Esquina de la editora
Ohio Heritage: Taking Stock

When I was younger I won a scholarship for Latino high school students; my interviewers asked what I might do to help our community and I explained that I would revitalize Spanish television. As the many parodies of Sabado Gigante in popular American culture suggested, poor diversity in representations of Latinidad has produced Latino caricatures: rowdy and hyper-sexualized. Since Spanish language programming is so limited in the U.S., I felt that we should devote additional media to support each other’s personal and career goals with quality educational and cultural programming.

As I present the Fall 2014 issue of ¿Qué Pasa, OSU?, my inaugural issue as editor, I am honored to have the opportunity to participate in this mission: ¿Qué Pasa, OSU? is a platform for celebrating the diverse accomplishments of Latino scholars, artists, entrepreneurs, politicians, and activists and for discussing issues of importance to the community. Many thanks are owed to the staff: Jacinda Walker, art director, has worked tirelessly with new art director assistant, Luisa Talamas, to make this a visually appealing issue that well represents the community. Leticia Wiggins, incoming staff writer, has contributed several features, including a piece on Juan González, whose work uncovers the “invisible populations” of Latino immigrants affected by Draconian immigration laws, as well as her continuing coverage of the Wexner Center’s Brazil Gateway, which recently opened a sister office in Curitiba, Brazil.

This issue’s theme, “Heritage in Ohio,” was inspired by Hispanic Heritage Month (Sept. 15th to Oct. 15th) and by the success of this year’s Festival Latino, which is our cover story. In keeping with the theme, Sonia Mañjon explains identity’s relation to concepts of place. Elena Foulis explores how Latinos maintain their bicultural identities in the United States and her article on OSU’s service learning course relates students’ engagement with the Latino community of Columbus and the permanent bonds that were forged. The Humanities and Cognitive Sciences Summer Institute, covered here, serves the community by providing educational enrichment and scholaships to Ohio high school students. As part of this issue’s mentorship component, Christopher González offers advice to graduate students entering academia; Carmen Meza relates her experiences as a graduate mentor and Nicole Espinoza de Montreuil extols LASER’s high school mentorship program.

Susana Martínez describes the benefits of outreach to Latino high school students and Francisco Gómez-Bellengé reflects on the growth of the Latino population of Ohio. Mauricio Espinoza reports on the recent Latino Comics Expo. Delia Fernández and Yalidy Matos honor Julián Castro, the former mayor of San Antonio whom LASER recognized during his recent campus visit. Leticia Wiggins relates the endeavors of entrepreneur/chef, Leticia Vasquez-Smith to fashion her Frida Katrina restaurant into a place where visitors may learn about Mexican culture and enjoy great food. Finally, in Yolanda Zepeida’s feature, we meet Angelica Nava, founder and director of Columbus Casa Club, a unique center for Latino seniors.

Places are ephemeral, but heritage endures. We hope that you will enjoy this issue, a loving tribute to Latinidad in Ohio and at OSU.

Con cariño,

Victoria
A Rising Star: A Conversation with Julián Castro

By Delia Fernández, PhD Candidate, History, and Yalidy M. Matos, PhD Candidate, Political Science

On May 5th-6th, 2014, the Office of Diversity and Inclusion held its 20th Annual Conference on Diversity, Race and Learning. The theme for the conference was “(SOS!), Summoning Our Strength for the Future of Diversity, Equity and Inclusion.” The keynote address was delivered by Julián Castro, the former Mayor of San Antonio and newly elected Secretary of the U.S. Department of Housing and Urban Development (HUD).

The Secretary has a long list of accomplishments. The son of Rosie Castro, a Chicano Movement organizer, Castro attended his first political rallies and demonstrations as a child alongside his twin brother, Joaquin (current U.S. Representative). The twins credit their mother and grandmother for helping them to reach their full potentials. As a young adult in San Antonio, Julián earned his undergraduate degree from Stanford University with honors and distinction in 1996 and his juris doctorate from Harvard Law School in 2000. In 2001, at the age of 26, Castro became the youngest elected city councilman in San Antonio history. On May 9th, 2009, he then became the youngest mayor of a Top-50, American city. Mayor Castro was re-elected to a third term in 2013, but his tenure was cut short with his appointment to the position of HUD Secretary.

Under Castro’s leadership, the city of San Antonio undertook many initiatives. For example, Café College offered a one-stop center for high-quality guidance on college admissions, financial aid, and standardized test preparation to any student in the San Antonio area. Since opening in 2010, Café College has served more than 25,000 area students. In November 2012, Castro also led a voter-approved public referendum that expanded high-quality preschool services to more than 22,000 San Antonio four-year-olds. Mayor Castro further contributed a sense of urgency to revitalizing the city’s urban core, including the underserved East Side of San Antonio, by initiating the “Decade of Downtown” and approving a series of incentives to encourage inner city investment. These efforts have spurred plans for the construction of more than 2,400 housing units in the center city. One of his most recent accolades as mayor came during his visit to The Ohio State University. Castro was honored with the 2014 William H. Watson Memorial Award, an award given to individuals or groups that embody the ideals and personal qualities of Professor Watson, a former associate dean at University College.

After his keynote address, in which Castro emphasized the importance of education, we co-moderated an intimate conversation with Julián Castro and about 30 students, faculty, staff, and community members. Mayor Castro fielded questions from the audience on a variety of topics, including special education funding, preschool programs, balancing personal life and politics, immigration, and gentrification. Mayor Castro was able to shed light on issues in San Antonio and the U.S. as a whole and provide the audience with
an insider’s view on the way politics works. Castro was passionate about his work with preschools, especially the “Pre-K 4 San Antonio” initiative. In response to the audience’s questions, Castro furthermore noted that more time, energy, and resources should be devoted to funding special education.

Castro was especially passionate about creating self-sustaining and economically vibrant communities and neighborhoods. He spoke at length about the need to reconceive questions about neighborhood redevelopment, and come up with innovative ways to achieve progress. Under Mayor Castro, San Antonio was one of five cities nationwide to receive federal Promise Zone designation, building upon Promise and Choice neighborhood grants, and a Byrne Justice grant to improve housing and educational opportunities on the East Side of San Antonio. Mayor Castro also made way with his “Decade of Downtown” in which 2,400 or more units will be constructed in downtown San Antonio in the hopes of revitalizing the area.

Two of our audience members, however, asked Mayor Castro about the consequences of neighborhood redevelopment with respect to gentrification and the displacement of longtime neighborhood residents. Mayor Castro admitted that as a nation we have yet to find a way to revitalize neighborhoods without at least some negative consequences. He also admitted that there are no model cities to which San Antonio may look, but that under his leadership San Antonio was revitalizing neighborhoods with concern for its longtime residents. Castro was passionate about finding a system that actually works, and that other cities may emulate.

As newly elected HUD Secretary, Castro is determined to expand homeownership and make rent more affordable for all Americans. He aims to boost homeownership for all Americans, rather than solely those with great credit. He admits that the dream of owning a home is out of reach for many Americans. Castro promised to work to preserve existing affordable housing and to increase affordable housing by backing a piece of legislation, the Johnson-Crapo bill, which would fund various affordable housing programs. We are optimistic about Castro’s future as HUD Secretary, and look forward to the perspective he brings to the table.

Toward the end of our conversation, we asked Castro for his advice to students and younger people hoping to make a difference. Castro encouraged students to continue their studies and reminded us that we are all making a difference by choosing to attain degrees and follow our dreams. Castro inspired us with both his personal story and his determination. It was an honor to co-moderate a conversation with Secretary Castro and listen to his inspiring and impassioned words. 🌟
The Changing Face of Ohio Latino Demographics

By Francisco Gómez-Bellengé, Associate to the Dean, Fisher College of Business

As revealed by the July 2013 U.S. Census data and Fall 2013 Ohio Department of Education enrollment numbers, the Latino population in Ohio continues to change.

Latinos now make up 3.5% of the Ohio population, an increase from 3.1% in 2010, the decennial census year. If we were a city, we would be Ohio’s third largest behind only Columbus and Cleveland and ahead of Cincinnati. We are a young population, with a median age of 25.3, compared to the median age of 39.3 for the overall Ohio population.

Since we are young, more of us are younger than older. Although we represent 3.5% of the total population, we also compose 4.5% of high school and college-aged youth (ages 15-24), 5.2% of middle school students (ages 10-14) and 6.4% of elementary school students (ages 5-9).

Ohio public school enrollment data by grade yield similar results: only 3.3% of seniors were Latino compared to 5.8% of first grade students. The change in proportions is due to both an increase in the number of Latino children and also a decrease in the number of White, African American, Native American and Asian American children. Among traditionally underrepresented groups (African Americans, Native Americans and Latinos), Latino 20-24 year-olds compose 21.4% of the population and 5-9 year-olds compose 29% of the population. Latinos increasingly represent the largest minority in Ohio.

Some counties boast an even higher Latino presence: In Lorain County, we represent 8.9% of the population, which is slightly ahead of African Americans at 8.8%, and 25.2% of the population of the city of Lorain itself. In Lucas County, where Toledo is located, we compose 6.5% of the population. In the two most populous counties, Cuyahoga and Franklin, Latinos make up 5.2% and 5% of residents, respectively.

Since 2014 was an election year, it is important to note that Latinos also make up a significant portion of the electorate. In Ohio, 185,000 Latinos compose 2.1% of the total eligible voter population. Among Ohio’s eligible Hispanic voters, 11% are naturalized U.S. citizens. About half (52.7%) speak only English at home. Almost one fourth (23.3%) are not high school graduates; about 29.8% have a high school diploma; 32% have some college experience or a two-year degree and 14.9% are college graduates.

If we were a city, we would be Ohio’s third largest behind only Columbus and Cleveland and ahead of Cincinnati.

Within the two highest concentrations of Latinos in the state, the city of Lorain and Cleveland’s West Side, state house districts are gerrymandered to split these populations into distinct segments, thereby decreasing the likelihood that Latinos will be elected to the Ohio House. We have a long way to go.

MEDREN 5695, Cervantes and the Mediterranean World, We/Fri 12:45p.m. to 2:05 p.m.

For Don Quixote writer, Miguel de Cervantes, the renegotiation of Islam occurs in the context of the Ottoman-controlled Algiers, where he spent five years as a captive. This course explores how Cervantes’s works illuminate the tensions and transactions on the waters of the disputed Mediterranean sea. While a reading knowledge of Spanish is a plus, the course and readings are in English. Contact Elizabeth Davis at davis.823@osu.edu.
Un cambio necesario de nuestro sistema escolar

By Susana Martínez, Sophomore, International Studies

La comunidad latina se enfrenta con muchos retos hoy en día, especialmente con respecto a la educación. Me dí cuenta de este hecho cuando vine a la universidad el otoño pasado. Cuando era niña, aprendí el español en casa, pero el inglés fue mi idioma más fuerte porque en mi comunidad no había una gran población de hispanohablantes. Por eso, estaba emocionada de ir a The Ohio State University donde esperaba estar rodeada de varias lenguas y culturas. Sin embargo, me sorprendí cuando esto no fue la realidad.

Aunque Ohio State afirma que tiene una población diversa de estudiantes, en realidad solo el 17% son minorías y en 2013 solo el 3% eran latinos. Mientras que un gran porcentaje de la población de los Estados Unidos es latino (17%), solo el 11% de ellos ha obtenido carreras universitarias. En Ohio hay casi 350,000 latinos, pero la mayoría de ellos no reciben la oportunidad de una educación. Un resumen de la población latina en el medio oeste del país muestra que solo el 28.7% de los latinos se graduó de la escuela secundaria en 2011 y solo el 21.5% hizo estudios universitarios.

Por estos motivos, lo que debemos hacer es transformar el funcionamiento del sistema escolar en Ohio para mejorar apoyar a los estudiantes latinos. Quizás más importante es la asistencia a las familias de primera generación, quienes a menudo no hablan inglés o no están familiarizados con cómo solicitar ingreso a la universidad. Para que los estudiantes en la escuela secundaria sepan del proceso de solicitud, convendría implementar un sistema de distribución de información más eficiente en los colegios con gran población de latinos. Las universidades deben formar lugares donde los estudiantes latinos se sientan cómodos, empezando con aumentar la diversidad en su población. Además, la implementación de programas bilingües dejaría que los estudiantes de inglés tengan más éxito en sus estudios. Finalmente, importa mucho la integración de la familia y la comunidad latina en los estudios de sus jóvenes.

Es evidente que los latinos se enfrentan con varios desafíos en su educación. A no ser que transformemos nuestra perspectiva hacia el sistema educativo, no habrá cambio y la población latina seguirá sufriendo. Ahora más que nunca, es necesario que les ofrezcamos las mismas oportunidades de educación a todos los estudiantes latinos. Aquí en Ohio tenemos que reformar nuestro sistema a fin de que nuestros jóvenes estudiantes se beneficien y tengan un futuro mejor.
Identity Struggles and the Immigrant Experience

By Sonia BasSheva Mañjon, Associate Professor and Director, Barnett Center

The question of identity as it pertains to the immigrant experience in America is divided between the pull to assimilate into the culture of the host society and the push to maintain one’s national and ethnic roots. These are very salient struggles for Latinos of African ancestry and especially for Black Caribbeans including Dominican Americans, who are greatly affected by intergenerational dynamics. Second-generation children of immigrants living in bicultural households often waver between their parents’ nationalistic identities and their own hyphenated Dominican-American identities.

Dominicans and Dominican Americans, however, are poorly represented in scholarship on the Latino immigrant experience. In order to bridge this gap, I collected various Dominican women’s stories over a two-year period that began with one-on-one sessions and moved into more collective information gathering in group sessions. By examining the stories of multiple generations of Latinas, my research thus engages with issues of class, race, gender, identity, spirituality, history, and language.

Oral histories uncover the identity struggles of Latinas in America by illuminating their personal experiences of immigration, assimilation and acculturation, as well as their endeavors to negotiate and combat various cultural stereotypes. For example, upon arriving in the United States, Mami determined to become “Americanized” in order to “fit in with the other girls” at her new school. Abuela, by contrast, did not exhibit this definitive assimilation process. Her experience may be described as selective acculturation, whereby she adapted to her new environment by consciously choosing when and how to use either American cultural norms or Dominican nuances, such as in 1953 when she chose to enter a “Whites-Only” bathroom as a self-identifying non-White person.

Each Latina’s relationship to her ethnic identity is unique. As Carola Suarez-Orozco explains, “[t]he rippling effect of migration shapes generations well beyond that initial journey. The process of migration inexorably changes the family.” The acculturation processes of the three sisters, Hermana, Gemela and Yo, who were born in the United States, contrasts greatly with Mami’s and Abuela’s. The sisters related that Mami had not raised them as Dominicans out of fear of the “Dominican culture clashing with [their] American culture.” Consequently, the sisters’ search for identity within their Dominican ancestry found different manners of expression and they conjured either their American or Dominican identities in varied ways. Whereas Gemela once challenged the rules of a scholarship that would not deem her parents as ‘Black American’ because this was how she viewed herself, Sobrina explains that, “I’m real Americanized.” She is aware of her Dominican heritage and identifies as both Hispanic and Black [American], but will not choose sides if confronted.

Some immigrants who spend an extended amount of time in the United States do not return to their country of origin, mostly due to economics and family ties. They do, however, when afforded the opportunity, practice a tradition of transnationalism, passing between the host country and the country of origin. I have often heard Mami refer to Dominicans as “Birds of Passage” because Dominicans come and go so often: we Dominicans live and work here, send money to family members in the Dominican Republic, visit when we can, and in some cases even return home permanently. There is no single model for achieving a sense of connectedness to one’s homeland.

Through the process of researching and writing about this topic, I have re-examined my own assumptions and have better defined my own argument for cultural pluralism. The melting pot theory has not created a homogeneous culture of pure Americans, and yet, immigrants are forced to fit into this “melting pot” by systems that oppress and subjugate them at the expense of their losing sense of their cultural identities and traditions. Many immigrants in this country experience the difficulty of maintaining their cultural identities and experience the pressure to assimilate to the dominant culture. In my research, I have thus endeavored to give voice and strength to those who seek to maintain their cultural identities and traditions while living in this country.
In recent years Ohio has experienced a visible growth in the Latino community. By no means recent, however, is the Latino presence in Ohio, which dates back to the 1940s when migrant communities from the southwest, Mexico, Puerto Rico and Cuba, attracted by a large automotive and steel mills industry, began to settle in the urban and rural spaces of Ohio’s northwest region. Many Latinos have come to Ohio looking for a fresh start. They have moved here from places like New York City and Chicago, and welcome the opportunities that our state has to offer: more jobs, better schools and neighborhoods, homeownership, and most of all, safety. Many of us have come here by circumstance, by necessity, or, in the case of many, by choice.

Our Latino community has a distinct cultural identity within the majority population; it embodies our diverse Hispanic roots. As a group, we are proud of our bilingualism, biculturalism, food, celebrations, and music, and now we may be proud of first, second, and third-generation Latinos that have inflected the cultural landscape with new perspectives. Over the decades, Latinos have established religious, social and community organizations that honor their traditions. Our presence in this state and country should not be viewed as separate from the majority population, but as a part of a larger historical narrative.

A few months ago, I started an oral history project that documents Latino life. Along the way I have discovered the vast diversity of our state. By listening to the stories of lifelong residents, newcomers and others that are just de paso, I find that we have shaped Ohio history by participating in all areas of life such as philanthropy, education, faith, art, and the labor force. In doing so, we often start by helping our own families, neighbors and paisanos, but promptly look for opportunities to invite others to join in our celebrations, struggles, and hopes for the future.

The local leadership in our communities has influenced the way the community receives and supports its immigrant population. Ethnically diverse top-ranking government officials, law enforcement officers, public servants, activists, and even artists provide us with the basis of what it means to be mediators and agents of change. These leaders point to the importance of knowing and being involved in the community; they concur that immigrants are an integral part of not only the economy, but also the everyday fabric of our lives. Many recent immigrants bring to Ohio a desire to make this place, which has given so much to them, a better one for everyone.

One participant related her family’s willingness to house people that didn’t have a place to live: “Teníamos una casa muy grande—vieja, pero muy grande. Entonces, me acuerdo que siempre en el "basement" había gente viviendo. Entonces, lo poquito que teníamos nosotros, lo compartíamos con toda la comunidad.” Another respondent explained that he developed a learning center for youth because he had benefited from a similar program when he was growing up. As he noted, “[it] really helped us because a lot of my friends, including myself, would’ve stayed working there in the steel mills. We never would have had the opportunity to go to school if we didn’t get that additional help we needed.”

As I complete this oral history project in the coming months, I recognize that these stories are becoming my own. The Latino presence has influenced Ohio’s culture, politics, education and aesthetic landscape. This project celebrates Latino heritage and encourages a mutual understanding of our culture while providing many points of contact as we engage in our community as students, teachers, doctors, patients, church leaders, church-goers, writers, musicians, artists, entrepreneurs, government officials, mamás, papás, y abuelitos.

This video-narrative collection will be entered and preserved in the OSU Center for Folklore Studies’s “Oral Narrative of Latinos in Ohio” internet collection. In the place of historians writing about Latinos, participants have the opportunity to speak for themselves and compose their own community history. If you are Latino, and would like to participate, please contact Elena Foulis at: foulis.5@osu.edu.
Tracking the “Invisible Populations”
Juan González Visits OSU

By Leticia Wiggins, PhD Candidate, History

From the podium, Juan González admitted that he is, first and foremost, a hard news journalist: a chronicler of day-to-day events, crime, labor, and race relations. This fact certainly became evident to the large crowd gathered at OSU’s Hale Hall on October 21st, 2014 where González delivered an animated and insightful report on the history and current status of immigration in the United States.

Entitled “Commemorating the 1965 Immigration Act: Reflections on its Legacy Today,” González’s talk formed part of the “50 Years Later” series, which marks the 50th Anniversary of the passage of the Immigration and Nationality Act of 1965. This visit was one of several events spearheaded by Judy Wu, Keith Kilty, Inés Valdez, Joe Ponce, Theresa Delgadillo, Adrienne Winans, Delia Fernandez, Yalidy Matos, Annabelle Estera, and Natalie Yoon to commemorate the groundbreaking legislation.

In González’s journalistic estimation, news shapes the memory bank of society. It functions as a first draft of history. As a journalist and a Latino, González is devoted to shedding light on “the invisible populations,” especially Latinos, that remain understudied in the news and the nation’s larger history.

His book, Harvest of Empire: A History of Latinos in America (2011), uncovers these forgotten stories, and is now one of the most widely used and highly acclaimed works on the history of the Latino migration.

In the beginning, all those who traveled to America came without papers, he explained. However, documentation has transformed over time in keeping with the constant ebb and flow of migration patterns and ever-changing immigration laws. Through a concerted look at both Latin Americans and also Latinos in the United States, González explored the role of capital in the cycles of migrant labor, thereby revealing a richer and more globalized story of immigration.

Although his talk most directly considered the plight of Latin Americans, González also noted that early immigration laws discriminated against not only Latino immigrants, but also Eastern European, Chinese, and Japanese newcomers. Laws of exclusion formed due to xenophobia, economic insecurity, and general racism; these sentiments were evident in contemporary denouncements of amnesty for illegal immigrants to the United States. Much of this message covered rather dismal ground, especially as González outlined the dysfunctional relationship between globalization and labor, in which a burgeoning neoliberal market makes it more difficult to maintain laws against the movement of labor.

Yet, for all of his discussion of injustice and allusions to the expansive storm cloud of capitalism, González also imparted some optimism. When it comes to immigration policy, he explained, “we’re not talking about immutable goals. We’re talking about immigration policy, which is changed consistently.” Simply put, the laws can be changed. Although “law and justice are not always the same,” which was demonstrated by the early exclusion acts, we may endeavor to craft them into more analogous counterparts. This goal may be accomplished less through “fast-track” legislation and more through considerate policies that balance the concerns and opinions of the general public with the needs of immigrant populations.

González’s talk provided a thorough overview of immigration history in its various manifestations and throughout U.S. history. A highlight of the “50 Years Later” project, González prompted an ongoing conversation about how we as citizens might protect the rights of disenfranchised migrant populations in America. 📖
Outreach to Ohio Youth: Humanities and Cognitive Sciences Summer Institute

By Victoria Muñoz, PhD Candidate, English

From August 11th to August 15th, the Office of Diversity and Inclusion and Center for Cognitive and Brain Sciences hosted its first, annual Humanities and Cognitive Sciences High School Summer Institute, a week-long, interdisciplinary seminar for 38 Ohio high school students from various ethnic and socioeconomic backgrounds—the program offered $9,000 in scholarships to encourage participation among diverse populations. Students and OSU faculty discussed big questions at the intersection of the humanities and cognitive sciences. Discussions broached the cognitive origins of creativity, the brain mechanics involved in reasoning, and the neural circuits activated by music videos.

Each day began with morning lectures from OSU faculty followed by interactive break-out sessions and afternoon discussions led by specially trained Team Leaders, a dynamic group of current OSU students from multiple disciplines. Participants visited the library, research facilities and labs in order to observe how research in cognitive science engages various academic populations. They also visited COSI (Center for Science and Industry) to explore the developmental language and cognition lab with Dr. Laura Wagner, Psychology, and her staff.

On August 12th, I attended two of the back-to-back morning lectures: The first talk, led by Dr. Angus Fletcher, English, surveyed the cognitive effects of literary forms. Dr. Fletcher explained that specialists in Narrative Theory, for which OSU’s English department is renowned, celebrate such novels as Jane Austen’s *Emma* because they employ free indirect discourse, a form of storytelling that switches from first-person to third-person perspective, thereby distancing the reader from the characters. As Dr. Fletcher noted, “free indirect discourse promotes a healthy society because it tends to make people more generous, helpful, and accepting of difference.”

The second talk, led by HUM/COG Institute Co-Director, Dr. Zhong-Lin Lu, Psychology, explained how vision science is related to sports psychology. For example, Dr. Lu explained that the visual-cognitive interactions that occur when one observes a curveball produce an optical illusion that makes the movement of the ball more difficult to track. “The perceived break in a curveball,” Dr. Lu explained, “comes from the changing direction of vision and from switching from central to periphery vision.”

On August 15th, I also attended the closing lecture by Dr. Joseph Steinmetz, Executive Dean and Vice Provost of Arts and Sciences. Dr. Steinmetz’s lecture surveyed recent research into the impact of marijuana on motor memory; various studies involving eye blink conditioning, a basic form of motor memory, reveal a correlation between cannabis exposure and impaired motor learning. Although currently confined to lab studies, this research yields manifold implications for scientists’ growing understanding of how marijuana affects the brain.

The three presentations that I attended attest to the broad range of topics covered and the great investment of both students and faculty in the HUM/COG Summer Institute. As program participant, Bushra Ismail, reflected, “I was very happy to be a part of this program’s inaugural year because I think it was such an innovative idea to combine the subjects of cognitive sciences and humanities. Intuitively you would not think there was much overlap between the two, but the students [and] group leaders were exposed to fascinating areas [in] between and came away with a deeper understanding and appreciation for both the humanities and neuroscience.”

HUM/COG Institute co-Director, Dr. Frederick Aldama, English/LASER, further emphasized the program’s focus on student-centered learning: “The faculty who were involved felt a deep sense of making a difference to the lives of these 38 kids...The students were meeting one another from 20-plus high schools in the Columbus area, and even from Mansfield and Yellow Springs. There was real collegiality and comradery that was built among students.” Dr. Aldama envisions further growth for this program in upcoming years; the institute will soon launch an online service learning platform. This open-access learning institute will provide free lectures on humanities and cognitive sciences for teachers and learners all over the world.
My name is Nicole Espinoza De Montreuil. I'm 16 years old and I came to the United States almost three years ago from Lima, Peru. I still remember when my mom told my sister and me that we were going to move to a new country. I felt fear, but also anticipation. I felt sadness, but also happiness. My first days in Ohio were just magical. Once I started to go to school, to discover new places, to travel and to learn about different cultures, I started to not feel so scared anymore. In general, the teachers and students were really nice. Like many foreign students, I did encounter linguistic barriers when dealing with my classmates, but I was determined to not let this deter me from achieving my goals.

One day my math teacher walked toward my table and left a paper on it. It was a brochure for LASER (Latino & Latin American Space for Enrichment and Research) at OSU. As I read the brochure, I thought to myself, “this might be a great opportunity for me to start working my way toward college.” That night I went home and started inquiring about openings in LASER’s programs. Within a few short days, I was in communication with LASER about joining the mentorship program for high school students.

LASER mentors focus on preparing High School Scholars for successful entrance to OSU. After coming to Ohio, I began to hear such great things about OSU that I started to dream about being admitted to the university. I am currently working toward this goal.

Ever since I started meeting with my mentor, Tehja Rush, Business Administration, my schoolwork has improved. I've gained so much knowledge about how to prepare for college, financial aid, scholarships, etc. Every time that I need help with something, Tehja is there for me. For example, when I was preparing to take OGTs (Ohio Graduation Tests) during my sophomore year, Tehja would call me often to make sure that I was doing fine and advise me on how to better perform. When the OGT results came in, I was elated to learn that I had passed them all.

Everyone involved with LASER is really friendly and invested in me and my future.

For two years I've been meeting with Tehja on campus and around the campus area. My happiness at each meeting is indescribable. Even as a tourist at the university, I have been confirmed in my belief that this would be an excellent institution for me to attend; I'm also an unapologetic Buckeye fan.

I must give special thanks to Elena Costello, Project Manager of the LASER mentorship program. She really cares about her High School Scholars and has always been there for me. If ever I need anything such as information about colleges or upcoming events, an answer to a question, or anything else whatever, she is always willing to help me out.

The LASER program hosts many events that mentees may attend. These range from college visits to fundraising banquets. The LASER program makes me feel at home. Everyone involved with LASER is really friendly and invested in me and my future. It's a wonderful experience to interact with people that you've never met before and yet want to see you succeed. LASER gives you the tools you need in order to do so. I hope that this program will continue to grow and I encourage my fellow high school students to take advantage of this incredibly enriching opportunity.
One year ago, I joined the mentor scholar program at Ohio State’s Latino and Latin American Space for Enrichment and Research (LASER), and have had the pleasure of connecting with Javier Alvarez, a junior and major in Middle-Childhood Education. I joined LASER because I wanted to connect with the Latino community beyond the department in which I study and because I wanted to learn from students who are of diverse backgrounds. During our time together, I have learned many interesting facts about my mentee, especially about his love for Mexican culture, his desire to learn new subjects, and his experience as a first-generation college student. Throughout his life, Javier has been surrounded by a diverse crowd of people and has learned that he may immerse himself in a variety of cultures. He is the youngest of seven and moved to Columbus, Ohio from Los Angeles, California at the age of four. Javier’s mother has influenced his identity. She taught Javier to strive for his dreams and to always remember his Mexican roots no matter where he is.

As a native of El Paso, Texas, which is primarily comprised of Mexican-American families, I understand why Javier’s mother wants for her son to preserve his culture. Having been on-and-off away from my family since I joined the English department’s MA/PhD program in 2010, I realize the impact that a shift in place may have on a student’s life. So, when I meet someone like Javier or the many international students that I teach, I am made further aware of the various pressures that are created by distance. Mentoring Javier has taught me that when you’re away from home, you have to try your best to find a home in others.

The LASER mentorship program has allowed us to embrace our backgrounds and to share our experiences with each other. As Javier explained, the program has “taught me to ask for assistance in my work...growing up I was so independent that I was unaware of the advantages of asking for help.” Students also have the “opportunity to connect with amazing people” while at the same time “maintain[ing] an ongoing conversation with regard to school work and real life”.

Outside of his OSU classes, Javier is an activist around campus and in the Columbus community. He is concerned with issues of discrimination and social justice, so he decided to join the Ohio Student Association and has since joined campaigns to replace mandated zero-tolerance policies in public schools with non-punitive measures and also to alleviate student debt. Javier has also worked with the Ohio State Student/Farmworker Alliance and Divest OSU; he participates in the Latino Student Association and Shades OSU, which is dedicated to fostering community among LGBT students. Javier’s involvement in these organizations speaks to Latino students’ efforts to maintain a vocal presence on campus. His commitment demonstrates their desire to become involved in important causes at any stage during their academic careers. Participation in these groups, Javier explains, helps students not only to network but also to meet people on campus who share similar interests.

As Javier and I continue to grow with LASER, we appreciate the benefits of connecting with other Latino students around Columbus. In our spare time we attend OSU events together and chat over coffee about food, family, and school. We also discuss matters of importance, including issues of race, gender, and the Spanish language. The friendship that we have built around and through LASER shall only grow through the rich community of Latinos here at OSU.
Ohio Export Internship Program
By Gonzalo Adriañola, Junior, Fisher College of Business

Last semester, I was selected to participate in The Ohio Export Internship Program, a collaborative venture between the Fisher College of Business and the State of Ohio to train selected students to consult for companies with an interest in expanding their market internationally through a semester-long, export-focused course taught by industry professionals. The Internship Program matched me with U.S. Bridge, a company based in Cambridge, Ohio, that designs, engineers, and manufactures steel bridges. With over 60 years of history, U.S. Bridge and is “the most trusted name in bridges,” with thousands of local and international projects.

As U.S. Bridge’s International Marketing/Export consultant, I conduct international market research focused on South America; identify and contact private and public entities in South America to further our export efforts; represent the company in trade shows, international conferences, and networking events; maintain valuable local and international contacts; and utilize multiple export assistance resources from the state and federal governments.

The peak of my experience has been to represent U.S. Bridge in “Trade Winds the Americas,” a weeklong international conference in Bogotá, Colombia organized by the U.S. Commercial Service. This conference furthered my knowledge of exports through seminars, workshops and interactive panels with top industry talents. I networked and shared my passion for exports with over 300 company reps while making important connections for my company to U.S. Ambassadors and Senior Commercial Officers throughout South America.

My greatest accomplishment has been to bring my company closer to Latin American markets by developing important relationships with key players in our industry and by increasing awareness of our products overseas. As a result, we are in the beginning stages of establishing partnerships in Perú and El Salvador, and we have delivered several technical proposals for projects in Colombia, Perú, and Chile.

The Ohio Export Internship Program was awarded the 2014 International Program Excellence Award by the National Association of Small Business International Trade Educators. The network, experience, and skills that I have built well prepare me for any future career. On a personal level, the confidence that I have gained by demonstrating my capabilities inside and outside the classroom has also provided me with a one-in-a-million experience of international business.

Transitioning from Grad to Prof
By Christopher González, ’12, Assistant Professor, Texas A&M University-Commerce

In my discipline of English, a successful outcome after the doctoral degree is conferred rests squarely on the attainment of a tenure-track job. Through a combination of timing, good fortune, terrific resources, and sheer luck, I secured such a position during my first venture into the job market. Because I graduated during the summer, the span of time between my PhD status and my first day on the job was just one week. After my wife and two daughters made the move with me to the Dallas area of Texas, I was exhausted before I had even set foot on campus. However, no amount of fatigue could mar the exhilaration I felt, either. I had made it.

Looking back, one thing that graduate school instilled in me was a sense of the value of time. I completed the PhD portion of graduate school in three years, in large part because I refused to let my work time seep into time that was reserved for my family. If that meant waking up at 4:30 a.m., so be it. In order to keep moving forward while being both a father and also a husband, I forced myself to be as productive as possible with the time I had at my disposal.

As it happens, the demands on a tenure-track professor’s time are intense and legion. When you’re not prepping for class, grading assignments, or meeting with students, you’re attending to the demands of your colleagues, your department, your college, and your university. These demands come in the form of meetings, committees, and other areas of service. Of course, your own scholarship screams for attention. And why wouldn’t it, when your research agenda may count for 40-50% of what is considered when you are up for tenure review.

In speaking with mentors—both those with whom I work at my university and also those to whom I reach out via email and phone—I am reminded that my most important and valuable commodity is time. Graduate students often discuss their busy schedules as they teach one class a semester and work on completing their dissertations on their own schedules. A sense of business is all relative, of course. Invariably the time constraints only increase when one transitions from a doctoral student to a tenure-track professor. Thus, if a young professor cannot manage his or her time, that which was paid for in real and figurative sweat and tears will feel like time wasted.

And here lies the crux of it all. Unlike in graduate school, when you had advisers to keep you accountable, there is no one hovering over you once you accept a tenure-track position. That is not to say you aren’t evaluated. In fact, you are evaluated—frequently. The key difference lies in not having deadlines and timetables created in consultation with a superior. Rather, you create your own deadlines as a professor and a scholar. I believe that the key to happiness—beyond landing the tenure-track job—lies in making the most of the time you have. And that is something that can and should be cultivated in graduate school.
CLAS Working Group: Continuity and Change in the Andes and Amazonia
By Michelle Wibbelsman, Assistant Professor, Spanish and Portuguese

This year the Humanities Institute and CLAS-sponsored interdisciplinary Working Group on Andean and Amazonian Studies offers brown-bag, lunch presentations and working papers that promote dynamic exchanges among faculty, graduate students, undergraduates, and non-academics. This Working Group is a productive forum for the more than 35 OSU faculty and graduate students working in this area; we aim to develop interdepartmental and institutional research collaborations and identify emerging themes and theoretical approaches.

This year’s theme considers how the Andes and Amazonia co-produce each other, and how they are produced and co-produced through connections to other places in the world. This general frame engages critical discussions about contact zones and spaces between the Andes and Amazonia, accommodating broader topics of cosmopolitanism, regional and transnational migration, mobility, the production of cultural/social/geographical imaginaries, representation, consumerism, politics and social movements, language contact, and nuanced discussions on processes of acculturation/enculturation/cultural influences/appropriation/ transformation.

For more information, go to http://huminst.osu.edu/continuity-and-change-andes-and-amazonia-working-group or contact Michelle Wibbelsman at wibbelsman.1@osu.edu.

Coming Spring 2015:
Andean Music Ensemble (Music 2208.99/7208.99)
Thursdays 10:20 a.m. - 12:25 p.m.
Learn how to play Andean music and sing in Spanish, Quechua, and Aymara! Musical and language experience is welcome, but not necessary. No prerequisites. No auditions. 1 credit course counts toward SPPO Andean and Amazonian minor, Quechua FLAS, small ensemble requirement in Music. Contact Michelle Wibbelsman at wibbelsman.1@osu.edu.

Ohio State at Latino Comics Expo
By Mauricio Espinoza, PhD Candidate, Spanish and Portuguese

In the past few years, Ohio State University faculty and graduate students have been at the forefront of the emerging field of Latino comics and narrative media studies, as comics and other forms of sequential art by and about Latinos continue to grow in number, quality and exposure.

Most recently, Buckeye scholars played a key role in the 2014 Latino Comics Expo, an annual event that brings together artists and academics to showcase new work and studies in the field. This year’s expo was held from October 11th -12th at San Jose State University.

Professor Frederick Aldama, the leading expert in Latino and multicultural comics, presented “The Art of Geometric Storytelling in Superhero Comics,” emphasizing techniques used by Latino artists to construct their characters and narratives.

“In the very beginning, Prof. Frederick Aldama has been a key supporter and participant of the expo. Much of his work revolves around Latino culture and creativity, so bringing his expertise and passion to our events greatly enhances the content we provide to our audiences,” said Javier Hernandez, a Latino comic book author and organizer of the expo.

Ohio State alumnus, Chris González, now an assistant professor of English at Texas A&M University-Commerce, presented a paper on the new Latino version of the superhero, Ghost Rider. Theresa Rojas, OSU PhD candidate, presented research on Latino graphic autobiography. Both González and Rojas are former editors of ¿Qué Pasa, OSU? “I could not have asked for a better experience at my first Latino Comics Expo,” Rojas said. “Latino comic artists are creating vigorous, resplendent stories across genres, and this year there were more female creators and presenters than ever before. People were enthusiastic to discuss their work and sublimely generous with their time.”

For more information, visit www.latinocomicsexpo.com.
The Latino community of Columbus may be dispersed across the city and neighboring areas, but every August, Ohioans come together in a big way for Festival Latino, Ohio’s largest event in honor of the various Hispanic cultures of the Midwest. Held for the first time in Bicentennial Park, Festival Latino 2014 offered two days of food, art, fashion, music, dance and community services and drew more than 150,000 visitors, 25% more than last year. Changes to this year’s event were abundant. Rich Corsi, Vice President of Programming at CAPA (Columbus Association for the Performing Arts) and Festival Latino Director, explains that in the six years since CAPA has taken over for the City of Columbus in primary planning for the event, Festival Latino has grown steadily to accommodate both growing interest from the Ohio community at large and also greater participation from Latino businesses and organizations in Columbus. “We greatly expanded the festival in 2014,” Corsi reveals, “so we had a bigger footprint. We had more attendees, more vendors, more music—pretty much more of everything.”

One of the biggest attractions of the Festival is, of course, the food. Corsi explains that although there were more than 30 food vendors from restaurants from all over Columbus and the neighboring areas (a slight increase from last year), CAPA was more interested in improving the quality of dining than its size. “The neat thing with what we’ve done,” Corsi explains, “is that we’re getting a lot of repeat vendors. There are folks that have been there since Year 1; they love being at the festival and they do well there...It’s a very different festival from the others that CAPA does. It almost feels like a family and community thing.” To improve the dining experience, CAPA created more seating areas across the festival grounds.

Music was also a priority for the 2014 event. Since the Scioto River was being drained, CAPA was forced to move its music entertainment from its original location in the stately Genoa Park to nearby Bicentennial Park. As it turns out, this change turned out for the better; the permanent stage and larger capacity at Bicentennial Park better suited the Festival’s needs and now promises to be a permanent fixture in years to come: “The footprint that we used this year is basically what we intend to use next year. I think that when the water is filled again, we’ll probably expand more into Genoa Park and the music will remain at Bicentennial Park. It couldn’t have worked out any better,” Corsi stated.

Another visible change to this year’s event was the attention to families. When CAPA took over the festival’s organization six years ago, Festival Latino became a daytime event from 11 a.m. to 8 p.m., Saturday and Sunday, to make it more family-oriented. This year, moreover, health and wellness booths offering free diabetes screening were placed across the grounds. Various kids’ tables were also installed at the back of Bicentennial Park to accent the water fountains, where children could be seen running through its elaborate sprinklers throughout the weekend. In addition to balloon crafters and unicyclists, CAPA also provided educational booths sponsored by such local organizations as Columbus Metro Park, COSI, and Organización de Damas Latinas.

Corsi credits the Festival’s success to the excellent cooperation between CAPA and its sponsors and between CAPA and the local community. Many of the Festival’s yearly organizing committees include community members from Columbus; event organizers also circulate questionnaires to festival attendees in an effort to continually improve CAPA’s responsiveness to the community. As Corsi remarked, “we
welcome feedback and try to listen and I think that’s why we’re successful with what we do.” In 2014, CAPA also allocated more funding for marketing in the form of colorful, digital billboards that helped to spread the word to people all over the city.

For CAPA, Festival Latino is also an opportunity to bring people together and to provide tangible benefits for the community of Columbus not only by providing excellent exposure for local Latino vendors and businesses, but also by helping to support local charities. To this end, CAPA worked with Organización de Damas Latinas, who made Mexican flowers for the children and volunteered at the festival’s pop stands, and then used the money they were paid to fund a scholarship for Latino students in the Columbus area.

In addition to the numerous sponsoring businesses and organizations from Ohio, which included Columbus Parks and Recreation, Honda, Bob Evans Restaurants, and Columbia Gas of Ohio, The Ohio State University and OSU Wexner Center also acted as participating sponsors for Festival Latino. Through a joint effort by the Department of Spanish and Portuguese (SPPO), Center for Latin American Studies (CLAS), Multicultural Center (MCC) and Office of Diversity and Inclusion (ODI), Ohio State also hosted a booth at the event, which featured a poetry jam and book swap with Professor Juan Zevallos-Aguilar (SPPO), an artist conversation with Professor Sonia Mañjon (Barnett Center) and video booth with Professor Elena Foulis (SPPO).

The involvement of the university, which, for many, lies at the heart of the community of Ohio and especially of Columbus, was an added boon for the Festival. As Corsi explained, “we work with Ohio State in our theater, so it was a natural fit for them to participate. The good thing about the festival’s growth is that a lot of people want to be a part of it. We couldn’t do what we do without our sponsors; they’re also trying to reach out to the Latino community, so it works out great for everybody.”

Autumn 15
More Roads Lead to Brazil

By Leticia Wiggins, PhD Candidate, History

At the grand opening of the Brazil Gateway in Sao Paolo, Brazil on September 13th, 2014, the cutting of a ribbon symbolized the newly forged connection between the university and the nation. In attendance were a handful of local luminaries: Columbus Mayor Michael B. Coleman, Ohio State Provost Joseph Steinmetz, Wexner Center Film/Video Curator Jennifer Lange, Greater Columbus Sister Cities President Barbara Pratzner, and the new Ohio State Brazil Gateway Director Luke Barbara, to name a few. Although this event officially commemorated the opening of a small office on the twenty-something floor of a skyscraper in the heart of Sao Paolo, Brazil, it also celebrated Ohio State’s newly forged link to this large and dynamic South American country. It’s an office, director Luke Barbara says, that “is perfectly positioned to create myriad opportunities for students, researchers, alumni and partners.”

The Spring 2014 issue of ¿Qué Pasa, OSU? explored the idea that all roads lead to Brazil with the Wexner Center’s impressive feature of Brazilian art in their Mellon-Grant-supported exhibit, “Cruzamentos: Contemporary Art in Brazil.” This issue continues the turn to Brazil by exploring the relationship between the OSU Wexner Center, the Greater Columbus Sister Cities program, the ties to Brazil that Brazil Gateway has forged, and the implications of this partnership for the greater Columbus community.

Cultural ties: The Wexner Center for the Arts

“Cruzamentos: Contemporary Art in Brazil,” which took place earlier this year, occurred as part of a much larger “Via Brasil” initiative, that included a documentary series, symposium, performing arts schedule, graduate level seminar, and book translation project. Endowed by a major grant from the Mellon Foundation in 2011, the Wexner Center headed efforts to recognize and celebrate Brazil’s rising status as a political, cultural, and economic center of the world.

Although the “Via Brasil: Cruzamentos” exhibit has ended, it left behind lasting connections between Brazilian artists and Wexner Center staff, as exhibit curators Jennifer Lange and Chris Stults explain. In the years prior to the exhibit, Lange and Stults had spent considerable time in Brazil. As they discovered and exchanged art with locals, Stults and Lange witnessed the forging of lasting bonds not only between themselves and Brazilian artists, but also among local artists. Moreover, by flying Brazilian artists to Columbus to prepare the exhibit, OSU and Brazil cozied up in the midst of last winter’s frigid polar vortex.

Culture, as Lange understands it, “is where moments of exchange happen.” More than just the exchange among artists, students, and faculty at this exhibit, “Cruzamentos” opened the door to another important connection between Barbara Pratzner and Brazilian Ambassador to the United States, Mauro Vieira. Their discussion would lead to the final decision to choose Curitiba, Brazil as the sister city to Columbus, Ohio.

Family ties: Greater Columbus Sister Cities International

Pratzner explains that her position is not unlike that of a matchmaker. As the President of Greater Columbus Sister Cities International, she revels in the responsibilities that come with fostering connections with other countries to promote three basic tenets: education, culture, and environment. Pratzner relates her desire to celebrate “both...
The Sister Cities program’s addition of Curitiba is the most recent addition to a long list of sister cities in India, Germany, Italy, China, Israel, Denmark, Japan, Spain, and Taiwan. It is the first South American addition to be selected after a careful vetting process.

Sister city selection involves a community-led committee focused on “sustainable economic, cultural and educational partnerships.” It is difficult, Pratzner notes, to find a city that perfectly fits these criteria, but the committee was able to narrow this South American affiliation down to three cities in Brazil and three in Mexico.

When “Cruzamentos” opened in January, Pratzner met Ambassador Vieira and broached the topics of collaboration and sister-cityhood. Ambassador Vieira endorsed a Curitiba – Columbus pairing, and finally, this past September 16th, Mayor Coleman ratified this relationship with Mayor Gustavo Fruet of Curitiba. With this new and official affiliation, Columbus Sister Cities now has formal ties to South America. Pratzner is additionally developing a strong relationship with Luke Barbara at OSU’s Brazil Gateway.

**University ties: OSU’s Brazil Gateway**

Luke Barbara connected with William Brustein, Vice Provost for Global Strategies and International Affairs, and participated in the early efforts to realize the Brazil Gateway project. Longstanding collaborations between Ohio State faculty and researchers in Brazil in addition to the country’s global recognition as an academic, economic, cultural, and political force made it a logical choice as a Global Gateway Project.

Now open, the Brazil Gateway provides diplomatic relations for Ohio State, focusing on serving students, faculty researchers, alumni, and partners. These partners include the University of Sao Paulo, Federal University of Paraná, Wexner Center for the Arts, and now, the Sister City relationships. Moving forward, Brazil Gateway also hopes to support other efforts for the benefit of community and culture.

A former Buckeye, Barbara remembers sitting on the Oval and dreaming about Brazil and the future. For him, the opening of Brazil Gateway is “quite literally a dream come true.” Although the office is located in Sao Paulo, the focus is on Brazil, and moving forward, the entire region of Latin America. With the various students, researchers, partners, and alumni involved in various regions of Brazil, Barbara feels “lucky to call all of them part of our Buckeyes in Brazil team to accomplish our bold mission in such an expansive and diverse country.”

**Collective community ties: Columbus and Brazil**

A testament to its collective and inclusive spirit, OSU’s Brazil Gateway invited guests from the university and Columbus community to its grand opening ceremony. Inviting representatives from the Wexner Center and Sister Cities program, represents an important move toward communication and potential collaboration among the various programs.

Focusing and sharing these efforts with one another will allow for a deeper connection with Brazil. Moments of exchange can be incredibly beneficial, as proven by the Wexner Center’s “Via Brasil,” which increased awareness of Brazilian art and film in the Columbus community; thus providing a direct connection to Brazilian culture.

A direct connection among communities is possible with the Sister Cities program. Pratzner reveals that a future endeavor of the Sister City partnership will be to host an exchange of students, which will require the participation of various host families in Columbus and abroad. Similarly, with the Brazil Gateway, Barbara hopes to forge partnerships with Brazilian educational institutions, businesses, and other organizations, thereby to cultivate economic, communal, and cultural connections.

It is hoped that these newly developed projects will together create further avenues of exchange between this Columbus community and the nation of Brazil. 🇧🇷
Frida Katrina, Columbus: A Blend of Cuisine and Culture

By Leticia Wiggins, PhD Candidate, History

Frida Kahlo is undeniably a cultural icon. A symbol of art, femininity, and political volatility, she represents the very distinct national and indigenous tradition of Mexico. To Leticia Vasquez-Smith, entrepreneur and chef, the artist also functions as a sort of ambassador for her home country, especially the particularities of the nation’s capitol, Mexico City. Frida is part of the inspiration and namesake for Vasquez-Smith’s most recent endeavor, Frida Katrina, a Mexican Folk Art and Café right off of North High Street in Clintonville. In addition to totems of Frida’s likeness and artwork, the facility offers Mexican crafts and cuisine to patrons. I had the pleasure of sitting down with Vasquez-Smith to discuss the inspiration behind Frida Katrina as well as her mission to continue Frida’s legacy as a cultural ambassador in Columbus.

Sitting in the café’s dining room, Vasquez-Smith is delightful, tidy and aproned. The dining room, covered in various hues of pink and blue, presents a colorful testament to Mexican culture. The southernmost wall, painted yellow, and northernmost wall, painted orange, allude to the Aztec’s understanding of youth and age in relation to a rising (yellow) and setting (orange) sun. Famous self-portraits of Frida and the calaveras of José Guadalupe Posada tastefully pepper the dining area, and more are visible through the doorway to the small art shop in the next room. These aesthetic choices embody Frida Katrina’s mission to promote an understanding of life and death in Mexican indigenous culture. It is a space without pretension, engineered to be both humble and also honest. Although it’s been around for only a year, this space reflects Vasquez-Smith’s lifelong goal to preserve this heritage, not only for her young family, but also for Mexican families in the area without the means to return to their homeland.

Arriving in Columbus as part of an international program, Vasquez-Smith was shocked not only by the city’s frigid winters, but also by the cultural differences. Columbus was not a pinnacle of diversity when she arrived nearly 15 years ago. Vasquez-Smith now thinks that things are different. Ohio State, she says, has brought a lot more diversity to the area, and she has established important connections with young Latinos from the university. Vasquez-Smith has also involved herself in the community since her arrival serving both Ohio State and also the city of Columbus with “Azteca Catering,” a catering business she established six years ago. She’s also promoted Día de los Muertos for the past 10 years throughout the city in various capacities.

Each October, Vasquez-Smith hosts a Días de los Muertos event as part of Columbus’s “High Ball.” The struggle with sharing such a popular tradition is the tendency for people to overlook the intense spirituality associated with the holiday. It’s about more than just what is on Wikipedia, Vasquez-Smith contests. The holiday itself faces a conundrum of misrepresentation and appropriation akin to modern appropriations of the Pocahontas story. Non-natives sometimes mistakenly recall simplistic forms of Mexican and indigenous caricature; for them, Día de los Muertos is all about grinning skulls and death saints. Vasquez-Smith reminds us that the celebration is so much more than that – it is a very spiritual and personal celebration of the lives of family members and loved ones who have passed.
Día de los Muertos started as a tradition with her family back in Mexico City. She explains that although she was born into a family that cherished culture, the more she’s read and explored the history and practices of Día de los Muertos on her own, the more she’s found to love. Frida Katrina is the perfect amalgam of Vasquez-Smith’s love of cultural food and spiritual tradition. The currents of life and death are evident in the café's daily activities. The food is made from recipes passed from generation to generation: delicious tamales, eggplant tostadas, guacamole, horchata – all distinctive to the Central and Southern Mexican cuisine.

Vasquez-Smith prepares all the food, and she does so with meticulous care. This is not a place that requires reservations, but the dining area’s community tables foster conversations among patrons and the small, affordable items on the menu allow for the clientele to broadly sample the fare. The art for Vasquez-Smith, the metaphor of the lifecycle may be used to connect countries and communities. Much like her hero, Frida Kahlo, Vasquez-Smith sees this art and heritage as an important part of herself to share with others. Although many approach her with the assumption that the authentic recipes and cultural traditions are secrets, she’s very willing to share what she knows, especially with those who identify with the culture on a personal level.

Members of the ¿Qué Pasa, OSU? team recommend a visit to Frida Katrina “Mexican Folk Art.” OSU students receive a dollar discount with a valid BuckID.
Columbus Casa Club: A Place for Latino Seniors

By Yolanda Zepeda, Assistant Provost, Office of Diversity and Inclusion

Latino seniors in Columbus now have a place where they may enjoy mental and physical activity, wellness education, cultural enrichment, and community engagement. Social and language barriers are soon forgotten at the Columbus Casa Club, the only initiative for Latino seniors in the area. Angelica Nava launched the Columbus Casa Club to provide social and cultural enrichment services with an emphasis on preventive educational health and wellness, personal growth, and independent living.

A native of Venezuela, Angelica Nava is the Columbus Casa Club founder and director. She was motivated to start the Club in order to challenge the negative perceptions of aging that are shaped by media and personal experiences. “When people think about old age,” Nava explains, “we tend to picture ourselves slowing down, seated in a rocking chair and watching TV, usually alone.”

Inspired by her mother-in-law, “who appreciates her life and family as precious gifts,” Nava began to re-envision aging as a process where one may create his or her own rules. “I admire how she keeps pace with her mind,” Nava said of her mother-in-law, “she believes that it is not about the age; it is your attitude towards aging [that matters].”

Drawing on her counseling experience in Venezuela where she directed a Vocational Academy, Nava brings expertise working with groups, motivating large audiences, and addressing individual issues. In Venezuela, however, she found it hard to secure government support to start a nonprofit organization. In Columbus, by contrast, Nava has found more generous support from the government, other nonprofits, pro-bono professionals, and “countless resources from websites, webinars, free classes and databases, and advisor agencies.” Nava also credits the seniors she met in Columbus, especially Libia Rodriguez, who helped to develop the project with her leadership skills and who continues to serve as an elected member of the board.

Nava admits that nonprofit start-up involves unpaid work, stress, anxiety and a lot of “nos.” Nevertheless, she encourages others to consider social entrepreneurship: “if someone reading this is interested in starting a meaningful career, this is a one-of-a-kind opportunity to enjoy work and feel great satisfaction.”

For those who are not ready to undertake a nonprofit start-up, Nava sees other ways to contribute to society: “Find an organization with a mission you feel passionate about, get involved with it, and if you feel it is already doing a good job, suggest improvements. Help them with ideas on how to reduce costs and how to be more effective. That will give you experience and troubleshooting knowledge you need if you decide to start one on your own.”

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Growing Our Civic Engagement

By Elena Foulis, Senior Lecturer, Spanish and Portuguese

Service-learning courses have become increasingly popular within the last two decades. The Department of Spanish and Portuguese has been a leader in promoting students’ civic engagement and outreach with courses that foster a critical understanding of U.S. Latinos, the Spanish language, and Hispanic studies. As a natural extension of such studies, Spanish 5689S, a Service-Learning course, was created in 1995 to provide an immersion experience for students who could not study abroad. The course has proven to enrich students’ learning in many other practical and professional ways. Over the past few years, this course has evolved and adapted to the growth, needs, and changes of the Latino community in Columbus. This class provides Spanish majors and minors with opportunities to become involved with the Latino community. Students participate in various Latino-serving agencies and organizations inside and outside the OSU community, such as The Ohio Latino Affairs Commission (OCHLA), Ohio Hispanic Coalition (OHC), Mount Carmel Health, Columbus Bilingual Academy, Columbus Public Schools, Our Lady of Guadalupe’s food pantry, Columbus Public Health, Children’s Hunger Alliance, LASER and many others.

Through this course, my students and I have had the opportunity to develop a mutually beneficial relationship with the local community; students have learned about the impact of the Latino community in their own neighborhoods while at the same time being exposed to day-to-day use of the Spanish language and the cultures of Latinos from different backgrounds and nationalities. Even more, because we must continue to look for improvement and collaboration, this Fall 2014 my students and I have been developing stronger sustainable community partnerships with OHC thanks to the Service-Learning Initiative grant. Although these courses provide students with the opportunity to practice skills or concepts learned in the classroom, the greater gains happen from the transformation of thought, behavior and understanding of the human condition.

The impact of this course many times goes beyond the expectations I have formed for my students. Although I always hope that their hearts and minds are both challenged and also changed, sometimes their journeys reach beyond themselves. For example, one of my students helped to collect oral histories of Latinos and told me that she wanted her father to hear about the inspiring stories she had witnessed during this project. Another student began to discuss her experiences of working with Latinos with her boyfriend, who had never given much thought to the Spanish-speaking community around him, but thereafter could no longer ignore it. Many of the Latino students who have taken this course have served as role models or mentors to other Latinos thinking about starting college. Or they have developed language-acquisition anecdotes. One student reflected, “me re-enseñaron como puedo usar la voz pasiva con “se,” y ahora tengo más confianza con esta estructura gramática en español.” Others continue to be in contact with the people they met—now considered as part of the family—while others continue to serve at the agencies or schools where they worked as part of the course. These encounters are never one-sided; many of these students change the minds and hearts of the people they serve just by being present and showing interest in their language, culture, and personal stories.

As one of my students reflected, “la capacidad de ayudar a estos familias es un honor para mí.” I feel the same way about this class: helping students to discover opportunities to serve the Latino community and see changed hearts and minds is an honor and an immense privilege.

The Department of Spanish and Portuguese currently offers two service-learning courses: SPAN 5689S and SPAN 2367S. For more information visit http://sppo.osu.edu/ or e-mail Dr. Foulis at foulis.5@osu.edu.
Recognizing Excellence at OSU

Awards and Recognitions

Department of Teaching and Learning was recognized by the Organization of Hispanic Faculty and Staff for “Excellence in Latino Education” at their spring picnic.

LASER High School Mentoring Program in the ODI received the 2014 Ohio State Emerging Community Engagement Award.

LASER received a resolution from the Columbus City Council, introduced by Council Member Priscilla R. Tyson on September 22nd, 2014, recognizing educational outreach efforts.

Dr. Frederick Aldama was named the University Distinguished Scholar  
- was invited to speak on “Creating and Managing a Diverse Pipeline” at the Ohio Foundation of Independent Colleges Fall Diversity Forum, October 2014  
- served as Community Board Member to the Ohio Latino Affairs Commission  
- founded and co-Directed the Humanities & Cognitive Sciences High School Summer Institute

Guadalupe “Lupe” Medina, LASER Mentee/MASS Essay Award winner, accepted an offer for graduate study at San Diego State University’s MALAS graduate program.

J. Marcela Hernandez, Director of Grad/STEM Diversity in Arts and Science, was selected to participate in the 2014 SACNAS Summer Leadership Institute

Jacinda Walker, QP Art Director, was invited to join the OSU chapter of Golden Key International Honour Society, an invitation-only organization dedicated to the advancement of academics, leadership, and service.

Jennifer Patritti-Cram presented molecular genetics research at the Annual Biomedical Research Conference for Minority Students (ABRCMS) in San Antonio Texas from November 12th-15th, 2014.

Maria Sanchez, ODI, received official recognition from the State of Ohio for the Bridge Builders Forum, co-sponsored by the Gates Millennium Scholars Program and Hispanic Scholarship Fund

Nic Flores, Comparative Studies doctoral student, presented “Machete, Machismo, and Immigration Today” at the Latino Studies Conference, July 2014, Chicago, IL.

Tomas Moreno-Vasquez received Third Place Honors at the Denman Forum for his research, “Graphic Cigarette Warning Labels: The Effect of High Arousal on Long-Term Memory,” under the mentorship of Dr. Ellen Peters

Victoria Muñoz, QP editor, presented “Chivalric Iconography and Anglo-Spanish Relations in Spenser’s Faerie Queene” at the Sixteenth Century Society Conference in New Orleans, LA on October 17th, 2014

Yolanda Zepeda was recognized by Women for Economic Leadership and Development (WELD) for its 2015 “Women You Should Know” calendar

Scholarships And Fellowships

Alexandra Castillo, Political Science, was awarded a Summer 2014 FLAS Fellowship (Aymara)

Ana Kim, Latin American Studies/Environment & Natural Resources, was awarded an Academic Year 2014-15 FLAS Graduate Fellowship (Quechua)

Bryan Quijada, freshman ODI Young Scholar and LASER Scholar, was named a 2014 Gates Millennium Scholar

Cruz Bonlarron, Geography, was awarded an Academic Year 2014-15 Undergraduate FLAS Fellowship (Quechua)

Kayla Calvillo, freshman LASER Scholar, was awarded the multi-year Ohio State Morrill Scholarship—Distinction

Lumarie Pérez-Guzmán, School of Environment and Natural Resources grad student, was awarded the National Science Foundation 2014 East Asia and Pacific Summer Institute (EAPSI) fellowship

Marisol Becerra, Gates Scholar/Environment and Natural Resources grad student, was awarded a research grant from the ODI to attend the University of Michigan ICPSR Summer Program in Quantitative Methods

Miguel Valero, Spanish and Portuguese, was awarded a Summer 2014 FLAS Fellowship (Aymara)

Ramon Padilla-Reyes, Spanish & Portuguese, was awarded an Academic Year 2014-15 FLAS Graduate Fellowship (Quechua)

Steven Villanueva, Astronomy doctoral student, was awarded a 2014 National Science Foundation Graduate Student Fellowship. He received the 2014 SACNAS Graduate Student Oral Presentation Award

Theresa Rojas, former QP editor, was awarded a 12-month pre-doctoral dissertation fellowship from the School of Humanities, Arts, and Social Sciences at the Massachusetts Institute of Technology and is completing her dissertation at MIT this year as a Visiting Scholar in Comparative Media Studies & Writing

Victoria Muñoz was awarded a yearlong fellowship for research and participation in the Dissertation Seminar at the Folger Shakespeare Library in Washington, D.C.

Publications


Spring ‘14 Graduates

Associate’s
- Ibarra, Magdalena, AA, Biology
- Kurczyn, Emily, AA, Early and Middle Childhood Studies
- Young, Virginia, AA, Early and Middle Childhood Studies

Bachelor’s
- Bevelhymer-Rangel, Kurstie, BA, Psychology
- Adams, Ruth, BS, Dental Hygiene
- Almanzar, Anabel, BS, Social Work
- Alonso, Alexandra, BS, Economics - Business
- Alvarez, Elias, BS, Psychology
- Amador, Eric, BS, Physics
- Ankney, Andrea, BS, Social Work
- Arata, Maximiliano, BS, Agribusiness and Applied Economics
- Arroyo, Nathan, BS, Chemical Engineering
- Barakat, Omar, BS, Economics
- Becerra Torres, Ana, BS, Industrial and Systems Engineering
- Benedetto, Joseph, BS, Materials Science and Engineering
- Benson, Alyssa, BS, Marketing
- Bettac, Alyssa, BS, Nursing
- Biggs, Alyssa, BS, Biology
- Blanco, Gisselle, BS, Nursing
- Bonacci, Hannah, BS, Public Health (MPH)
- Bonilla, Liza, BA, Speech and Hearing Science
- Bonnin, Monica, BS, Nutrition
- Bosque, Joel, BA, Criminology
- Botello, Julio, BS, Marketing
- Boyer, Taylor, BS, Human Resource Management
- Bramlage, Charles, BS, Operations Management
- Caceres, Daniel, BA, Biology
- Caicedo Perez, Jeniffer, BS, Biology
- Cantu, Emilio, BS, Computer Science and Engineering
- Capetillo, Danielle, BS, Physical Therapy
- Carlos, Gustavo, BA, Psychology
- Castaneda, Gustavo, BS, Aeronautical and Astronautical Engineering
- Castillo de la Pena, Carla, BS, Public Health
- Chacon, William, BS, Operations Management
- Chanfrau, Victoria, BA, English
- Ciferri, Jillian, BS, Psychology
- Coba, Christina, BS, Accounting
- Colon, Gabrielle, BA, History
- Conway, Kathryn, BS, Accounting
- Craig, Jeane, BA, Criminology
- Davis, Christina, BS, Molecular Genetics
- Del Portal, Elka, BS, Food Science and Technology
- Del Portal, Samantha, BS, Medical Laboratory Science
- Delacruz, Nicolas, BS, Medicine
- Delgado, Alyciana, BS, Microbiology
- DeWitt, Michael, BS, Agribusiness and Applied Economics
- do Nascimento Luminatti, Juliana, BA, Psychology
- Dorfi, Anna, BS, Chemical Engineering
- Dulin, Alexandra, BS, Biology
- Elgallad, Noor, BS, Hospitality Management
- England, Patrick, BS, Biomedical Engineering
- Enriquez, Daniel, BS, Earth Sciences
- Eralio, Pablo, BA, Political Science
- Erebia, Federico, BS, Physics
- Escareno, Adrianna, BA, Psychology
- Fay, Brittney, BA, French
- Ferguson, Alexandra, BS, Medicine
- Ferris, Sarah, BS, Aviation
- Fleck, Amber, BS, Agribusiness and Applied Economics
- Fleming, Luke, BS, City and Regional Planning
- Formica, Tyler, BS, Actuarial Science
- Foster, Jordan, BS, Psychology
- Frazier, Debra, BA, Communication
- Fujimura, Nicolas, BS, Industrial and Systems Engineering
- Gaitan, Isabel, BA, Spanish
- Gaio, Jason, BS, Medicine
- Garcia, Alyssa, BS, Landscape Architecture
- Garcia, Keishla, BS, Accounting
- Garn, Juli, BS, Marketing
- Gil, Andrew, BS, Mechanical Engineering
- Gill, Marissa, BS, Business Logistics Engineering
- Gonzalez-Beban, Emmeline, BFA, Dance
- Greening, Meghan, BS, Dental Hygiene
- Hanzlik, Lyndsey, BS, Materials Science and Engineering
- Harkins, Lauren, BA, Globalization Studies
- Harris, Ray Tanika, BA, Film Studies
- Haywood, Adam, BS, Edu:Teaching & Learning
- Hembree, Elizabeth, BA, Linguistics
- Hesse, Andrea, BS, Neuroscience
- Hines, Justin, BA, Economics
- Holovatyk, Ariel, BS, Biology
- Hufnagel, Sarah, BA, International Studies
- Ibarra Martin Del Campo, Javier, BA, Criminology
- Irizarry, Veronica, BS, Industrial and Systems Engineering
- Johnson, David, BFA, Art
- Kelley, Billy, BS, Physics
- Kennedy, Rebecca, BS, Nursing
- Kisabeth, Jill, BA, Communication
- Knisley, Margaret, BS, Biology
- Leal, Meredith, BA, International Studies
- Lee, Derek, BS, Agribusiness and Applied Economics
- Leess, Deanna, BS, Hospitality Management
- Leitzinger, Floyd, BS, Medicine
- Li Lam, Shu Fan, BS, Human Development and Family Science
- Lima, Rene, BA, English
- Limon, Danica, BA, Psychology
- Liston, Tyler, BS, Geological Sciences
- Longstreth, Daniel, BA, International Studies
- Lopez, Michael, BS, Aeronautical and Astronautical Engineering
- Lowell, Alec, BS, International Studies
- Loza, Breanna, BS, Biology
- Luevano, Carla, BA, Psychology
- Macias, Christopher, BA, Social Work
- Martin, Natalia, BA, Speech and Hearing Science
- Martinez, Alexander, BS, Aeronautical and Astronautical Engineering
- Martinez, Marcanthony, BA, English
- Martinez, Richard, BS, Human Nutrition
- Mayorga, Alexandra, BA, Political Science
- McCafferty, Evan, BS, Psychology
- McKay, Mary, BS, Sociology
- Medina, Alan, BS, Construction Systems Management
Spring ‘14 Graduates (continued)

- Medina, Guadalupe, BA, Public Affairs
- Medina, Tina, BS, Undergraduate Non Degree
- Mendez, Elizabeth, BS, Logistics Management
- Mihoci, Kristin, BS, Nursing
- Miller, Geena, BA, Psychology
- Mira, Claudia, BA, International Studies
- Monzalvo-Gomez, Andres, BS, Pharmaceutical Sciences
- Morales, Anthony, BA, Accounting
- Morales, Eisman, PAN, BS, Biomedical Engineering
- Moreno-Vasquez, Tomas, BS, Economics
- Mosbach, Marlena, BS, Biology
- Moser, Felicia, BS, Marketing
- Moyer, Danielle, BCMUSED, Music Education
- Mujica, Ronny, BS, Accounting
- Munguia, Brian, BS, Aeronautical and Astronautical Engineering
- Navarrete, Jose, BS, Architecture
- Navas, Noah, BA, Public Affairs
- Nichols, Ashley, BS, Social Work
- Nieto, Evan, BS, Consumer and Family Financial Services
- Nottingham, Cynthia, BS, Zoology
- Ocasio, Joseph, BS, Biochemistry
- Ortiz, Estefanie, BA, International Studies
- Pacheco, Marissa, BA, Communication
- Pagano, Mark, BS, Dentistry
- Pena, Eric, BS, Physics
- Pena, Kaci, BA, History
- Pereira, Miguel, BS, Food Science and Nutrition
- Perez, Christopher, BA, Biology
- Pichardo Sosa, Josbel, BA, Japanese
- Pinedos, Katalyna, BS, Psychology
- Pontious, Derek, BA, Sociology
- Powers, Tyler, BA, Communication
- Queralt O’Callaghan, Berta, ESP, BS, Architecture
- Quintana, Jillian, BS, Respiratory Therapy
- Ramirez, Camille, BS, Marketing
- Ramirez, Ryan, BS, Human Nutrition
- Ranta, Andrea, BS, Marketing
- Re, Anthony, BS, Biochemistry
- Regalado, Andrey, BS, Fashion and Retail Studies
- Reyes, Ryan, BS, Biomedical Sciences Graduate Program
- Ricci, Gabrielle, BA, Zoology
- Ries, Sarah, BA, Political Science
- Rifat, Mavy, BS, Animal Sciences
- Rivas, Francesca, ECU, BS, Architecture
- Rivera, Morgan, BS, Human Development and Family Science
- Rivero, Luis, BS, Animal Sciences
- Rodriguez, Deidra, BS, Biology
- Rodriguez, Madai, BA, Chinese
- Rodriguez, Nicolas, BA, Political Science
- Romero, Alexis, BS, Professional Golf Management
- Romero, Matthew, BS, Biology
- Rosario, Cheryl, BFA, Dance
- Rosevear, Logan, BS, Electrical and Computer Engineering
- Rossi, Gianfranco, BS, Pharmaceutical Sciences
- Rubio, David, BS, Industrial and Systems Engineering
- Saccucci, Monica, BS, Biology
- Salazar-Gonzalez, Jorge, BS, Biology
- Salcido, Evan, BS, Chemistry
- San martín, Joao victor, BA, Psychology
- Sanchez, Timothy, BS, Biomedical Engineering
- Santibanez Vargas, Felipe, BS, Civil Engineering
- Savage, Chelsea, BA, Journalism
- Saylor, Adrienne, BA, Accounting
- Scharre, Sage, BS, International Business Administration
- Schmidt, Eric, BS, Philosophy
- Scisson, Sarah, BA, Environmental Policy and Management
- Smith, Allison, BS, Nursing
- Smith, Gentley, BS, Architecture
- Smock, Alexis, BA, Sociology
- Stamm, Paige, BS, Human Development and Family Science
- Stark, Hannah, BCARTED, Art Education
- Stockwell, Madeline, BA, Spanish & Portuguese
- Straub, Ethan, BA, Communication
- Strausbaugh, Amanda, BS, Consumer and Family Financial Services
- Szollosy, Frank, BS, Accounting
- Taveras, Vanessa, BS, Pharmacy
- Thomas, Kylee, BS, Nursing
- Toribio, Laura, PAN, BA, Spanish
- Torres, Chelsea, BS, Biomedical Science
- Trotter, Benjamin, BA, Psychology
- Trujillo, Stephanie, BS, Dental Hygiene
- Ubilla, Gabriella, BA, Edu:Teaching & Learning
- Urias, Brenda, BS, Human Nutrition
- Varughes, Tiffany, BS, Microbiology
- Veintimilla, David, BA, Political Science
- Vela, Tad, BS, Hospitality Management
- Venegas, Antonio, BA, International Studies
- Vigil, Alexandria, BA, Molecular Genetics
- Yanez, Ryan, BS, Animal Sciences
- Yoc, Rebecca, BS, Food Science and Nutrition
- Yungster, Gadi, BA, Political Science
- Zertuche, Kea, BA, International Studies
- Zertuche, Kea, BA, International Studies

Master’s
- Lash, Kelly, MA, Educational Studies
- Adame, Anthony, MA, Slavic and East European Studies
- Azevedo, Marcela, MD, Medicine
- Bedich, Joseph, MS, Edu:Teaching & Learning
- Buckingham, Linda, MS, Edu:Teaching & Learning
- Cardounel, Arturo, MD, Medicine
- Carraquillo, Ashlyann, MS, Edu:Teaching & Learning
- Casafont Ortiz, Adriana Maria, MA, Law
- Casas, Marta, MS, Social Work
- Castillo, Alexandra, MA, Political Science
- Castro, Christian, MBA, Master of Business Administration
- Cater, Miriam, MS, Design
- Cedeno, Stephanie, MPH, Public Health (MPH)
- Chignonli, Pablo, MS, Edu:Teaching & Learning
- Christopher, Stefanie, MD, Medicine
- Di Liscia, Camila, MA, Law
- Doyle, Sarah, MS, Edu:Teaching & Learning
- Escobar Alfaro, Francisco, CHL, MS, Electrical and Computer Engineering
- Fernandes Tavares, Brenda, MA, Law
- Garabis, Lucia, MS, Social Work
- Garcia Bonilla, Alvaro, ESP, MS, Comparative and Veterinary Medicine
- Garcia, Juan, MA, Philosophy
- Giraldo, Alexander, MS, Social Work
- Gonzalez Espino, Victor, MA, Law
- Gonzalez, Vincent, MD, Medicine
- Horvath, Carrie, MPH, Public Health (MPH)
- Justinianno, Carla, MD, Medicine
- Kallile, David, MD, Medicine
- Karr, Jessica, MA, Art Education
- Kemper, Rebecca, MS, City and Regional Planning
- Kijanko, Joshua, MBA, Executive Master of Business Administration
- Leibholz, Felipe, MBA, Master of Business Administration
- Lopetegui Lazo, Marcelo, CHL, MS, Public Health
- Lopez, Alexis, MS, Human Resource Management
- Lundahl, Shelby, MD, Medicine
- Martinez Dipp, Jesus, DOM, MBA, Master of Business Administration
- McDowell, Gina, MA, Edu: Physical Activity & Education Services
- Mickey, Jasmine, MA, Edu: Educational Policy & Leadership
- Mosch, Rachel, MS, Social Work
- Munoz, Maura, MD, Medicine
- Naiman, Chad, MS, Edu:Teaching & Learning
- Niazi, Kareem, MD, Medicine
- Osmun, Mariam, MA, Law
- Perez Saez, Juan, PAN, MS, Environment and Natural Resources
- Perez, Miriam, MBA, Master of Business Administration
- Pineda, Vanessa, MS, Social Work
- Restituyo Rosario, Jose, MBA, Executive Master of Business Administration
- Rey, Laura, MD, Medicine
- Reyes, Sonia-Maria, MD, Medicine
- Romero, Michael, MS, Master of Accounting
- Rosel, Fabian, MS, Nursing
- Rosso Reyes, Niny, MS, Social Work
- Rubadue, Christopher, MD, Medicine
- Sanchez-Pena, Matilde, MS, Biostatistics
- Santa Cruz Cosp, Juan, PRY, MS, Computer Science and Engineering
- Santiesteban Gutierrez, Ana, MA, Law
- Schafer, Jeffrey, MD, Medicine
- Sierra Cadavid, Andrea, MS, Food Science and Technology
- Snyder, Renee, MA, Edu:Teaching & Learning
- Soto Mejia, Maria, MA, Spanish & Portuguese
- Tang, Valerie, MS, Social Work
- Teran, Elvira, MBA, Master of Business Administration
- Tercilla, Victoria, MS, Master of Education
- Vocal, Patricia, MS, Edu: Teaching & Learning
- Weekley, Taylor, MS, Edu: Physical Activity & Education Services
- Wilson, Ashley, MBA, Master of Business Administration
- Zelaya, Lani, MA, Edu: Physical Activity and Education Services

Doctorate
- Berzal, Javier, ESP, PHD, History of Art
- Bonilla, Ingrid, PHD, Graduate Non-Degree
- Caddell, Ryan, PHARMD, Pharmacy
- Decker, Ashlie, PHARMD, Pharmacy
- DiBenedetto, Lauren, PHARMD, Pharmacy
- Duval, Benjamin, JD, Law
- Ferguson, Kyla, DVM, Biology
- Fernandez, Monica, DVM, Veterinary Medicine
- Garcia, Timothy, PHD, Nuclear Engineering
- Gardner, Brent, DDS, Dentistry
- Ghoddosi, Yasmine, DPT, Physical Therapy
- Gutierrez Orozco, Fabiola, PHD, Food Science and Technology
- Hanono, Abraham, OD, Optometry
- Houseman, Melvis, JD, Law
- Howell, Christopher, JD, Law
- Juarez, Mark, DDS, Dentistry
- King-Smith, Nicholas, OD, Optometry
- Maldonado Vargas, Norman, PHD, Agricultural, Environmental & Developmental Economics
- Martin Vaquero, Paula, ESP, PHD, Comparative and Veterinary Medicine
- Martinez, Jessica, DDS, Dentistry
- McGee, Natalie, JD, Law
- Nieves, Cristina, JD, Public Policy and Management
- O’Dell, Justine, OD, Optometry
- Overmeyer, Jessica, DDS, Dentistry
- Pawlikowski, Melissa, PHD, History
- Placencia, Nikki, PHD, Edu: Physical Activity & Education Services
- Prieto, Kayla, JD, Law
- Ramos, Laurie, DVM, Veterinary Medicine
- Robertson, Scott, DPT, Physical Therapy
- Rojas, Jilma, DVM, Veterinary Medicine
- Salgado Moncada, Jorge David, HND, PHD, Plant Pathology
- Sanchez, Nathalie, DVM, Veterinary Medicine
- Snowden, Joshua, JD, Health Services Management and Policy
- Stevens, Kathleen, DDS, Dentistry
- Storms, Melissa, PHD, Social Work
- Valle, Alana, JD, Law
- Vargas Rodriguez, Oscar, PHD, Chemistry
- Vecchiet, Jonathan, PHARMD, Pharmaceutical Sciences
- Vela, Cory, PHARMD, Pharmaceutical Sciences
- Velez, John, PHD, Communication
- Villa Betancur, Jorge, PHD, Environmental Science
- Woeste, Andre, SPCLEDU, Edu: Physical Activity & Education Services
- Wynter, Matthew, PHD, Business Administration
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