMing of a More Certain Future

One DACA student navigates the current political climate

CECILIE THOGERSON

**Editor's Note: The name in this story has been changed to respect the source's anonymity.*

A senior of Pacific Lutheran University was in a meeting a couple of months ago when she received a text message. It said that a young man from the Seattle area had been arrested, allegedly because he was living in the United States undocumented.

Sofia Gonzales* said she could not believe what she was reading.

"I was in shock," Gonzales said.

The man who had been detained, Daniel Ramirez Medina, was a so-called DREAMer – a recipient of Deferred Action for Childhood Arrivals (DACA) which permitted him to live and work in the U.S. temporarily without having citizenship. This was the exact same immigration policy that also permitted Gonzales to live in the U.S. without being an American citizen.

However, much changed with the election of the Trump administration. The president had frequently said that he wanted to take a tough stance on immigration, but had yet to make it clear how it would affect people with a DACA permit. This was the first time a DREAMer had been arrested under the new administration.

After she received the message, Gonzalez decided to talk to one of her professors who had experience in legal issues. Gonzales had only told one other professor in her department that she was a DACA recipient. Gonzales said that the professor told her that she would have to fight and not give up easily.

"I felt blessed and a little overwhelmed with all the information," Gonzales said.

Later that day she went home to her parents and told them what had happened. Gonzales said that she felt that her life had suddenly been turned upside down. She had no idea what the arrest of a fellow DACA recipient would mean for her.

Gonzales was born in Mexico and came to the U.S. with her parents and siblings when she was four years old. In June, 2012, the option to apply for a temporary relief to

work and study in the U.S. became available to Gonzales when the DACA policy was introduced by the Obama administration. DACA allows certain individuals to receive a renewable two-year period of deferred action from deportation.

However, the process of receiving a DACA permit proved far from simple. To be allowed this permit you must have entered the U.S. before the age of 16 and before June 15, 2007.

Among other requirements, you also must be in school or be a high school graduate. It is furthermore required that you are under the age of 31 as of June 15, 2012.

Despite of the fact that Gonzales fulfilled all the requirements, she was not able to apply for a DACA permit until December 2013 due to the financial strain of the process. It costs \$465 to apply.

Applying for a DACA permit is a complicated process. Many people choose to seek professional help as you are only allowed to apply once. However, Gonzales decided to do it on her own.

Having to deal with such an important legal matter all by herself became a reality for Gonzales. Like thousands of other teenagers, she could not ask her parents for help due to a language barrier.

"I was scared," Gonzales said, "I didn't want to mess anything up."

Gonzales succeeded with her application. In 2014, she received her DACA permit. Every two years she must re-apply to have her permit renewed. As of December 2016, the cost to renew is \$495.

Gonzales said that though she understood that having received DACA was only a temporary solution, she still thought that once she had the permit she could not be touched by law enforcement. All this changed after the presidential election and Medina's arrest.

"A lot of emotions just went through me," Gonzales said, "Even though [the arrest of Medina] did not affect me personally, it



PLU senior Sofia Gonzales looks over the landscape on a trip to Mexico.

was so close to home. It happened just here in Pierce County. It was kind of surreal."

Gonzales said that the uncertainty that followed was a feeling she had known since she was old enough to understand what it meant to live in the U.S. without citizenship. Gonzales decided to turn to the support system she has developed at PLU including the Diversity Center, which she herself is involved with, and the Task Force at PLU for undocumented students.

The Task Force includes different students and members of faculty. One of these members is Assistant Professor of Hispanic Studies Emily Davidson. Davidson said that she works with and for undocumented students in different ways. Hearing the experiences of students like Gonzales who face difficult times and uncertainty was one of the reasons that she became involved with the work.

However, Davidson said that PLU stresses that it does not want to "save" undocumented students as they do not need to be saved.

"Undocumented students are some of the bravest and strongest leaders in our times," Davidson said, "Without them, we would not be doing all of this activism."

Gonzales is just one of the approximately 750,000 people who are currently living in the U.S. on a DACA permit. For the moment, Gonzales does not know what the future will bring and if she will be able to renew her DACA permit. She said that she is just certain of one thing.

"For now, I am definitely staying here," Gonzales said. "Washington is my home. If something happens to me or my family, at that point I will reevaluate what is next."

Home Away from Home

JONATHAN SPIELMANN

Q's Coffee House replaces NPCC as Parkland's community coffee shop



"I want to set goals for the public. I want to give individuals a vision that anything is possible."

- Jose Velez, Owner

PHOTOS BY OLIVER JOHNSON



Qiana and Jose Velez's new coffee house opened April 8.

Jose and Qiana Velez, owners of Q's Coffee House believed that a coffee shop should be filled with conversation and music.

The new coffee shop opened April 8, replacing the well-known Northern Pacific Coffee Company (NPCC) on Garfield Street. The coffee shop was a surprise for Jose's wife, Qiana.

"She's always dreamed of having a coffee shop," Jose said. "She gives me strength, and nothing would be possible without her."

The Parkland entrepreneurs said that they took over the coffee shop after NPCC closed in January 2017 in order to give back to their community.

"We wanted to do this for the students," Qiana said. "We want the coffee shop to be welcoming for everybody."

As exciting as the new venture is, it can be overwhelming.

"It is challenging and a lot of pressure," Jose said. "The man upstairs handles the rest. All prayers to him."

Not that couple of seven years don't already have plenty of experience. They are also the owners of JQ's Barbershop and JQ's Boutique.

Jose says he's always dreamed of owning both the barber shop and the coffee house.

"I want to set goals for the public. I want to give individuals a vision that anything is possible," Jose said.

Their goal with the coffee house is to transform it into a safe space. They removed the alcohol from the coffee shop, hoping this will add to the progressive atmosphere.

On the menu at Q's, customers will discover soups and salads as well as sandwiches ranging from ham and cheese to the "Trippleta", a staple in Puerto Rico.

"You won't find the Trippleta anywhere in this community. Guaranteed," Jose said.

Jose Velez has also made a change to the type of ground coffee that is served since the NPCC closed.

Customers will still find their favorite coffee beverages on the menu: mochas, cappuccinos, lattes as well as hot chocolate, juices and coconut water.

The coffee house's hours will be from 7 a.m. to 8 p.m., and it will feature an open mic night on Thursday nights, poetry on Friday nights and stand-up comedy on Saturday nights.

As the two continue to create businesses that bring the community together, they respect all businesses on the street.

"We show all of the other owners admiration, and we try to work together to improve the community," Jose Velez said.

Q's Coffee House promotes creativity and delivers an atmosphere that reminds patrons of home.

For Lutes, the coffee house is a quick coffee fix in-between classes, but for Jose and Qiana Velez, it is a stepping stone for a brighter and more coffee-filled future.



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Pacific Lutheran University
12180 Park Ave S. Anderson
University Center Room 172 Tacoma,
WA 98447 • mastmag@plu.edu •
mastmedia.plu.edu

MAGAZINE EDITOR

RIZELLE ROSALES

EDITOR-IN-CHIEF

BROOKE THAMES

FEATURE EDITOR

BROOKE THAMES

CONTRIBUTORS

JONATHAN SPIELMANN

CECILIE THOGERSON

DEJAN PEREZ

CAMILLE LEMKE

PHOTO EDITORS

MCKENNA MORIN

OLIVER JOHNSON

COPY EDITORS

BREANNA WIERSMA

EMILY KHILFEH

HELEN SMITH

ACADEMIC ADVISER

JOANNE LISOSKY

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