In This Issue:

Insiders or Outsiders?
On CNN’s “Latino in America”

Maximizing Your Undergraduate Experience for Your Future

Medical Student Serves the Underserved

How a Californian Survives the Ohio Winter

Avoiding Slumlords, Stress, and Health Risk Housing in the OSU Campus Area

The Peruvian Scissors Dance

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New Year Brings New Challenges

By Michael J. Alarid

In an ideal world we will be experiencing unprecedented warm weather when this edition finds its way into your hands; in all likelihood, we return to a campus that is frigid, gray, and perhaps filled with snow. This year in particular, numerous challenges accompany the impending winter: the 2010 Census is upon us and historically Latin@ communities have been undercounted, giving us cause to fret. Additionally, we face controversy and confront the stereotypes promoted by CNN's "Latino in America." Finally, Latin@ Studies is undergoing major changes within the university. Indeed, the need for reflection, planning, and work highlights this edition of ¿Qué Pasa, OSU?!

But before we highlight the contents of this edition, a most important matter needs to be discussed: the 2010 Census looms and promises to have major ramifications for the Latin@ demographic. Latinos are notoriously undercounted, reluctant to participate in the count, and therefore often underrepresented in the final census data. The 2010 Census matters tremendously, because community funding for the next 10 years will be based on these results so we strongly encourage both students and community members to get involved by volunteering to make sure that everyone gets counted.

As to this edition, we begin by exploring the long, rich, and storied history of Hispanics in the Americas with our cover story "The Dancer from Another Hell," which celebrates the Latin American centered Peruvian scissor dance. Our cover features a picture of the vibrant and colorful dancer in the midst of his acrobatic and often painful performance, provided by article author Jason Bush. Bush is a Ph.D. Candidate in Folklore and his article documents how the once repudiated Danza de las Tijeras, stigmatized by colonial authorities because of its association with indigenous spirituality, is now celebrated as a powerful symbol of Peru's impressive cultural perseverance in the modern world. The roots of Latin@ culture are also highlighted by "A Place of Illumination," our center spread, which features the National Hispanic Cultural Center. Finally, we conclude our History feature, "Answering the Call," which documents the long tradition of military service provided by the Mexican American population of Lorain, Ohio during World War II.

In addition to the past, we also take a critical look at modern issues confronting Latin@s: Mercedes Sánchez concludes her series on Latin@ Issues with her article "Latin@s Buy More Than They Take," CIC Director Yolanda Zepeda examines diversity at both OSU and in the Midwest in "Building a Community;" Professor Frederick Aldama updates us on recent developments in the Latin@ Studies program in "An Evolving Department;" while Professor Theresa Delgadillo concludes our analysis of the current state of Latin@ affairs with her critical look at CNN's "Latino in America" in our Su Opinión section with the article "Insiders or Outsiders?"

We also continue our tradition of highlighting outstanding faculty members, students, and local events. We begin with our faculty profile entitled "Spanish and Portuguese Department Chair Furthers a Vision," which focuses on the leadership of Professor Fernando Unzueta, Chair of the Department of Spanish and Portuguese. We also highlight medical student Anthony Ferrey in "Serving the Underserved," which recounts both Ferrey's stellar college career and his unrivaled dedication to public service. Additionally in "You Are Welcome at UCHO," president Alex Flores introduces ¿Qué Pasa, OSU? readers to both his organization and the benefits it offers prospective members. Also, "Battling Diabetes with Dance" by Sheila Bock showcases the efforts of the Central Ohio Diabetes Association to battle obesity and health issues at the local level through sponsored exercise classes that cater to the Latin@ population.

As always we bring you advice, this time from: Cyndi Freeman, Director of Graduate Student Recruitment and Diversity Initiatives, who offers counseling in "Get Involved;" while "My Survival Guide" recounts my long history of dealing with Ohio winters and offers numerous coping mechanisms to prevent depression; and "Finding Campus Housing Can Be a Nightmare," also written by myself, recounts my experience with a local landlord and offers both advice and insight on how to ensure that you don't end up in substandard housing; and finally, Giovana Covarrubias and I offer our review "House of Fusion" of Barrio Restaurant, a popular Columbus eatery specializing in tapas and Latin American cuisine.

Here at the midway point of our year, my hope is that you are finding our publication to be both entertaining and a valuable source of information. We are dedicated to keeping you informed on events, accomplishments, and the opportunities available to students and members of the OSU community through both our publication and our website. Please feel free to offer your feedback to us at anytime through either our website or by email. We here at ¿Qué Pasa, OSU? send our warmest thoughts to you in these winter months!

Kindest regards,
M.J. Alarid
Features

Get Involved
Maximizing Your Undergraduate Experience for Your Future
By Cyndi Freeman

You Are Welcome at UCHO
The University Wide Council of Hispanic Organizations (UCHO)
By Alex Flores

Finding Campus Housing Can Be a Nightmare
Avoiding Slumlords, Stress, and Health Risk Housing in the OSU Campus Area.
By Michael J. Alarid

My Survival Guide
How a Californian Survives the Ohio Winter
By Michael J. Alarid

Sections

Esquina del Editor
New Year Brings New Challenges
By Michael J. Alarid

Faculty Profile
Professor Fernando Unzueta
Spanish and Portuguese Department
Chair Furthers a Vision
By Michael J. Alarid

Student Profile
Antoney Ferrey
Serving the Underserved
By Michael J. Alarid

Su Opinión
Insiders or Outsiders?
On CNN's “Latino in America”
by Theresa Delgadillo

Folklore Series
The Dancer from Another Hell
By Jason Bush

A Place of Illumination
Highlighting the National Hispanic Cultural Center and its Importance for the Growing Hispanic population
By Michael J. Alarid

Building a Community
An Examination of Latin@s and Diversity at OSU and in the Midwest
By Yolanda Zepeda

Battling Diabetes with Dance
By Sheila Bock

Latinos Buy more than They Take
An Exploration of the Economic Contributions of the Hispanic Population to the Development of the United States
By Mercedes Sánchez

Latino Studies at Ohio State
By Frederick Aldama

History Series
Answering the Call - part ii
An Examination of the Mexican American Population in Lorain, Ohio and Their Contributions to World War II
By Michael J. Alarid

Autumn 2009 Events

Autumn 2009 Graduates

Food Review
Barrio Restaurant
Downtown Restaurant Utilizes South American Flavors in Unique Ways
By Michael J. Alarid and Giovana Covarrubias
Thirty years ago Fernando Unzueta, the current chair of the Department of Spanish and Portuguese, left his family and home in Santa Cruz, Bolivia for Buffalo, New York to pursue an education. "I was so young when I came," recalls Professor Unzueta. "It was 1979 and I was 18 years of age, but to me studying in the U.S. was the best option." In fact, the decision was obvious: an education from a university in the United States is a prize aspiring academics from all over the world hope to attain, and that SUNY Buffalo offered Unzueta a full tuition waiver to study engineering sealed his decision. "After my first year as an undergraduate, I knew I wanted to go to graduate school in the U.S.;" Professor Unzueta remembers. "I didn't know what field yet, but I wanted to explore the opportunities to work in the academic world."

Ultimately, that exploration led Professor Unzueta to the study and analysis of Latin American literatures. Professor Unzueta earned his M.A. in Spanish at SUNY Buffalo and then entered the Spanish Ph.D. program at University of Texas, Austin, which he completed in 1991. For a while, Professor Unzueta taught at small liberal arts institutions, but it wasn't long before he settled in at OSU as an assistant professor in 1992. During this time, Professor Unzueta's research has focused on the role of literature and newspapers in the formation of the nation and national identity. His resulting scholarship certainly played a role in his eventual appointment as associate professor and ultimately chair of the Department of Spanish and Portuguese.

"My first book is on what I call national romances, romantic historical novels in 19th century Latin America and how they play with historical visions that shape national identity," Professor Unzueta told \textit{Qué Pasa, OSU?}. "I looked at the poetics of the novels: what they thought the novel was or was not supposed to be. What was the goal of the novel? The authors were intellectuals, part of a close knit community that argued that novels played a special role in the development of cultural traditions in Latin America." Professor Unzueta theorizes that literature was a tool to facilitate the development of budding upper-class nationalism, with authors actively reading and criticizing one another's work in a dialogue aimed at defining the new nation state. "I argue that they set the framework for future understandings of nationalism and set the guidelines for the development of the nation state." From this research came Professor Unzueta's book, \textit{La imaginación histórica y el romance nacional en Hispanoamérica} (Lima/ Berkeley: Latinoamericana Editores, 1996).

In 2002, Professor Unzueta was named director of the Center for Latin American Studies, a position he held for four years. Professor Unzueta has been acting chair of the Department of Spanish and Portuguese since 2004, during which time the Department has witnessed both a growth in students and in prestige. "It's a growing and thriving department, one that has benefited from the 1989 separation from the other romance languages," said Professor Unzueta. "Starting with a strong Peninsular Spanish program, we have built up the areas of Latin American literature and culture as well as Hispanic Linguistics, so that now we are a comprehensive department." Additionally, Professor Unzueta has focused both effort and funding to the development of a stronger Portuguese program. "I have been pushing for the development of the Portuguese program, which has really grown in the last five years," Professor Unzueta remarked. In the process, the Department of Spanish and Portuguese has built dialogues and bridges with other units and departments, including the Department of History, the Center for Latin American Studies, Film and Latino Studies, and Linguistics, among others.

The results have been noticeable, as Spanish and Portuguese received a Teaching Excellence Award in 2004, and its graduate programs were ranked among the top third in the University according to the Graduate School's 2008 Assessment of Doctoral Programs. In addition, enrollments have increased over 20 percent in the same period, and Spanish PhDs are being placed in top-notch universities, including the Ivy League and CIC institutions. In sum, the relevance of the Department is becoming clearer and its reputation is growing in esteem inside and outside of OSU. As chair, Professor Unzueta is proud of the progress that has been made during his tenure.

"The intellectual work of my colleagues is great, whether they work on expressions of indigenous or popular culture in Latin America, Brazilian or Latin American films, the literatures or regional nationalities in Spain, or Spanish dialects, to name just a few examples, my colleagues are at the forefront of the research in those areas." Professor Unzueta's current project, which he continues to do while serving as chair, is also cutting edge: he is now tracing the formation of modern subjectivities in Latin America and seeks to measure the impact of 19th century Bolivian newspapers on the process of nation building.

For Professor Unzueta, OSU is now home, though part of him will always remain in Bolivia. With that, he has continued to make an annual journey south, back to the place where he was born and raised. "My family down there has always been very supportive; I go back once a year during summer, when I can stay a little longer than if I were to go during the winter. And I will again be leading a large group of OSU students on a study trip to Bolivia next spring break." Still, Professor Unzueta feels that Columbus becomes more his home every year. "Columbus is looking more interesting these days, in terms of diversity, restaurants, and activities." With Professor Unzueta at the helm, both the Department of Spanish and Portuguese and OSU are looking more interesting as well.
Antoney Ferrey
Serving the Underserved

By Michael J. Alaniz

More than one-fourth of Hispanic adults in the United States lack a regular health care provider, and a similar proportion report obtaining no health care information from medical personnel in the past year, according to Hispanics and Health Care in the United States: Access, Information and Knowledge, an article from the Pew Hispanic Center from August 8, 2008. That Hispanics are struggling to find access to medical treatment is no secret, but the issue is not one that is going unnoticed both in the community and at the university level. For second-year medical student Antoney Ferrey, the need to provide medical care for Hispanics is taking center stage in both his academic blue print and his career goals.

"I hope to be able to use my degree to give back to the community," explains Ferrey. "There is a large underserved Latino population in the United States and I hope to be able to make a difference for that community.

A first generation Cuban American from southern California, Ferrey explains, "My grandparents had the courage and the determination to leave behind everything that was familiar to them, so that their family could be free. They brought with them a heart full of memories, customs, and settled in southern California in the 1960s.

The Ferrey family worked very hard in these early years, laboring in factories and living in small apartments, while intensely working to forge a more successful future for their children. "They instilled these values and this work ethic in my parents, who were each able to pursue education," Ferrey told "Que Pasa, OSU?"

Ferrey credits his grandparents for stressing the importance of education in his family, which allowed his father to become a physician and his mother an educator. According to Ferrey, it was this value for education that keyed his own success, putting him on the fast track to the OSU College of Medicine via the Early Admissions Pathway College of Medicine and Public Health. Ferrey made the dean's list in every quarter during his OSU career and was named an Ohio State Distinguished Merit Scholar and Glen Stokes Scholar in 2007. Thanks to his dedication commitment to education, Ferrey graduated summa cum laude and with Research Distinction from The Ohio State University in June, 2007, with a B.S. in Biology.

Ferrey chose OSU because of the numerous opportunities that he perceived to be available to him. "I had an incredible undergraduate experience at Ohio State," Ferrey explains. "I majored in biology and minors in Spanish and had the opportunity to work on research projects in Dr. Gustavo Leone's lab, part of the Human Cancer Genetics Program at Ohio State." In addition to the academic opportunities at OSU, Ferrey stresses how much he enjoyed the huge variety of activities, student groups, and educational programs available to OSU students. Ferrey advises new students to "take some time to explore what is available to you. That way you can consider those groups or programs that most coincide with your interests.”

Now a second year med student, Ferrey continues to match the past successes of his college career in his current program. In addition to his duties in med school, Ferrey is the current Co-President of Aprovechando Salud y Educación (ASE) and is a founding member and treasurer of the Latino Medical Student Association at OSUCOM. Ferrey explained, "ASE is a student organization run by medical students that provides free diabetes and hypertension screenings as well as health education to the Latino community in the Columbus area." Additionally, Ferrey is a student volunteer at La Clinica Latina, where he is able to see patients under the supervision of a licensed physician.

"It has been a great opportunity to learn and see patients while making a difference in the community," Ferrey explained. "Our biggest challenge is that as a small clinic there are limitations to what we can do, but we always do our best to provide patients with information about the resources available to them specific to their needs." For Antoney Ferrey, an education from OSU has provided him with the opportunity to further develop his career while at the same time becoming close to the local Hispanic community.

"As a Spanish speaking Latino I feel connected to this community," concluded Ferrey. "I definitely want to continue working with the Latino community. I believe this group is largely underserved and needs healthcare providers who not only speak their language but understand their perspective.”

For the one-fourth of Hispanic adults in the United States lacking a usual health care provider, students like Antoney Ferrey provide hope in an uncertain time.

www.quepasa.osu.edu

Winter Quarter 2010
Get Involved
Maximizing Your Undergraduate Experience for Your Future

By Cyndi Freeman, Director of Graduate Student Recruitment and Diversity Initiatives

Your attendance at Ohio State is a launching point for your education, your career, and your life experiences. What you get out of it is entirely up to you. You can choose to take the initiative as an undergraduate and become involved in student organizations. Within the classroom you should ask questions, and use the resources that are available to you through the University so that you are better prepared for the future — whether it be in academia or in the workforce.

The basics are obvious: As an undergraduate student, you will have to complete approximately 181 credits in order to receive a Bachelor of Arts or a Bachelor of Science degree; yet, you have choices when it comes to electives, pursuing a Minor, and the focus of your degree. My advice is to try to be "educationally purposeful" as possible.

To be "educationally purposeful" means that the courses you choose to take should prepare you for the future. Electives, as well as classes for Minor credit, can enhance your education. Explore all possible options with your academic advisor. She or he will know the programs and should be able to point you to the right type of classes that will fulfill your career requirements and future goals, while remaining within your interests. For example, through the Capital Program, you might enhance your major in Environmental Engineering with a minor in Landscape Construction, Entrepreneurship or Surveying and Mapping.

Your involvement in groups, clubs, and organizations can set you on a path for your professional future. If you are an undergraduate in the Fisher College of Business Administration, involvement in Hispanic Business Student Association, the Undergraduate Business Council or the Undergraduate Finance Association can provide valuable exposure, experience and networking opportunities for you. Consider utilizing your skills within student associations and clubs — strong skills in organization, technology, and leadership are welcomed additions to any student organization. This involvement will also help hone your abilities by providing new challenges, opportunities and rewards.

Never underestimate what can be gained through leadership and service learning. As you move from your B.A./B.S. into the workplace, graduate or professional school, some skills and experiences that can factor into making you a top candidate include being able to demonstrate your abilities in leading a team, planning and carrying out complete events, and managing the operations of an organization. Involvement in service learning shows another aspect of your personality — your willingness to work for the greater good — as well as community involvement, which is critical to many potential employers.

If a graduate or professional degree is in your plans, you should participate in undergraduate research. Undergraduate research allows you to "try-on" the discipline. There is research in every department at Ohio State. The research enterprise varies based on discipline — science, technology, engineering and math research typically happens under laboratory conditions; while research in social and behavioral sciences may include observations and interviews; and research in humanities might include archives, reading and experience-based research.

Visit the Undergraduate Research Office in 150 Page Hall or through the website (http://ugresearch.adm.ohio-state.edu/) to begin to understand what, where, when, why, and how of conducting undergraduate research. You will also find great opportunities there. Some research involvement is paid, some is not; but it is the experience that matters most.

Many emails are sent to undergraduate students from campus professionals about REUs, translation, and research experiences. Some of these programs are at Ohio State but many of them are at other universities and national labs. You should consider them all. For example, if you have an interest in ocean research, engineering and education, the Woods Hole Oceanographic Institution has a great deal to offer you (www.whoi.edu/).

Imagine a summer spent at Cape Cod in the largest non-profit ocean research organization in the world. They provide travel, room and board, plus a stipend. You could use this experience for a senior thesis. Your summer would include interactions with international scientific or technical staff; occasional seminars, and talk about the life of the ocean and an at-sea practicum cruise onboard the R/V Tioga focusing on data collection and sampling methods with advanced oceanographic technology and instruments.

Another on-campus office that may offer you many resources to help maximize your undergraduate education is The Office of Minority Affairs. Check out the OMA Mentoring Program. The purpose of the Mentoring Program is to help you prepare for what comes next, whether that is graduate school, professional school, or becoming part of the workforce. Their main focus is you.

Studying abroad is another great option for undergraduates. You can gain information about all the programs at the Office of International Affairs located in 300 Oxley Hall (www.oie ohio-state.edu), and the Office of Minority Affairs located in 102 Bricker Hall (www.omsionio.edu), which also provides study abroad (www.moritzlaw.osu.edu/write/forms.php) opportunities. For example: there are courses during winter quarter that prepare students for an experience in the Bahamas, focusing on culture, traditions, economics, politics, and history. Then, during Spring Break, the students will visit the Bahamas, engaging lectures, student research, and team activities. You can actually receive graded OSU academic credit for your spring break.

You have the Younkin Student Success Center, the Multicultural Center, the Office of Minority Affairs, a host of student organizations, faculty, staff and other students across Ohio State as resources, USE THEM ALL!
You Are Welcome at UCHO

The University Wide Council of Hispanic Organizations (UCHO)

By Alex Flores, University Wide Council of Hispanic Organizations president

The university wide Council of Hispanic Organizations (UCHO) provides a large number of benefits for both individuals and organizations at OSU, including networking opportunities, funding, and outreach assistance. There are currently seven groups that regularly attend meetings, but any group or club that is dedicated to Hispanic interests is invited to join. At UCHO meetings, representatives from the different organizations meet to discuss both news and events that they have planned. This allows UCHO's organizations to coordinate and gives Hispanics a chance to find events tailored to their interests.

People join UCHO because of the great benefits that the organization has to offer. By attending meetings and earning membership, organizations are given the right to advertise their events to other Latinos free of charge. Additionally, UCHO provides funding, as they are empowered to reimburse up to 40 percent of the total cost of an event upon approval. From food to facility rental, all the way up to travel, UCHO can fund events that promote the mission of the organization. In the past UCHO has helped fund events such as the STEM challenge hosted by SHPE, Unas Palabras, hosted by Alpha Psi Lambda, and the annual dance performance by Folclore Hispano. Because the membership of UCHO really includes a wide range of interests, UCHO is able to support Hispanic interests along many fronts.

Another benefit of joining UCHO is the opportunity for different Hispanic organizations to work together on events. If one group needs help planning or putting on an event, UCHO gives them the opportunity to seek and locate assistance. Though UCHO does not directly coordinate any event, it is their promotion and facilitation of networking within the OSU Latin@ community that makes their role so valuable. For example, in the past UCHO has helped organize Red Cross blood drives specifically aiming to get more Latin@s to donate blood. Additionally, UCHO helps organize an event called "Latinos in Higher Education," which gives Latin@ students at OSU a chance to find opportunities for continuing toward degrees beyond the B.A. / B.S. Latin@s in Higher Education also includes workshops along with presentations aimed to encourage Latin@ students to pursue advanced study.

For the individual, being a part of UCHO also has numerous benefits because the umbrella organization of UCHO involves a lot of networking. As president of UCHO, I can attest to the many contacts that I have made as a result of larger organizations contacting us who wish to reach all the member groups. For instance, Teach for America recently contacted me to ask if they might speak at our meeting in an effort to recruit from Hispanic organizations on campus. Through recruitment efforts such as this, UCHO is able to provide opportunities for individual members, who might be targeted by both recruiters and corporations seeking new personnel.

UCHO's goal is to continue to support Hispanics on campus and to promote a sense of community by ensuring that students are aware of the events and groups at OSU that are curtailed to Latin@ interests. As president, I strongly desire more participation from organizations eligible to join UCHO. For the last few years, I have witnessed a sharp decline in the number of organizations participating in UCHO. In the two years I have been part of UCHO, the list of members to our organization has been nearly cut in half, for reasons that might include lack of membership or in some cases apathy. This is unfortunate, because UCHO has so much to offer both members of the Hispanic community and Latin@ organizations on campus.

Promoting a close-knit community network for the entire Latin@ population at OSU must be a top priority, especially since Latin@s at OSU are both underrepresented and currently divided. I hereby call for all Hispanic organizations on campus, big and small, to recommit to our cause, to reap the benefits of UCHO, and to get involved! I encourage those that are eligible to contact me, so that you might come to a meeting and witness firsthand what UCHO has to offer. Additionally, if you are an individual thinking about starting a new organization, or of reviving an old one, UCHO is here to help! A sense of unity is a common value among Latin@ families; let us work to recreate that feeling at OSU, so that students will feel as though they are at home.
Finding Campus Housing Can Be a Nightmare
Avoiding Slumlords, Stress, and Health Risk Housing in the OSU Campus Area

By Michael J. Alarid

Imagine the following if you will:
You have just returned from summer break... You're tired from traveling, hungry, and in desperate need of some sleep as you walk into your newly rented domicile. It's a large house, older, but spacious enough and supposedly the beneficiary of recent renovations that allegedly include new carpet and a new roof. Importantly, the price was right, the place looked good when you visited it a few months before, the landlord has promised to address your concerns before move-in, and you even have a guest room! You ascend the staircase, open the door to your room, and begin to put things away in the closet when suddenly you feel something nipping at your leg. It's not the cold, no, no, it's too early for that, but rather it is a flea. And he has friends. Lots of friends... More friends than you do and you're popular!

So begins your experience with OSU off-campus housing or, in this case, my experience after returning from a long trip abroad. The problem is endemic, not unique to OSU at all but rather an issue that plagues the surrounding communities of larger public institutions throughout the nation. It has happened in some measure at all three of the universities I have attended, but my worst experience was unquestionably the one I had four years ago after renting a house in the OSU campus area. In the hope of preventing this from happening to you, I offer my narrative of these events and some advice about finding campus housing. Now, allow me to introduce you to our slumlord, whom we will call Slumlord McMillion-Properties or Slummy for short:

Furious, you phone your friendly neighborhood slumlord, Mr. McMillion-Properties. Ole Slummy does not answer your call, does not return your call, and, it seems, does not intend to help you with your problem. This is partially because ole Slummy does not care and partially because, as you will learn later, he is so cheap that he refuses to hire anyone to help manage his vast holdings. So cheap is he, in fact that he even carries a lawnmower in the backseat of his 1980s convertible and drives about campus personally trimming the lawns of all his properties!

Lesson 1: Know Who You're Renting From — Seriously people, take the time to research the person or property company that you are planning to rent from. I strongly advise you to consult the USG Renters Guide, a comprehensive survey that offers students' opinions of their landlords. Also, ask around! People who have been here for awhile know the names to avoid, but err on the side of caution: don't rent until you find someone who endorses the property holder. Warning: slumlords will try to pressure you into signing a lease by lying to you, claiming, "Well, I've got a few other people who are really interested in this property and it won't last..."
slumlords and hearing anything like this should be a red flag! There is ALWAYS A SURPLUS OF HOUSING AT OSU, so don't rush into anything! People like ole Slummy can make your life an absolute nightmare by not addressing major issues, like a flea infestation...

Two days later, after you have gone through enough door knobs to attract the attention of HAZMAT, you rent a carpet steamer, clean the house again, and walk into your room to rest but only moments later you again feel something nipping at your leg. About this time, ole Slummy phones you, informing you that he will not pay for anything that you have done to fix the problem, that instead he will send a "professional" in the morning. Who is this professional? Why, by golly, it's Slummy's own employee, an overworked smoker who walks through your house, while smoking of course, with a store bought can of flea killer. He sprays here and there, makes your house smell like cigarettes, then leaves.

Lesson 2 : Anything You Do Pay For — There are laws that protect you from slumlords and that require people like Slumber McMillion-Properties to make repairs, but they legally have 30 days to address any concern you bring up. Believe me, they will use all the time allotted so be careful about making your own repairs or dealing with problems like insects. Remember, if you fix it you won't get reimbursed!

After a few more nights spent between a friend's house and a hotel, you are finally able to come home and move your things into your new place. You lay down in bed, preparing to slumber, when suddenly the rain falling outside of your window begins to drip onto your head from the light fixture above. From the kitchen you hear a thunderous crash, as the roof caves in! You run downstairs and grab a trash barrel, which fills with water every forty-five minutes for the next four hours.

Lesson 3: Inspect the Property Thoroughly — Don't get caught up in the gadgets that property companies and slumlords use to attract students, things like hot tubs and party rooms. Look at the structure of your house and if you don't know how to look for structural problems find a friend who does! How is the insulation? Heating is extremely expensive in Ohio... Also, look for potential health risks, things like mold and evidence of rodents. If you see something, don't sign on until it has actually been fixed. Ole Slummy will swear that he will fix it, but all he wants is your signature on that lease, and once you sign it...

Again, you phone Slumber McMillion-Properties, threatening to vacate the house immediately; he calls back and threatens a lawsuit if you violate the contract you have signed. When you phone SHLC (the Student Housing Legal Clinic) the next morning to make an appointment, you recount your dirge and tell them who you have rented from; at which point you get the feeling they may have dealt with this person before...

Lesson 4: A Lease is a Contract — Once you sign it, for better or worse, you are committed to fulfilling it. People like ole Slummy will absolutely sue you for the full price of that lease if they can. Avoid this by not signing until you are 100% sure that everything is up to code. If you do sign the lease, though, you will be forced to resort to drastic measures, for example...

Apprised of your rights by legal council, you phone the City Inspector, who tours the house and finds a record number of violations, including a collapsing foundation that threatens the very integrity of the structure. Your slumlord is furious, he ACTUALLY THREATENS YOU, saying that since you have made trouble for him he is going to make things very tough for you. Ole Slummy drags the repairs out for three months, addressing the roof last, until finally you tire of the situation and simply decide to live with whatever else is left. All the while, you're just trying to study!

Lesson 5: If You Mess Up and Get a Slumlord, the City Inspector Can Help — First, get in touch with SHLC if you find yourself in a bind. They can tell you how to contact the City Inspector and help set an appointment. Really, the city is very helpful in matters like this and can make positive things happen. It takes time, but these are people who really care and will strong arm the Slumlords of this world into health code compliance.

Indeed, Slumber McMillion-Properties makes good on his threat; he visits the property often, entering without permission and rummaging through your house for some kind of evidence of wrongdoing. He neglects repairs for as long as possible, is constantly peeping through your windows when you are home, and one day even uses his key to enter when he thinks you aren't home! You confront him, threaten to call the police, and he laughs but finally leaves. As advised by SHLC you document everything and when you move out you file the condition of your rental, then drive to Slummy's house, and finally you document the actual key drop. Not unexpectedly he later claims you didn't return the key, that you damaged the house, and finally refuses to return your deposit.

Lesson 6: Keep Records and Take Pictures of Everything — Make sure you document the condition of your rental the day you move in. Nearly every landlord in the campus area will take the lion share of your deposit, largely because they believe you won't do anything about it. Visit the SHLC homepage and read their informational packets, which provide guidance for dealing with a myriad of problems including getting your deposit back, black mold, bed bugs, and rodents. Whatever your issue, follow the step by step instructions from the beginning and things will go much better for you. Additionally, be sure to keep a log of all the rules your slumlord breaks, including not giving you 24 hour notice before entering and making threats. These will come in handy during your own lawsuit...

It will be five delayed court dates over the next three years before Slummy finally realizes that you are not going to blow it off; only then, seeing your SHLC team of lawyers surrounding you at the Franklin County Courthouse, does he agree to settle the dispute. In typical Slumber McMillion-Properties style, he instructs his lawyer to offer to return your money plus a little more if you forget the lawsuit; either that or he will just keep filing for continuances, which the court always seems to willingly grant. Three years of duress later, you've learned a hard lesson... Haven't you?

Lesson 7: Finally, Evaluate Your Options! — You don't have to live directly across the street from campus. For my part, I now rent in the Short North area and it takes less than ten minutes to get to campus on the #2 bus. There are no fleas in my house, no leaks, no rodents (almost forgot to mention those), and no sketchy slumlords looking to steal my deposit! My final piece of advice: take a good look at the surrounding communities, especially those with direct bus lines to campus; these tend to be much nicer places to live, are about the same price, and have landlords who will address your needs.

Notice of Disclaimer: Any resemblance to any person, living or dead, in this article is purely coincidental. No similarity to any person either living or dead is intended or should be inferred.
I remember my first winter in Ohio; it was actually quite mild! I had moved to Columbus in late summer during an abnormally moderate year; foremost, I remember how excited my new friends from Ohio became when informed that not only was I from Los Angeles, but that this was to be my very first true winter. Echoing all around, my friends warned of the impending darkness, ice storms, of wind chills, demons, dragons... I remained cocksure, mainly in jest, retorting: "Whatever, you've never spent a winter in LA! Sometimes, in LA, when winter really sets in, it can reach 50 degrees!" Ah, I remember how joyous it was when winter came and scarcely a flurry descended; brazen, I walked about in shorts continuing my quip: "you'd never survive an LA winter..."

Was it Karma, the Gods, some God, or just the universe that took umbrage with my bold, some might say typical LA, pomposity? Whoever it is, they have been sure to make me suffer as only Job before me for every year since! From cutting wind chills, to numerous bouts with Ali style colds, to my car being encased in ice, believe me I have suffered for my insolence! Indeed over these numerous years, the exact number of which I block out for my own sanity, I have come to doubt the validity of global warming!

Externally, I remain resolute: I refuse to accept the misery that comes with winter and remain stalwart in my declaration that, "This is my LAST OHIO WINTER!" In reality, I have survived these dark seasons by utilizing several coping mechanisms to keep seasonal depression at bay. Make no mistake about it, the truth is that the Ohio winter is awful, depressing, and colder than your worst fears may have led you to imagine.

Another truth is that if you want advice for how to survive an Ohio winter, don't ask Ohioans! For them it is normal to live without the sun for multiple months, for they know not what they are missing... No, no, if you want some real advice on how to endure winter, look no further than your friendly neighborhood Californio! No longer emboldened but still truculent, I offer some guidance on how the children of the sun can survive the coming darkness...

1. Hit the Gym! Nothing like a good training regimen to both make you feel healthy and keep you from becoming too sluggish during what might seem like a mini-ice age. Even if you only go two or three days a week, you will find that getting out of your domicile and being a little social can really help keep your spirits up.

2. Comfort Foods and Fruit... Make Sure You Have Them! Even if they aren't the healthiest fare, comfort foods can improve your general disposition. Scout out your ingredients first; find the local Mexican market and identify the ingredients you need so that you can keep cooking. Ask nana for some recipes and do your best to recreate them. If you're in the dorm and can't find your way to a kitchen, make the pilgrimage to the North Market. It's well lit, sells home style foods, and has Jeni's Ice Cream, a perennial award winning local creamery that produces an ice cream rivaled only by the finest Parisian craftsmen. And yes, I just suggested ice cream to survive winter... Also, tropical locations like my home state of California...
ship produce all over the world, including to the North Pole and Ohio: keep fruit on hand, especially citrus and berries!

3. Let There Be Light! I can't stress enough how important the right lighting is, especially for those of us who come from traditionally warm regions! You can try to keep the shades open, but you will find that there are months when there is simply not enough light outside to brighten your room. I strongly recommend the GE Reveal Halogen Long Life Globe bulbs, which you can easily order online. They are a little pricey, but illuminating your work area or bedroom with these color enhanced full spectrum bulbs really makes a difference.

4. Art Matters... Decorate Your Living Space with Art Prints and Pictures of Your Favorite Places. Really, seeing photos of places like Yosemite, CA, Santa Fe, NM, and Paris, FR can be uplifting. There is a good collection of reasonably priced art prints for sale at World Market, including a few tropical landscapes and some famous impressionist paintings. Surrounding yourself with nice art can really improve your mood.

5. Fake and Bake? I would suggest that you charter a flight for Australia, but since the majority of OSU students keep their private jets at home in places like Akron and Willard, this is likely not a practical option! That being the case, one must find a way to get a little sun, even if that sun is powered by AEP. Now I'm not normally an advocate of such things, but desperate times call for desperate measures! I'm not suggesting you go orange, but I am strongly advising you get some UV rays at least once every month or two.

6. Wii Works! Consider asking someone to gift you a Wii and Wii Fit system. Bottom line: there are times when you simply won't want to go outside, and the Wii can keep you active while providing a virtual sunny setting. The sports games are user friendly, so much so that my mother can hit home runs in the baseball game. And don't be fooled by the Wii Fit: if you do the exercises, you will feel the burn!

7. Consider a Small Pet? Yes, really, consider a small pet. For many years I had a fish and he brought a great deal of joy to my life. As the winter drags, there will be so little to do that you may notice what a great personality your fish has. (You may even find that he is nice to converse with, though at that point you might consider heading over to student counseling.) More recently, I have upgraded to Harley, my puppy (pictured right), but I don't suggest it unless you are living in stable off campus housing and are unlikely to move. Regardless of the pet, you will find that they make your home a warmer place to be.

8. Finally, Avoid Solitude... Unless you are a poet looking to craft a dark tragic epic, it is highly advisable to stay social. The best way to do this is with a roommate, but if you don't have one make sure you invite people over for dinner every so often. The season will tempt you to wall up in your home, which is the natural instinct of any species faced with climates that could result in extinction, but don't give in! Make a real effort to have people around you, and if you know someone who is often alone make sure to invite them over. Finally, for heaven's sake, when the weather permits be sure to get outside; it may not last!
Insiders or Outsiders?
On CNN's "Latino in America"

by Theresa Delgadillo

On October 21 and 22, 2009, CNN aired a two-part special report by correspondent Soledad O'Brien titled "Latino in America." Here at OSU, students, staff, and faculty gathered at the Hale Center on both evenings to view the television special together. Expecting an informed and balanced view of Latin@s in this mainstream media venue, the OSU audience experienced disappointment over the program's implicit premise that Latin@s are "new" to the U.S., its outdated view of Latino/a life, and its focus on troubled teens. I invite readers to join me in this essay in considering the significance of some of the key components of "Latino in America" for a contemporary audience.

To explore what it means to be "Latino in America," O'Brien profiled individual Latin@s in the United States, relying primarily on interviews with the featured subject, supplemented by some interviews with family or community members. Between these mini news reports, a series of brief monologues appeared featuring individual Latin@s, most of whom are not included in the main narrative, commenting on how they define themselves, where they are from or what, in their view, it means to be Latino. The series was heavily promoted on CNN in the weeks leading up to its air date, and a companion book and DVD were released in tandem with the television event, making it a lucrative multi-media product.

CNN's "Latino in America" shows viewers many faces — literally. The program includes Latin@s with roots all across the Americas. The commercial-like commentaries, with speakers set against a well-lit plain white background, are frequently delivered with good humor — wry, happy, proud smiles predominate; speakers present a more polished appearance than the everyday or working attire that predominates in the documentary itself. In this way, the film stages diversity, respectability, and awareness for the camera — "insider" status, which contrasts with the poverty, failure, teenage rebelliousness, detention and general "outsider" status that characterizes the documentary's main narrative. The television special addresses some of the key problems leading to the continued exclusion of Latin@s from the full promise and opportunity of life in the United States: poverty, lack of education, teenage pregnancy, teen suicide, gang violence, hostility to Latin@s, discrimination, and immigration status. It also highlights Latin@ contributions in the form of music, media, and public service. Noticeable to the OSU student audience watching the special was the absence of young people pursuing an education or career, with the exception of the actor Jesse Garcia, whose on-screen opportunities generally involve acting the part of a gang member.

The first segment, on Wednesday, October 21, featured Latin@s from varying ethnic and racial backgrounds with the name "Garcia," a name that O'Brien noted is fast becoming a very common name in the United States. Included in this segment were Lorena García, Spanish-language television chef; Jesse García, actor; Pedro García, leader of Hispanic Ministry; Francisca García, teenage daughter of immigrant single mother; Bill and Betty García, natives of New York City but residents of suburban North Carolina with two teenage sons; Cindy García, teenage daughter of immigrant single mother; Monica García, School Board President; Isabel García, lawyer and activist for immigrant rights. Although this selection would
municipality of Pico Rivera transforms itself from a town riddled with gang violence to a peaceful and safe community for families. The catalyst for the change in Pico Rivera is the murder of a much-loved grandmother. The community, outraged by this assault and empathizing with the family's grief, "takes back" its town. Here, the importance of family relationships, or perhaps the defense of women and motherhood, motivates the town to change into a family-friendly place. A viable conclusion here is that family dynamics do not account for the entirety of either Pico Rivera's or Cindy and Francisca's situation. Again, gender constructions surface, but any real consideration of them floats away. Considering the other stories included in "Latino in America," one wonders whether the program consciously aimed to profile individuals from varied classes in order to further highlight the heterogeneity of the Latin@ population, or whether the program collapses class and gender issues into ethnic ones.

Even where it focuses on individuals who have achieved financial, educational or social success, CNN's "Latino in America" conveys, if not "outsider" status, a strong degree of separation between Latin@s and mainstream United States. For example, Lorena Garcia's successful television program and business spin-offs reveal a parallel universe of Spanish-language media in the United States that outstrips English-language media in viewership and volume market reach. While "crossing over" into the English-speaking market remains one of Lorena Garcia's goals, her success in the United States is not dependent on it. In another case, Bill and Betty Garcia, though seemingly successful in every way, are increasingly alienated from their teen sons who lack a connection with their Latin@ background. In their North Carolina home, their sons both see themselves and are perceived as African American. Thus, 40 years after Piri Thomas's anguished memoir of negotiating the imposition of a choice between Puerto Rican and African American, yet another generation of black Latin@s faces similar questions.

In the second segment, aired on Thursday, October 22, O'Brien focused on the interface between Latin@ communities and existing institutions, chronicling the immigration detention of a Mexican, the transformation of a California town into a "Latino Mayberry," the tension between Anglo and Mexican parishioners in an Atlantic Catholic Church, the murder of a Mexican immigrant in Pennsylvania that has emboldened the community in debate and recrimination about racism and immigration, and the creation of a sizable and vibrant Puerto Rican community in Orlando, Fla. What are we to make of the growing Spanish-speaking city of Orlando in contrast to the English-speaking, baseball-playing community of Pico Rivera? How might we read the program's focus on these relatively new cities rather than more well-established or even historic Latin@ communities? How should we understand the comparison drawn between former Sen. Mel Martinez's positive description of his stay at Boystown as a Cuban refugee in Operation Peter Pan and the lonely, carceral experience of Marta, a Mexican girl held there now in its current incarnation as federal detention center? Are Latin@s now "insiders" or still "outsiders"? O'Brien elicits the prejudice, resentment and hate of some whites toward Latin@s in her interviews with white Catholics in Atlanta and white residents of Shenandoah, Pa., and draws our attention to the divisive politics promoted by one anti-immigrant white activist. When the latter complains that Latin@s are taking jobs from African Americans, O'Brien questions whether that is his real concern, given that he flies the Confederate flag from his house.

In the book published simultaneously with the on-air television special, O'Brien notes that many of the Latin@s she spoke to in the course of preparing the program pleaded, "don't reduce us to crime, immigration, and racial conflicts." Instead, her interlocutors hoped the program would "showcase the cultural struggles and contributions of Latinos." The CNN series leans much more in the direction of the former than the latter. For this reason, viewers might want to consider the contrast between the CNN special and the concurrently running nine-hour PBS documentary series on "Latin Music USA," with its exploration of the multiple musical styles, influences and musical histories of Latin@ musicians and performers, including interactions with mainstream and other music cultures. The latter richly portrays the accomplishments of Latin@s in music throughout much of the twentieth century and into the twenty-first. Indeed, considering these two visual and sonic narratives about Latin@s together is perhaps the only way to mitigate some of the dangers of polarization and stereotyping that the CNN special presents.
"I think of the deeply meaningful metaphor of la resolana," writes Dr. Esteban Rael-Gálvez, new Executive Director of the National Hispanic Cultural Center (NHCC). "While the essence of this metaphor is universal, the resolana of New Mexico is an actual place of illumination. At the NHCC, la resolana exists in every exhibit, every performance, every lecture, and in every moment when a child is inspired to reach higher; it rests in the commitment and capacity of each employee, supporter, and community member, local, national, and global." So remarks Rael-Gálvez of the Albuquerque, New Mexico based NHCC, an institution that is fast becoming a destination for Hispanics from all over the nation.

Having opened in October of 2000, NHCC occupies over 50 acres of land adjacent to the Rio Grande and is located in the historic Albuquerque neighborhood of Barelas. Situated along the "Camino Real" or "Royal Road", which is one of the oldest trade routes between Mexico City and New Mexico, NHCC tells the story of history through architecture: with a mix of Mesoamerican, Pueblo, and traditional Spanish style buildings, the NHCC strives to be inclusive of all Hispanic peoples by recognizing their distinct architectural contributions. From the halls of the NHCC's History and Literary Arts building, which is a renovated WPA-era schoolhouse with handcrafted furniture and fixtures, to the imposing pyramids of the Intel Center for Technology & Visual Arts and the Roy E. Disney Center for Performing Arts, visitors are reminded of the distinct and very profound art forms that existed hundreds and even thousands of years ago.

Securing funding for a venture this large, one dedicated solely to Hispanic peoples, may have been impossible in any other state, but not in the Latin@ dominated New Mexico. In the state with the largest proportion of Hispanic people at 44.9% (according to the latest U.S. Census Bureau figures), Hispanic advocate utilized New Mexico State University, U.S. Federal, and privately donated dollars to fund the construction and development of the NHCC. Moving well beyond the architecture, NHCC strives to represent the varied Hispanic/Latino influences through the visual, performing, literary, and media arts. The NHCC is home to an art museum, a state-of-the-art performing arts complex, a library, genealogy center, and several indoor and outdoor education facilities. Most importantly, NHCC is fast becoming recognized as a haven for Hispanic research and cultural exchange for the fastest growing population in the United States.

For Hispanics, who are now the largest minority group in the United States at 46.9 million, it is becoming increasingly important to find solidarity; especially given the resentment that is becoming commonplace as Latinos move into the Deep South and Midwest. The NHCC seeks to facilitate solidarity and heal the rifts and tensions within the diverse Hispanic community through a celebration of cultural heritage and the arts. Equally as important, the NHCC serves as a reminder to non-Hispanic peoples of the long and rich heritage of Hispanic culture within what is now the United States. Situated in this fashion, NHCC occupies a very important niche in this developing Hispanic America.

The NHCC has been very successful thus far, welcoming over 750,000 visitors, mounting more than 27 major art exhibitions, and showcasing over 500 local, regional, and national artists. The center continues to work with a number of Hispanic and non-Hispanic institutions locally, nationally, and internationally including institutions from Spain to offer Spanish language classes and facilitates an international teacher exchange program between both countries. Future plans include working with cultural institutions from other Spanish speaking countries to provide similar services.

Throughout the year the NHCC offers a variety of cultural programming for visitors to enjoy. Currently the NHCC is featuring the following art exhibitions: Aqui Estamos! Works from the Permanent Collection, which is the NHCC's own ever-growing collection of Hispanic/Latino art and Naturalmente, a four-person show featuring New Mexican artists whose work reflects their inspired responses to our natural environment. The NHCC recently opened a major exhibition of contemporary Cuban art entitled Conflencias I: Inside Arte Cubano Contemporáneo which will remain on view through May 16, 2010. Notes Rael-Gálvez, "A glance at our upcoming season reveals that culture does not sit still - it is fluid and dynamic. I welcome all to visit the NHCC and to share in the experience of this institution's resolanas, its commitment toward a 'creativity stimulus' and a renewal of spirit and place."
The National Hispanic Cultural Center also boasts year-around educational, literary, music, dance, and theatre productions and events. For a complete list of current and upcoming programs, visit www.nhccnm.org. The NHCC is part of the State of New Mexico's Department of Cultural Affairs.

Ballet Folklórico de Amalia Hernandez performs at the NHCC.
"The scissors-danzak' came from hell, according to the pious women and the Indians themselves; he came to dazzle us with his leaps and his costume full of mirrors. Clicking his steel shears, he would walk across a rope stretched between the church tower and the trees in the plaza. He came as a messenger from another hell, one different from that described by the priests when they were impassioned and angry."

— José María Arguedas, *Deep Rivers*

The preceding description by the great Peruvian novelist and anthropologist José María Arguedas captures a number of key elements of the legendary Peruvian scissors dance. Arguedas calls attention to the spectacular feats performed by the dancers, and its ambiguous status as symbolically linked to both the Christian devil and pre-colonial forms of Andean spirituality. *Danza de los Tijeras* (Scissors Dance) is a colorful acrobatic indigenous ritual dance from the departments of Ayacucho, Apurimac, and Huancavelica in the southern Andes of Peru. This region is one of the poorest and most marginalized areas of Peru, historically associated with the stigma of indigeneity. The dancers are almost exclusively male, although in the past two decades a few women have gained some recognition as scissors dancers. They are ritual specialists who perform in local festivities related to the agricultural cycle. The most representative example is the *Yarga Aspil* (Festival of Water), which commemorates the ritual cleaning of agricultural aqueducts celebrated in various communities in the southern part of the department of Ayacucho in August and September. Scissors dancers are paid professionals contracted by mayordomos, the sponsors of the festival.

The scissors dance gets its name from the two independent pieces of steel the dancers hold in their right hands in the style of scissors. These 'scissors' act like percussion instruments that mark the rhythm with a metallic sound as they dance. The dancer is accompanied by a musical ensemble of harp and violin. These instruments were introduced to the Andean region by Dominican and Franciscan priests in the colonial period. The priests often used liturgical music and dance in order to aid in the conversion of indigenous people to Christianity. However, European instruments like the harp and violin were quickly appropriated by Andean communities as part of their own forms of artistic expression. Today, the harp and violin in Peru are associated almost exclusively with indigenous communities, while the guitar is the instrument of choice for more Westernized cultural groups. Scissors dancing is a competitive affair. The dancers compete against each other in fierce one-on-one competitions known as *atipanakuy*. They attempt to outdo their opponents through a rigorous series of difficult dance steps and acrobatic maneuvers. Although there are traditional elements to each step, the combination of steps are largely improvised by the dancer in order to demonstrate superior skill to his opponent. At the end of the exhausting five to seven day festivals, the competition terminates in *pruebas de valor* (tests of will). The dancers display their extraordinary abilities to withstand pain, and their desire to beat their opponent. They pierce their skin with knives, pins, sickles, or cactus. Sometimes they lie on a bed of broken glass as a spectator stands on their chest. They also swallow swords, walk on fire, and perform magic tricks. The most impressive feat to Peruvian audiences is when the dancers eat live frogs, snakes, or rats.

This final element of the *pruebas de valor* helps us understand what Arguedas meant when he described the scissors dance as "from another hell." Andean cosmology divides the world into three equal parts: *Hanana Pacha* (The world above or the heavens), *Kay Pacha* (The surface of the Earth), and *Urcu Pacha* (The world below or interior to the Earth). Frogs, snakes, and rats are all animals associated with the world below. Colonial religious and political authorities attempted to suppress the scissors dance because they saw it as an example of idolatry and devil worship. In reality, the dance is a ritual of mediation between the Andean rural community and the spiritual deities of the natural world. The dancers enter into spiritual pacts with three interrelated spiritual deities. The most important is the *Apu-Waman*, the spirit of the mountain that protects the rural community. Within the interior of the mountain, the dancers undergo initiation rituals where they are enchanted by the song of the Siren, the spirit of the waterfall. This figure, borrowed from Greek mythology, is a beautiful blonde woman whose power lies in her enchanting singing voice. The third group of deities is the demons of *Urcu Pacha*, a hybrid mixture of the Christian
devil and pagan demons who live inside the Earth. According to traditional myths and legends, the dancers engaged in pacts with the devil in order to become the best dancers. Today, most dancers admit that these pacts existed, but portray them as a thing of the past.

In the past half century, the scissors dance has transcended both regional and religious stigmatization to become one of the most visible symbols of Andean art and culture. Massive waves of Andean peasants have migrated to Lima and other major cities. In a short time, Peru has radically transformed from a mostly rural to a mostly urban society. Andean artists and performers reconstructed rural cultural forms and adapted them to urban spaces and commercial entertainments. In fictional novels and anthropological essays, José María Argueda portrayed the scissors dance as an icon of Andean cultural resistance and spiritual authenticity. He closely collaborated with scissors dancers who migrated to Lima, staging theatrical presentations of the dance in prestigious national and international performance venues. Particularly in the past decade the scissors dance has experienced a renaissance in an era of multiculturalism and the belated recognition of Peru's impressive cultural diversity.

The dance's links to pre-colonial Andean spirituality and spectacular choreography have attracted both national and international audiences. Leading contemporary dancers have become recognized celebrities in Peru. They stage their tradition for tourists in Lima, on international tours, for massive entertainment spectacles for an audience of Andean migrants in Lima, and multiple media appearances, including a recent telenovela El Gran Reto (The Great Challenge). In the past few years a number of Peruvian artists have incorporated the dance into such modern art forms as rock music, modern dance, video art, avant-garde theatre, and fashion design. In 2005, The National Culture Institute named the scissors dance as Cultural Patrimony of the Nation. This formal recognition made official a process that began decades before. Once repudiated and stigmatized by colonial authorities precisely because of its association with indigenous spirituality, danza de las tijeras is now celebrated as a powerful symbol of Peru's impressive cultural diversity and the perseverance of millennial Andean traditions in the modern world.

While many scissors dancers are proud of their newfound status, they also worry that change is coming too fast. They fear that the ritual integrity of the tradition is being transformed into mere spectacle. The scissors dance is a perfect example of the complicated role that traditional cultural forms, often called folklore play in processes of globalization. Globalization has produced the acceleration of the flow of mediated images to every corner of the world. Yet, it has not succeeded in creating a homogenous world culture. Once delegated to the dustbins of history, traditional folklore has acquired new value in new contexts as representative of cultural diversity, and heritage. The field of folklore studies has moved beyond trying to preserve antiquated forms from the onslaught of history. Today folklorists often investigate the value of cultural heritage in modern cultural, political, and economic life. In my dissertation I examine the Peruvian scissors dance in light of recent reaffirmations of formerly stigmatized indigenous cultures throughout the world. Within Peru, Andeans are belatedly being recognized as citizens of both Peru and the world, and acknowledged for their contributions to Peruvian history and culture. However, this reaffirmation is undoubtedly tied to the preconceptions, tastes, and interests of outsiders, whether they are scholars, artists, commercial brokers, or foreign spectators.
Answering the Call - part II
An Examination of the Mexican American Population in Lorain, Ohio 
and Their Contributions to World War II

By Michael J. Alarid

II (cont.) - The Call to Arms

Mexican World War II veterans were among the highly decorated for 
their service in battle. Historian Carey McWilliams writes, "The fact remains that His- 
panic American soldiers fought with great distinction. Seventeen infantrymen 
won the Congressional Medal of Honor and many more gained the Distinguished 
Silver Cross, the Silver and the Bronze Star for bravery under fire." All reports 
indicate Mexican soldiers suffered very high casualty rates. "Throughout the war 
long lists of Mexican-American casualties appeared in the newspapers of the 
Southwest, usually accompanied by stories of Mexican-Americans who had 
won special citations for gallantry."

This distinguished service earned the respect of many Americans. "Long 
before the war was over, the cumulative effect of the casualty lists and the 
stories of Mexican-American gallantry had left a noticeable impress on the Anglo- 
American conscience." Congressman Jerry Voorhis of California was clearly af
tected by what he had read throughout the war. "As I read the casualty lists from my own 
state, I find anywhere from one-third to one-fourth of those names are names such 
as Gonzales or Sánchez, names indicating that the very lifeblood of our citizens of 
Latin-American descent in the uniform of the armed forces of the United States 
is being poured out to win victory in the war. We ought not to forget that. We ought 
to resolve that in the future every single one of these citizens shall have the fullest 
opportunity which this country is capable of giving him..." Voorhis was not alone in 
his sentiment. Balton Lane, U.S. Marine Corps veteran, clearly stated his support 
for Hispanic veterans' rights. "Mexican-American soldiers shed at least a quarter 
of the blood spilled at Bataan... What they want now is a decent job, a decent home, 
and a chance to live peacefully in a commu- nity." Mexican-Americans had certainly 
earned the respect of their fellow soldiers through their actions during combat.

Still Hispanic soldiers faced a wide array of stereotypes, ranging from where they 
were from, what they believed, and even how patriotic they might be. Among the 
oddler assumptions faced by Hispanics is exemplified by Salvador Jacinto's experi-
ence. Jacinto is a veteran from Lorain who remembered how strange it was to others 
that Mexicans from Ohio served in the U.S. Army. Jacinto recalled, "When I got drafted 
into the army in World War II, I almost got into a fight with a guy who did not want 
to believe I was from Ohio. He said, 'There aren't any Mexicans in Ohio!!!!! They're all in 
Texas and California.' He was big enough and mean enough that everyone knew 
better than to argue with him." Incidents such as these were commonplace in the 
military, a microcosm of rapidly integrating cultures.

Indeed, Mexican-Americans returned from the war proud of their service and 
imbued with a new feeling of legitimacy. Raul Morin wrote, "It did not matter 
whether we were looked upon as Mexicans, Mexican American, or simply belonging to a 
minority group; the war soon made us all genuine Americans, eligible and avail-
able immediately to fight and to defend our country, the United States of America." 
More than just pride, Mexican-Americans were returning with considerably more skill 
than when they had left. McWilliams con-
cludes, "In every phase of the war, including the defense plants and the training 
schools as well as the armed services, similar opportunities opened up for thousands of Mexican-Americans: to learn new 
skills, to acquire new experiences, to come in contact with entirely new currents of thought and opinion." In many ways, the 
war represents a new social education.

Military service laid the foundation for a Mexican-American sense of legitimacy, 
which encouraged a new sense of resentment against the old forms of discrimina-
tion. Having earned respect from soldiers, it would prove to be more difficult to earn 
equality in their communities upon returning to the United States.

Ill - After the War: Cultural Assimilation in Lorain

In many parts of the United States, this new sense of legitimacy caused major 
conflict. The most notable instances of violent clashes occurred in small towns in 
Texas, where citizens were markedly unwilling to change many of the old segregation
laws. When Mexican-American soldiers, including several heavily decorated war heroes, encountered this discrimination they were unwilling to accept these forms of lesser treatment.

Among the more notable incidents was the refusal to serve Congressional Medal of Honor winner Sergeant Macario Garcia. While on furlough in Sugarland, Texas, he had attempted to get a cup of coffee at a local café. "Informed that the Oasis Café did not serve Mexicans, he demanded service in no uncertain terms. Two sailors came to his aid in the fight which ensued when the proprietor attempted to eject him. "When the story became public knowledge, authorities of Sugarland arrested Garcia and charged him with aggravated assault. A similar incident happened with Congressional Medal of Honor winner Jose Lopez, who was refused service at a restaurant in the Rio Grande Valley, though he was never charged.

Another incident occurred when the body of Pfc. Felix Longoria of Texas was recovered from the Philippines in 1948. An unpublished article by Criselda Corona recalls, "His body was shipped home for burial in the Three Rivers cemetery, where the "Mexican" section was separated by barbed wire. The director of the only funeral home would not allow the use of the chapel because of alleged disturbances at previous Mexican-American services and because 'the whites would not like it.' The efforts of the G.I. Forum and Senator Lyndon Johnson arranged the burial in the Three Rivers cemetery, which Johnson attended himself.

Similar things happened across the United States; in Colorado Charles White, a Mexican-American and winner of the Silver Star, the Purple Heart, the Infantry Badge, and a Presidential citation demanded service at a nightclub in La Junta. White was killed in the fight that followed. "Petitions signed by 3,000 Mexican-Americans demanded indictment of the nightclub owner but the authorities ignored the petitions and even refused to revoke the liquor license of the club." Even in Los Angeles, home of one of the oldest Hispanic communities in the United States, there was violence against Mexican-American veterans. Pfc. Daniel Elizalde, on leave in L.A., was killed under suspicious circumstances by a night watchman. Details are few, as no charges were ever filed against him.

Midwesterners were among the first to condemn the ill treatment of Mexican-Americans, even before the war concluded. When a young Mexican-American civilian, Jose Davilla, was killed by the sheriff of Hart, Michigan, local editor Swift Lathers wrote an article condemning him as a murderer. In St. Louis, a Mexican-American veteran, Edward Melendes, was kicked to death while a prisoner in jail. The St. Louis Star-Times was outraged, "If Melendes can die in a St. Louis police cell as a result of an inhumane beating, and the perpetrators go unpunished, the painfully established liberties of all men have been whittled away." This semi-progressive stand carried over into the Midwestern community of Lorain, Ohio.

According to Jesse Gutierrez, the return to Lorain was a positive experience. Even after the war, the community strongly supported the war, and veterans were well treated. This is not to say that there were no problems existed, but Gutierrez says that the rise of culturally based clubs acted as a support base for all citizens in Lorain. Local historians contend that returning soldiers, especially Mexican-Americans, made very good use of their G.I. Bills, which allowed them to become home owners and assisted in their assimilation. "This process continued at a moderate but steady pace. It was accelerated after WWII due to: the increased exposure and interaction of the youth with their peer groups in the larger Anglo community, increasing education levels, movement out of South Lorain, intermarriage with other groups, and greater mobility of society in general."

The process of assimilation followed these factors. A major reason was that Mexican-Americans in Lorain were afforded the same leeway the army had provided. "Mexican-Americans mixed with their peer groups of European extraction and were considered 'white,' being accepted for example at the YMCA on Pearl Avenue on the five 'white only' days, Tuesdays and Thursdays being the 'Negroes only' days." Clearly, the treatment of African-Americans was blatant discrimination; but there was also a mild color barrier between Mexican-Americans and Anglos. "High school social events continued the observation of the color line with 'brown Mexican Americans' interacting with the other two groups while maintaining a discrete arms length separation in certain norms." African Americans did not enjoy the same leeway presented to Mexican Americans in Lorain, but further analysis of
Building a Community
An Examination of Latinos and Diversity at OSU and in the Midwest

By Yolanda Zepeda

Latinos are the fastest growing minority group in the United States and the Census Bureau estimates that Latinos will number more than 132 million by 2050. Nearly 90 percent of Latinos aged 16 to 25 say that a college education is important for success in life, according to the Pew Hispanic Center. Yet, fewer than half say that they plan to get a college degree ("Latinos and Education: Explaining the Attainment Gap," pewhispanic.org). When so few Latinos are participating in higher education and our numbers are expanding so quickly, there is no doubt that the impact of educational neglect has broad consequences for our nation.

Latinos and Diversity
Ohio State is working with peer universities in the Midwest to overcome barriers to success in higher education faced by Latinos and other underrepresented minorities. OSU is a member of the Committee on Institutional Cooperation (CIC), an academic consortium of twelve research universities located in the Midwest. The CIC's mission is to advance the academic excellence of its member universities by promoting collaborative activities. Recognizing that diversity is a core element of academic excellence, the CIC supports collaborations that expand research and teaching opportunities to create learning environments that nurture success for all students.

There are significant barriers to full access and participation of underrepresented minorities in higher education. Nevertheless, college participation rates among minority groups have surged in recent decades, with minority enrollments expanding much faster than undergraduate enrollments overall. Between 1986 and 2004, enrollment of underrepresented minorities more than doubled at US colleges and universities while undergraduate enrollments expanded by just 46 percent overall. By 2004, underrepresented minorities were 22.7 percent of the nation's full-time, undergraduate population, and Latinos comprised 10.1 percent.

No comparison, however, Ohio State's undergraduate Latino population remains very small. In the ten year period 1997-2007, Latino undergraduate enrollments increased from 530 to 945 students. As a portion of total undergraduate enrollments, they represented just 1.75 percent of undergraduate students in 1997, increasing to 2.65 percent in 2007. The universities in the CIC, as a group, also show a significant gap compared to the nation as a whole. Latino undergraduates increased from 3.36 percent of the undergraduate population in 1997 to 4.11 percent in 2007.

These patterns are significant because the research on diversity shows that achieving compositional diversity—having a significant presence of diverse students—is a critical first step in creating inclusive learning environments. Structural or compositional diversity is positively associated with minority student retention, and having a strong presence of underrepresented students sends the message that diversity is a high priority and that the university values multiculturalism. Such messages can enhance the experience of underrepresented students on campus. By contrast, a narrow presence of minority students can produce stressors associated with tokenism and stereotypes.

Compositional diversity in the student body also compliments goals to diversify the faculty. A diverse student body can influence decisions about which courses are taught and how they are taught. For example, a significant Latino student body can increase the demand for Latino Studies courses and support the development of the program. Research also shows that the presence of diverse students on campus reduces alienation and loneliness of faculty of color at predominately white institutions. Thus, compositional diversity of the student body and the faculty are interdependent.

Building a Community
One important way that OSU collaborates with its CIC peers to increase diversity and support minority student success is through the CIC Summer Research Opportunities Program (SROP). This program provides faculty-mentored research experiences to underrepresented students nationwide with the goal of increasing access to graduate education. The program pairs advanced undergraduates with faculty mentors at CIC universities for an eight-week, paid, research internship. In addition to their research, students participate in enrichment workshops that help maximize the benefits of their research experience. Students, many of them first generation college students, gain a better understanding of the graduate admissions process and of the opportunities available to them in graduate school. The research process connects students with their field of study in a meaningful and personal way, and the annual research conference enables them to connect with SROP students from the other CIC universities, building networks of peers who can share and reinforce their academic goals.

The national reach of SROP is important because the Midwest as a region has a relatively small proportion of Latinos, just over 5 percent in 2006 according to the Census Bureau. By attracting Latino talent from other regions to the Midwest, CIC universities will be better able to develop and sustain learning environments that reflect the learning styles, interests and needs of the growing Latino population. Additionally, drawing Latino talent to their campuses, CIC schools can shape educational leaders, scientists and professionals who are primed to address the needs of this rapidly expanding sector of our nation.

CIC universities also recognize that there are areas of scholarship that are particularly important to diversity goals, but which are not yet fully institutionalized at their universities. For example, ethnic studies programs play an important role in creating classroom diversity and in supporting compositional diversity among students and faculty. Yet scarce resources pose a challenge for developing these programs. Moreover, faculty in smaller and emerging programs may feel isolated, academically and socially. CIC universities collaborate to provide an infrastructure for supporting faculty networking and
Battling Diabetes with Dance

By Sheila Bock

On Thursday evenings, a group of women and men go to St. Stephen the Martyr Church to shake their hips and raise their heart rates to a background of lively music. They are doing Zumba, an intense dance-aerobic workout that incorporates movements from salsa, merengue, mambo, and hip hop, to name a few. These free weekly classes, beginning in March 2009, are part of the Central Ohio Diabetes Association’s Hispanic Outreach Program.

Based on a grant from Cardinal Foundation, this program is designed to provide diabetes education, detection screenings, and outreach and prevention information in Hispanic/Latino neighborhoods, churches, and community centers. The program’s goals are to promote healthy lifestyles, prevent and delay the onset of diabetes and its complications, and also improve access to medical care. In addition to the Zumba classes, the Hispanic Outreach Program includes weekly Boot Camp exercise classes focusing on strength training as well blood sugar screenings at several locations throughout Columbus, ranging from Walmart to the Latino Festival.

Claudia Byrne, the Hispanic Outreach Program Manager, also leads, “La Vida es Dulce” (Life is Sweet), a series of diabetes education classes held at churches in the community. All these activities are offered free of charge. Finally, starting in October, to encourage physical activity even as the weather grows colder, the Central Ohio Diabetes Association has sponsored a soccer team through an indoor Latino soccer tournament.

According to data released by the Centers for Disease Control and Prevention in 2007, an estimated 23.6 million persons in the United States, or about 7.8 percent of the population, had diabetes. Ohio has been significantly affected by this growing epidemic, where, according to the Ohio Department of Health, diabetes is the sixth leading cause of death in the state. Hispanics/Latinos, along with African Americans, Native Americans, and Asians/Pacific Islanders, are disproportionately affected by this disease. Diabetes is a condition characterized by high levels of glucose (sugar) in the blood, and if left untreated, it causes cell damage that can lead to such problems as blindness, kidney failure, heart disease, and leg amputations. If it is diagnosed early enough, however, and managed disease through diet, exercise, and medications, these complications can be avoided. By bringing free blood sugar screenings, education classes, and physical activity programs into the community, the Hispanic Outreach Program of the Central Ohio Diabetes Association is doing its part to help stem the tide of the growing diabetes epidemic.

The Central Ohio Diabetes Association is looking for volunteers to provide childcare for the children of people participating in the Zumba and Boot Camp classes. If you are interested in volunteering, or if you would like more information about any of these programs, please contact Claudia Byrne at 614-884-4400 x103.

St. Stephen The Martyr Church
Phone: 614-274-8530
4131 Clime Road, Columbus, OH 43228
Latinos Buy More than They Take
An Exploration of the Economic Contributions of the Hispanic Population to the Development of the United States

By Mercedes Sánchez

The Latino* population, and in particular the immigrant population, has become a central contributor to the economic life of the United States. This growing Hispanic community is marked by youth, diversity, and an impeccable work ethic. Researchers believe that these characteristics, coupled with the increasing population, will raise Latinos to a position of great influence in the U.S. economy in the coming years (Costa IMC, 2008). Business leaders throughout the country have begun to notice that Latinos, once regarded as predominantly lower-income citizens, are fast becoming the nation’s largest minority population; more importantly, corporations are starting to realize the extraordinary potential of this group, which is fast becoming one of the most affluent (Costa IMC, 2008). According to the Pew Hispanic Center (PHC, 2007), the improvement in educational attainment is having a positive impact on the economic progress of Hispanics. With rising levels of education, Hispanics are increasing their access to more stable jobs and higher wages, leading to decreased poverty rates in the Hispanic community. Additionally, eighty percent of Hispanic males are currently active in the labor force, which is the largest participation rate of any other racial or ethnic group in the United States. Although Latino average income is still lagging behind the national average, the income gap is narrowing, and business ownership is booming (PHC, 2007).

In fact, Latino business ownership is growing three times as fast as the national average. The U.S. Census bureau reported that between 1997 and 2002, the number of Latino-owned companies grew by 31 percent. In 2008, the nearly 2.2 million Hispanic-owned businesses generated an estimated $388.7 billion in revenues. The U.S. Small Business Administration (SBA) forecasted that by 2010, there are expected to be 3.2 million Hispanic firms, generating a total of $465 billion (SBA, 2008). According to Grossman (2007), “Hispanic entrepreneurs are helping to drive the growth of the U.S. Hispanic middle and upper classes, supplying economic stability for the business owner and family, and providing a springboard for children to further their economic growth” (p. 5).

Hispanic women are also proving to be entrepreneurial: a study published by the Center for Women’s Business Research in 2007 revealed that female Hispanic businesses have grown in numbers over the past ten years. In 2006, they generated nearly $56 billion in sales nationwide, mostly in the real estate, service, and retail sectors. The study estimated that almost 750,000 businesses in the United States were majority-owned by Hispanic women, representing an increase of 121 percent in the period from 1997 to 2006. In fact, Hispanic women-owned businesses currently represent about 37 percent of all Hispanic businesses (SBA, 2008).

Business owners from Mexico constitute the largest share of immigrant business owners in the U.S. Latinos own construction firms, manufacturing companies, real estate, and restaurants, according to the SBA (2008). Recent Mexican immigrants have started businesses and are the new entrepreneurial class, running thriving businesses such as construction companies, Mexican or Cuban restaurants, hair salons, mechanic shops, and landscaping or housekeeping services. Many of these businesses are small, with less than $250,000 revenues and one to three employees; but they are successful and form the foundation of family and community stability (Grossman, 2007).

The data on the Hispanic population and its contributions to the U.S. economy point to phenomenon of a growing middle class of Hispanics. This middle class is comprised...
of first-generation immigrants or second- or third-generation U.S.-born Hispanics. As Harry Pachón, President and CEO of the Tomás Rivera Policy Institute observed, "[c]ontrary to the image of Latinos as being primarily illegal, the poor and the uneducated, the reality is that economic mobility does occur. There is a growing Latino middle class and an increasing number of Latino families who are investors, professionals, and represent a dynamic segment of the current and future economy" (Grossman, 2007).

These national trends are suggestive of what we might expect for the state of Ohio, where the Hispanic population is comprised of first-generation immigrants or second- or third-generation U.S.-born Hispanics. It was in the 1940s that Hispanics, originating mostly in Puerto Rico and Mexico, first settled permanently in the Cleveland area to work in the then-booming steel industry. Subsequently, these early Hispanics have settled in larger numbers in Northern Ohio. Their presence is also felt in Central Ohio, where national trends are seemingly mimicked at the micro level. By the year 2007, in Franklin County alone, Hispanics had opened more than 3,000 businesses, including Mexican restaurants, hair salons, mechanic shops, and landscaping or housekeeping services.

Hispanics are proving to be entrepreneurial at both the national and regional levels, and their tendency to become self-employed at higher rates than any other ethnic group betrays this spirit. As a result, we are now witnessing the flowering of a vibrant and growing Hispanic business community in Ohio. With both incoming immigrants and multi-generational U.S.-born Hispanics making strides toward the American Dream, they continue make positive contributions to a struggling U.S. economy.

*In this article, the terms "Latino" and "Hispanic" are used interchangeably to refer to individuals who trace their origin or ancestry to any Spanish-speaking country.*

For a full list of references, please see the version on our website.

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**Latino Studies at Ohio State**

By Frederick Aldama

We have been working hard toward building a strong Latin@ Studies presence at The Ohio State University. While our numbers are small (roughly 1,500 Latino grads and undergrads and a handful of faculty), our mission to become a Latino Studies research powerhouse in the Midwest continues full throttle.

This said, we have recently encountered several roadblocks. The number of students following coursework for the Latino Studies Minor does not reflect well our presence here at OSU. These struggles have led the Latino Studies faculty to the conclusion that it is in our best interests to move Latino Studies from under the umbrella of Arts & Sciences, where it appears to slip through cracks, to a new home in the Department of Spanish and Portuguese.

The move is motivated by several reasons: we have noticed that students who seek out the minor are either U.S. Latinos (what we call "tier-one students") or taking Latin American studies courses while majoring in Spanish and Portuguese (what we call "tier-two students"). There are many potential "tier-two students" doing work in Latin American studies within Spanish and Portuguese that we will attract to the Minor and GIS (Graduate Interdisciplinary Studies) with our increased visibility as part of the Department of Spanish and Portuguese. Being housed in a department — and because of our strong ties with Spanish and Portuguese faculty and programming, Latino Studies will puzzle-piece nicely into place — giving us the visibility and clout to attract an increased number of both tier-one and tier-two students to the minor as well as graduate students to the GIS. As such, the move of Latino Studies to the Department of Spanish and Portuguese will cement the ties forged between Latino and Latin American studies already in place.

On every level, the merging of Latino Studies into the Department of Spanish and Portuguese makes sense: first, LA.S.E.R., or the Latino & Latin American Studies Space for Enrichment and Research, is now a reality and will inaugurate its newly renovated space in January of 2010. The LA.S.E.R. initiative has been formed precisely to bring together the Pan American scholarly purveyors of so many of our faculty here at OSU. LA.S.E.R. provides a much needed space for faculty, students, and staff to engage with one another in scholarly discourse. Additionally, this new facility will allow students and faculty to exchange information, ensuring that the most up to date body of knowledge and research concerning Latino and Latin American studies is communally dispersed.

Secondly, the recently revised Latino Studies Minor and approved GIS are at once more focused and structured with a core course that allow students to acquire a common vocabulary, toolbox, and exposure to different methodologies. With an eye toward building bridges internationally, Latino Studies and the Center for Latin American Studies are teaming up to provide a comprehensive program that will incorporate both the domestic and international perspectives. In keeping, both the new Minor and GIS have a Pan American purview and allow students to take a range of courses that explore the social, cultural, and historical realities facing Latinos/ as residing in the United States as well as how such realities interface with those of Central and Latin America and the Hispanophone Caribbean.

The new Minor and GIS allows students to attend to all variety of cultural phenomena as well as social and historical events in the Americas that inform the shaping of a pan-Latino identity and experience. This forms a necessary complement to the Center for Latin American Studies' (CLAS) recently approved M.A. program. The Minor will prepare students for a program such as the M.A. offered by CLAS if they choose to pursue a graduate school. The GIS in Latin@ Studies maintain that the intersection with work on Latin America is inevitable given shared social, political, and historical roots. Given that the GIS in Latin@ Studies is not anchored in Latin America but rather rooted in the United States Latino/a populations and its social, political, and historical presence and its cultural production within and outside of the United States, this offers complement to a growing demand to study and the social, cultural, and their historical parts that make up the whole of our reality living in North America.

We hope to continue to develop Latino Studies at OSU, not just by revising the Minor and GIS curriculum and vision, but also by working alongside our Latin American studies faculty cohorts in the Department of Spanish and Portuguese. In this way, we hope to build a model center in the Midwest for cross-disciplinary research and a forum for creative endeavor by and about Latinos of the Americas.
La Fiesta
La Fiesta in the Fall successfully introduced students, faculty, and staff to some of the Latin@ community members at OSU while live Latin music urged those in attendance to the dance floor.

University officials and Latin@ advocates announced new initiatives that directly affect the Department of Spanish and Portuguese and numerous other Hispanic student organizations. Listeners dined on food from local Latin American restaurants provided by the Multicultural Center and dancers from Folclor Hispano entertained (opposite page center).

A surprise visitor, University President E. Gordon Gee (pictured left with our "Qué Pasa, OSU?" staff), joined fellow attendees in this celebration of Latin@ heritage.

**BELLA Meeting**

The Balance, Education, Life and Latina Awareness (BELLA) group met for the first time this year. Members foster an environment that allows Latinas to voice their concerns about life and maintaining their identities in the university setting.

**Columbus Crew vs. New England Revolution**

"Qué Pasa, OSU?" readers, including students, staff, and faculty wait for the final game of the regular season at Crew Stadium, thanks to complementary tickets provided by the Columbus Crew.
## Autumn 2009 Graduates

### Bachelor's Degrees

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<td>Honduras</td>
<td>ANIMSC</td>
<td>M.S. AGR</td>
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<td>Peru</td>
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<td>M.S. DEN</td>
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</tr>
<tr>
<td>Soliz, Jennifer Rose</td>
<td>USA</td>
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</tr>
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<td>Mexico</td>
<td>ADEDECON</td>
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</tr>
</tbody>
</table>

### Doctoral Degrees

<table>
<thead>
<tr>
<th>Name</th>
<th>Citizen</th>
<th>Major</th>
<th>Degree</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enz, Matias Guillermo</td>
<td>Argentina</td>
<td>BUSADM</td>
<td>PhD BUS</td>
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</tr>
<tr>
<td>Gomez-Gomez, Carmen Elisa</td>
<td>Mexico</td>
<td>SPANPOR</td>
<td>PhD HUM</td>
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</tr>
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<td>Grace, Carmen Maria</td>
<td>Spain</td>
<td>SPANPOR</td>
<td>PhD HUM</td>
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</tr>
<tr>
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<td>USA</td>
<td>MCDBio</td>
<td>PhD BIO</td>
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</tr>
<tr>
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<td>Bolivia</td>
<td>SPANPOR</td>
<td>PhD HUM</td>
<td>HUM</td>
</tr>
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<td>USA</td>
<td>PHYSICS</td>
<td>PhD MPS</td>
<td>MPS</td>
</tr>
<tr>
<td>Pastor Rabell, Francisco</td>
<td>Mexico</td>
<td>FDSCTCH</td>
<td>PhD AGR</td>
<td>AGR</td>
</tr>
</tbody>
</table>
Barrio Restaurant
Downtown Restaurant Utilizes South American Flavors in Unique Ways

By Michael J. Alarid with Giovana Covarrubias

Just a short ride from campus on the southbound number two bus lies Barrio Restaurant, an urban chic establishment that offers a variety of both traditional and fusion style cuisine. One look at the menu, filled with a wide array of options, is enough to spark your culinary curiosity. In fact Barrio might be best prescribed for the adventurous patron, one who has tired of the typical burger, fries, and wing restaurants that inundate the campus area. If you need a break from the monotony of Midwestern fare, Barrio Restaurant might be the place for you!

There were numerous appealing options on the menu, but instead of ordering blind we asked owner Jeff Mathes for his recommendation; Jeff suggested we visit "La Mesa de Josh" (Chef's Selection, $35), which meant Executive Chef Josh Cook would control our dining experience. Our waitress noted our preferences: while Giovana had none I noted that, since I had heard there was a strong Argentine influence, I preferred to have beef that did not usually find mushrooms palatable. Our selection included four tapas and a desert, and my meal began with a dessert, and my meal began with a dusting of queso and culinary curiosity. In fact Barrio might be best described by a roasted acorn squash, all basted in Ohio maple sauce! Giovana noted the heartiness of the dessert! What impressed was how well the combination intermingling into another complex and delightful dish. Though there were only three, I found that they were so rich that the amount was more than enough to satisfy; we savored very slowly.

Still I found myself wanting, for where was the Latin American flavor I had heard so much about? Before I could ask, my next dish arrived: Uno Tostada (One Spicy Chicken tostada, $5) with black beans, lettuce, avocado, and queso blanco. Indeed, the first taste revealed that, much to my liking, this was a most spicy tostada! What impressed was how well the tortilla was prepared: the technique produced a tostada base similar to what I have grown used to. The chicken has a strong smoky kick, likely from a chipotle sauce. In addition, the Salsa de Aguacates (Avocado Salad, $4) is really guacamole with a strong jolt of lemon that makes it a refreshing appetizer to share. Finally, Barrio offers 2 for 1 tapas on Tuesdays, a deal making Barrio even more accessible to students on a budget.

For me the next dish was perhaps the most delightful, Dátiles Enrollados en Tocino (Bacon Wrapped Dates, $8), a skewer of three dates filled with cabrales cheese and nectarine sauce. As I am a larger individual, I found it bold that one might place such a tiny skewer in my path. Contrastingly, my petite counterpart Giovana received Lomo de Cerdo (Pork Tenderloin, $9), large and situated atop a roasted acorn squash, all basted in Ohio maple sauce! Giovana noted the heartiness of the tenderloin and how the light syrup sweetened the squash that lay below. My envy was quelled at first date: a stunning flavor produced by smoked apple wood bacon cradling the sweet, almost caramelized date filled with a soft and warm cheese center, the combination intermingling into another complex and delightful dish. Though there were only three, I found that they were so rich that the amount was more than enough to satisfy; we savored very slowly.

My main course was the Solomillo de Res (Charred Sirloin Steak, $10), a simple steak with cabrales cheese and mashed sweet potatoes; simple, seasonal, and perfectly cooked, the filet satisfied my expectations. The cabrales was very strong, but as it was gently placed atop the steak it was easy to adjust its influence over the entire dish. For Giovana, the Costillas de Cordero a la Parrilla (Grilled New Zealand Lamb Chops, $12) with wilted greens and sherry wine sauce proved satisfying. She noted that there was a complex array of flavors highlighted by a slight barbeque sauce flavor that infiltrated the entire dish.

"La Mesa de Josh" will lead you to dishes you might not otherwise consider and we strongly recommend the experience, though the cost might prove prohibitive for the student budget. In fact, looking at the menu might give you the impression that eating at Barrio will be too expensive, but Barrio offers a simple taco plate ($10 lunch, $12 dinner) that includes what might be the best tacos in Columbus: the steak is not simply showered in Lawry's Seasoning Salt, but instead is marinated by a juicy marinade; while the chicken has a strong smoky kick, likely from a chipotle sauce. In addition, the Salsa de Aguacates (Avocado Salad, $5) is really guacamole with a strong jolt of lemon that makes it a refreshing appetizer to share. Finally, Barrio offers 2 for 1 tapas on Tuesdays, a deal making Barrio even more accessible to students on a budget.
All communities have one shot to get an accurate population count and one shot to secure the funding to address their local needs. Once counted, these results will be in place for the next 10 years. We strongly encourage the Hispanic / Latin@ students and community members to get involved by volunteering to make sure that everyone gets counted. Let’s get involved! Here’s how: http://2010.census.gov/2010census/involved/

IT’S IN OUR HANDS