

# ¿Qué Pasa?

OHIO STATE

Volume 24 • Number 2 • Autumn 2016  
[quepasa.osu.edu](http://quepasa.osu.edu)

*Making Space for Latinx  
Scholarship and Community*

Experiences &  
**Realities**



# What We Do

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The Office of Diversity and Inclusion publishes *¿Qué Pasa, Ohio State?* each autumn and spring semester.

*¿Qué Pasa, Ohio State?* is proud to celebrate the achievements of Latinos in a variety of disciplines: art, politics, science, technology, literature, and more. Although not every discipline will be featured in each issue, each thematically organized issue *will* highlight the diversity of fields in which Latinos excel.

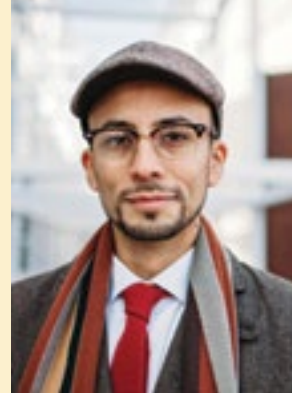
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For questions and inquiries, please contact [quepasa@osu.edu](mailto:quepasa@osu.edu).

**Note:** We use the term "Latinx" to represent all Latino identities.

Photos for each piece are provided by the author or interviewee unless otherwise noted.

For academic articles featured in *¿Qué Pasa, Ohio State?*, you will find foot/end notes and bibliographies at [quepasaohiostate.tumblr.com](http://quepasaohiostate.tumblr.com)



Left: Co-Editor Marie Lerma, Photo credit: Janell Strouse; Right: Co-Editor Luis Fernando Macías, Photo credit: Jenn Johnston

We at the Qué Pasa editorial team have been working diligently and proudly to present to you this issue entitled: **Experiences and Realities**. This issue strives to provide some readers a pinhole view into the vast diversity in experiences and scholarship that make up our Latinx community. For other readers, we hope that you can see some aspects of your reality and experience. In this issue you will find a wide array of authorship, topics, languages, and identities. The articles and topics you see purposefully, and unapologetically, move beyond celebrating multiculturalism and instead, move towards a critical focus on what it means for Latinxs to be creating, cultivating, and affirming our own spaces here at The Ohio State University community and beyond. Because of the time for publication this issue does not reflect the aftermath of the election results but rather it shows the context of that election. This issue was prepared in the months leading up to the 2016 election, so many of the topics and the stories that you will read here speak to the issues that were forefronted in the election. We hope that they will provide a much needed nuance in the aftermath of an election where nuance was discarded. In the subsequent issue we will focus more deeply on the lived realities that were impacted by this presidential decision.

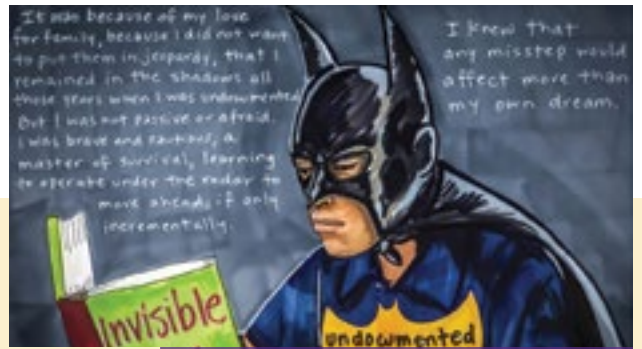
We feel uncertain about the future of our friends, family, coworkers and community members living without documentation status as well as those with DACA status. The fact of the matter is that letters and statements only go so far to defend the most vulnerable populations on The Ohio State University campus. These populations are made up of people who were already neglected to begin with. Where was the support for a healthy and safe campus when the students were targeted by people chanting and chalking "Build the Wall, Deport them All" all over campus? This atmosphere is not new, but has been going on for a while. Qué Pasa cannot and will not reflect merely symbolic positions that amount to nothing. We do not accept the xenophobic, homophobic, transphobic, misogynistic, anti-black, racist, white supremacist, anti-Semitic, and ableist hatred of our communities and others. As editors, **we are taking a stand** and we refuse to contribute to the normalization of hate. This issue is more than a celebration of our cultures and our work, it is an active resistance fueled by realistic and nuanced images and descriptions of what Latinx spaces, places, and scholarship looks like in our communities. As you read this issue, we hope that you think about your own position in the community, and ponder on what actions you can take.

*Luis Fernando Macías and Marie Lerma*

On the Cover:  
From Jennifer Ibarra, used with permission.



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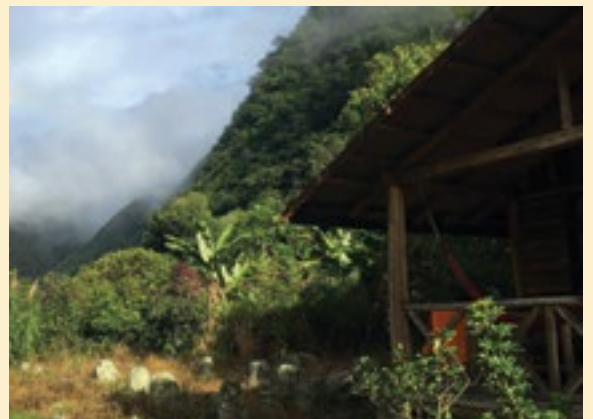


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## OSU Libraries Give

# ¿Qué Pasa?

## A Digital Upgrade

By Victoria Muñoz, PhD Candidate, English


*¿Qué Pasa, Ohio State?* has been documenting and publishing the stories of Latino scholars, faculty and staff in Ohio since 1994. Starting this year, past and future publications of *¿Qué Pasa, Ohio State?* will be made electronically available through the University Libraries' institutional repository, the Knowledge Bank, a service that collects, preserves, and distributes the intellectual output of The Ohio State University. In this article, we explore the story of Area Studies librarian, Pamela Espinosa de los Monteros, her journey to OSU, and her connection to the *¿Qué Pasa, Ohio State?* digitization project.

Currently in her second year, Visiting Assistant Professor Pamela Espinosa de los Monteros serves as Mary P. Key Resident Librarian with the University Libraries. Since 1989, the OSU library resident program has recruited and hired faculty librarians from underrepresented groups to promote diversity in academic librarianship. Currently only 6% of librarians self-identify as Latino. As part of her residency, Pamela has collaborated with the Libraries' Department of Preservation and Reformatting. The goal of this department is reformat and create digital objects that can be preserved and made accessible to the campus and wider audiences.

Digitization efforts of *¿Qué Pasa, Ohio State?* are already underway at Ohio State, with the goal of allowing the university to maintain a chronicle history of its evolution and living record of the University's commitment to fostering diversity

on campus. The digital version of *¿Qué Pasa, Ohio State?* will also be of interest to researchers interested in chronicling the work of Hispanics/Latinos working in the realms of academia, politics, the arts, and community in the Midwest. A key feature of the digitization project will be the ability for collections in the Knowledge bank to be indexed and discoverable via the internet. The digitization project of *¿Qué Pasa, Ohio State?* was made possible by the Department of Preservation and Reformatting, Copyright Resource Center, Area Studies and Department of Digital Content Services.

Next semester Pamela will also be joint teaching the Area Studies Librarians an International Studies course, "Understanding the Global Information Society." The course explores equity in global information resources. As Pamela explains, "here in the U.S., we tend to think that advances in technology have made information access equitable in all parts of the world, but that's not true." Designed by the former Japanese Area Studies librarian, the course will explore how information is developed and shared on a global scale.

With her tenure at OSU just barely in its second year, Pamela has made significant strides to promote the university's attentiveness to diverse populations as well as to address global problems pertaining to access. Clearly, however, she is just getting started. 





# Queerness & Community:

## TAing for Intro to Latino Pop Culture

By Rocío I. Prado, PhD Student, English



I have built my life around my identity as a queer Latina. I work hard to remain visible because most people would rather I kept quiet about the struggles I've faced. I've had people ask me to Americanize my name to make it easier to say and keep my queerness closeted so I won't offend anyone. Instead I looked for the stories of Latinas that resonated loudly with we're here and we're queer/aqui estamos y no nos vamos. I find them tucked in comic books and hidden in films and I celebrate them and their stories in my research. And thanks to my position as a Teaching Assistant I'm also able to put my experience and research into practice in the classroom.

Now that I'm a second year PhD student, my advisor, Dr. Frederick Aldama helps me research queer Latinas by connecting me to resources and providing me with the opportunities to teach, research, and present. He encouraged me to apply to this university after reading my writing sample on the Love and Rockets character Maggie Chascarilla, a queer Latina mechanic. He then went on to allow me to be a Teaching Assistant for his "Introduction to Latino Pop Culture" course where he helps students think critically about the portrayal of Latinos in television, film, comics, and music. I lectured on *Real Women Have Curves* (2002) and helped the class feel comfortable enough to share their own experiences in negotiating body image, sexuality, gender, and family. I felt grateful to be able to empathize with other women as they described the difficulties of being black, fat, or assertive. I've rarely been able to discuss my own identity in a classroom and it felt like a blessing to be able to share it with others.

Dr. Aldama also suggested I lead the week we would be going over *Spit and Passion* by Cristy C. Road. This graphic novel follows preteen Cristy as she navigates her identity as a queer Cuban American all while she the horrors of middle school. I remembered all the

discomfort of being a young and closeted queer Latina and how every single space in which I found myself made it clear to me that I was not welcome. Even better, it doesn't end in the overwrought tragedy that so many queer stories do. I got to know that this Cristy grew up to come out of the closet at 26, maintained her cultural identity, and played in a punk band. Dr. Aldama invited her to Skype with the class and the conversations we had with her were both impactful and inspirational. I really identified with the way that she discussed her queer identity in connection to her cultural one and spoke to young queer and trans Latinos who might have difficulty being out in one or more spaces:

***"And like, the places where you go to find people like you. And I think that it's really hard to find safety in those places and then not find it in your family. And you've got this secret family life and this secret gay life. It is really hard."***

This resonated with me. I know all too well the difficulty of wanting to maintain your cultural identity in a queer space and maintaining a queer identity in a cultural space. And best of all, *Spit and Passion* allows for the queer reader to take their time in coming out of the closet, if they want to come out at all. The message the novel leaves with readers is that despite the hardships of living in a place where you are not allowed to be you, you still deserve love and patience for yourself. It's exactly what every young queer outcast needs to hear.

After the interview ended, my thoughts drifted from being angry at the difficulties queer, trans and gender non-conforming Latinx face both in queer and Latino/a communities while also being grateful for the support we do receive. I remember when the chair of the Chicano/a Studies department at California State University, Fullerton personally let me know that the department was supportive of the LGBTQ community. I remember friends accompanying me to queer Latinx meetings or driving me there when I didn't have a ride. Or when my professors assigned *Borderlands/La Frontera* so that I finally had a day in graduate school when I saw something familiar and encouraging. Because despite the homophobia and racism I experience daily, as Cristy Road puts it: "it's nice to know we have each other in our communities."



# Ohio State Launches Early Arrival Program for Latinx Freshmen

By Rolando Muniz, Freshman, English

In Toledo, OH, not much is extravagant or profound. It is not a city splurging in success or talent. However, there are a few aspects about the city that the citizens know, without a doubt, will always be thriving: the zoo, the Mud Hens, and St. John's Jesuit High School. SJJ (St. John's Jesuit) is known for being the pinnacle of secondary educational success in Toledo, wowing parents and prospective students alike with various academic statistics about its students, the beauty of the elegant campus, the success of its sports and athletes, and the overall familial feel the school provides with its faculty and staff. This, combined with the \$13,000 price tag that comes with attending the school, makes the mere idea of going to SJJ very intimidating to many, especially those of color or those whose family could barely afford new shoes let alone a private school. And for me, someone who fit both of those molds, the transition from a small, quaint middle school to a school like SJJ was terrifying. Being Latino and financially needy in a mostly white, wealthy school was challenging, and it is the exact same challenge I, and many others, face while progressing from high school to Ohio State.

For this reason, I immediately jumped on the opportunity to participate in an early arrival program for Latinos attending Ohio State. From a small pond to a large pond to an extremely larger pond, I knew any way I had to further relations at OSU was critical to both my academic and social success. The Early Arrival Program gave me a head start to both as I made friends and found different resources that could prove critical for me as the school year progresses. From meeting most of the Latino faculty at OSU to learning firsthand about the two Latino fraternities, my horizons at the university truly expanded. As fate would have it, I met Anastasia Martinez '17, a fellow native of Toledo, who worked with my grandmother at a restaurant for a couple years before she went off to OSU. We talked for nearly two hours, and later the next week she asked me to go out with her and

her Alpha Si brothers and sisters. Since then, I have made friends with several of those brothers and sisters, people whom I would not have known or met if it were not for the early arrival program.

**Since then, I have made friends with several of those brothers and sisters, people whom I would not have known or met if it were not for the early arrival program.**

Upon talking to several other early arrival participants, I have concluded that the one thing a lot of us most appreciated about the program was the opportunity it gave us to meet new friends that we would have when the school year started, something that is beyond important to incoming freshmen. Angel Escalara '20 puts it simply, "Without the program, I honestly would have been lost these first couple of weeks. The friends I met because of it gave me the comforting feeling that I was not alone." Tatiana Huertas '20 goes a little deeper in what she drew from the program saying, "...the Latino Early Arrival Program taught me to be proud of my heritage and culture...and every little quirk that comes with being Latina. That staying connected with these aspects at OSU with myself and with my other Latinos here was easier than previously thought."


The Early Arrival Program allowed me to skip the uncomfortable phase of transitioning to college, enabling me to dive into the unknown waters of OSU with the advantage of a heightened confidence and the knowledge of recognizing I am not alone on this journey. 🇵🇷



## Sōl-Con

By Marie Lerma, PhD Student,  
Women's, Gender and Sexuality studies

Sōl-Con 2016 was an amazing and well needed experience on The Ohio State Campus. Black and Latino artists, scholars, and more united in solidarity of each other's creative endeavors at Hale Hall in October. This coming together featured youth workshops on art, comics, and zines. Black and Latino school children in Columbus were able to interact and see role models in the comics and academic community who looked like them. The convention also featured artist and scholar panels (with overlap), where participants discussed the importance of Black and Latino people controlling their narratives and creating more complete, more nuanced, and more accurate depictions of life.

Sōl-Con was a bright sunny day in a snowy winter. Keep an ear out for Sōl-Con 2017, and definitely make sure to stop by. 



*Nuqaq sutiyyqa Bethani, kay universidadpi yachaquq kani. Kunan "Folklor" nisqata, qhishwa simita ima estudiasani. Qhishwata iskay watataña yachakuni, mana ancha sasachu, ichaqa kay simiqa kusichiwanchis yachakunqanchisman jina. Kay semestreqa, "Andean Music Ensemble" nisqatapis yachakusallanitaq. Kay clasepi zampuñaata,*

## Imaynalla kasankichis!

*tarqata, qinata ima waqachinchis, chantapis tucanchis charankuta, guitarrata, bumbuta, tukuy imata. Kay jamuq Octubre killapi, "llank'aqkunaq qhatunpi" nuqa tukuy ima puquchisqaykuta vindisaq. Chaymanri jamunqanku "Andean Music Ensemble" nisqa yachakuqkuna, chaypi paykuna tocanqanku takinganku ima, sumaq jatun raymipi jina. Chayrayku tukuy runa jamunkichis sábado 29 de Octubre, jatun "fiesta" nisqaman.*

*Bethani Turley, Senior, Comparative Studies, Andean and Amazonian Studies minor*

# Quechua

## Daniel Rodriguez Publishes an Anthology

Ohio State undergraduate Daniel B. Rodriguez has a passion for writing. Fueled by a grant from the Ohio State Second-Year Transformational Experience Program (STEP), Daniel directed his

passion towards writing and published his first book. His STEP proposal was approved in spring 2015, and over the next year Daniel planned, wrote and created the book. The Peregrine Muse

is a self-published collection of stories and poetry, offering reflections on life and the array of emotions that it inspires.

### Excerpts:

*"There is a certain sort of intangible beauty in the emptiness of a blank page. In that moment before ink taints the fibers, there exists no order or reason or thought. Only possibility, immaculate and raw. Once a word appears, suddenly the dynamic of everything is intrinsically changed... and writing then becomes like dancing. It turns elegant as it flows from the mind into matter, from an idea into a syllable into a sentence into a page. Every style is different, each writer waltzing to a tune all their own. They compose the meter and conduct the plot, transforming their words into the notes of a lovely song."*

*"Naturally, none of this would be possible without inspiration, as the music would end before it even began. To say that a muse is 'peregrine' is to say that even the most wandering thought has the potential to be beautiful, to inspire a troubled yet luminous art. It is these such ideas that gave birth to the stories and poems contained within these bindings."*

The Peregrine Muse can be purchased online at [blurb.com/b/7278852-the-peregrine-muse](http://blurb.com/b/7278852-the-peregrine-muse)







# Isso Não é Futebol

Daniella Santos Viera, Senior, Finance

My dad promises that he had fun at his first ever Buckeyes Football Game, despite repeatedly saying that it is absurd to call this sport “football” when it is played with hands. My parents and I are all from Brazil, a place we proudly call país do futebol, or home country of soccer. When they agreed to visit on game day, they knew that it would be a different type of futebol than the one they are used to. I knew that they did not have any clue about football rules, but I wanted them to come visit and experience campus on game day. They flew in from Boston, where we have lived since 2005, and stayed two nights with me in my dirty, underwhelming college apartment here in Columbus.

It was a beautiful hot day in September with some scattered thunderstorms in the forecast for the afternoon. In true foreign parent fashion, my mom and dad refused to believe the forecast was correct, since believing it wrong would save us about \$10 worth of rain ponchos. We got out of the house at around 10 am and started walking around campus. We watched the marching band practice by the fields near Morrill tower. My dad loved the Stevie Wonder themed music. My mom, on the other hand, was focused on the band’s uniform. She was certain that in their black suits and hats they would pass out by game time. We were sweating just watching the band. By noon, it was 85 degrees and there was

not a single cloud to be seen. My dad laughed at how wrong the rain forecast was, as though we had outsmarted the elements by not preparing for a storm.

They were very excited for the game; mostly to see the marching band perform the halftime show in all its glory. It was easy to tell that we would beat Tulsa University, but I do not think my parents really cared about the gameplay, not even for a moment. My dad was in awe of how large the American flag in the stadium is. He took a picture of the flag, which is now his profile picture on Facebook. Just the flag, not him. My mom loved the chants of O-H-I-O that went around the stadium. It was an impressive experience. They could not believe how such a massive stadium could be so coordinated in their cheering.

Distracted by the grandeur of Ohio Stadium, we had not noticed the dark gray clouds that had appeared over us. All of a sudden, everyone around us had their red ponchos out. Precisely at halftime, it started down pouring. The wind was so intense that many poncho wrappers were doing swirlies in the wind over the field. It seemed the weather had outsmarted us. I thought for sure we would get soaked and my parents’ first game experience would be ruined, but I was wrong. My dad led us out of our seats and back into the covered concourse. He had promised earlier in the day that we would not need overpriced ponchos to stay dry and he was determined to fulfill his promise. We walked around the concourse and he found our saving grace. Between sections 1 and 2 of B deck, there was a little set of steps, with perfect view of the field



and protected from the rain. We claimed it and sat there. Not a single usher or security person told us to move.

Despite the rain delay, my parents were good sports and insisted we stay in the stadium and their patience paid off. The buckeyes beat the Golden Hurricanes 48-3 in the rain, with thousands of faithful fans still in the soaking wet stands, and thousands more of us smarter fans sitting in rain protected areas. The Best Damn Band in The Land performed their show at the end of the game. My dad sent many pictures of the stadium and videos of the band to his WhatsApp friends, bragging about the Buckeyes to his friends with children in smaller New England universities. But when we were leaving the stadium he insisted, “Bem legal, mas isso não é futebol.” 🇧🇷



## MAKING OSU HOME THROUGH THE ANDES

By Diego Arellano, Freshman, Arts Management Major and Michelle Wibbelsman, Assistant Professor, Spanish

### History of the collection:

The collection of Andean and Amazonian cultural artifacts was acquired by the Center for Latin American Studies (CLAS) in Autumn of 2015 through a series of donations and purchases supported by Title VI Federal Funds. The collection, which is housed in the Department of Spanish and Portuguese (Hagerty 255), supports a growing curriculum and innovative programming on the Andes and Amazonia connected to the Quechua Language Program and the Andean and Amazonian Studies Minor at OSU. It is part of a developing "Integrated Learning Environment" that features activity-based and experiential pedagogies compatible with non-Western traditions and engages prevailing forms of indigenous knowledge, power, resistance, and self-determination.

### Description of the collection:

The collection includes artifacts from the Andes and Amazonia including "Slice of Life" Tigua Paintings, unique Canelos Quichua Ceramics, etched story gourds, woven tapestries and shigras (net bags), musical instruments, festival masks and ritual items, hunting implements, chil-

dren's toys, food ways implements. These items are paired with related literature, music and film CDs and DVDs. Artifacts purchased from Sacha Runa Foundation and donated by Norman Whitten, Curator of the Spurlock Museum, have similar pieces on exhibit at the Spurlock Museum at the University of Illinois in Urbana-Champaign.

The collection centers on the ways indigenous communities maintain storytelling, cultural production and oral traditions, passing down wisdom and meaning-making from one generation to the next not through conventional written texts, but rather by way of practice, experience, and applied knowledge of the processes behind beautifully made things.

The collection goes in hand with several interactive features including SoundCloud recordings and digital story maps that can be accessed through QR codes. These QR codes enable our audience to engage directly with the artifacts and immerse themselves in the culture. SoundCloud recordings feature the OSU Andean Music Ensemble and riddles, poems and stories by Professor Luis Morató of the Quechua Language Program that capture the rhythm, tone, and manner

*This instrument called the "quijada de burro (donkey jawbone)" is used in Afro-Peruvian music. Photo by Abhijit Varde.*





An example of a typical painting on goat skin canvas from Chimborazo, Ecuador. This style is often referred to "slice-of-life" because of the simultaneity of activity depicted. Painting by César Ugsha.

the language is spoken. The digital story map gives viewers an opportunity to see where exactly and how some of the artifacts were made. The use of these interactive features opens a whole new world for the audience and contributes to our goal of creating an "Integrated Learning Environment."

**Goals for the collection:**

During his second year as student curator of the exhibit, Diego will work with Prof. Wibbelsman to make the collection more accessible for classroom use. This AU 2016 semester Diego and Prof. Wibbelsman will team up for two

invited workshops on material culture and Andean cultural expression for classes in the Department of Spanish and Portuguese. We will also continue to work closely with University Libraries and ASC Tech for online resources.

In October, 2016, the collection was an integral part of panel discussions for the Indigenous Languages and Cultures of Latin America Symposium <https://clas.osu.edu/ilcla>

In the future we hope to bring Latin American artisans to the OSU campus to demonstrate the processes behind the material culture production featured in the collection.

Left: This story gourd presents us with a circular narrative structure with no beginning, middle, or end. Due to its tactile nature, it invites a sensorial reading. It also captures a miniturization of the cosmos. Right: A festival mask. Photos by Abhijit Varde.




## Far from home but right at home:

### **Ecuadorian student experiences the Andes at OSU**

By Diego Arellano, Freshman, Arts Management Major  
and Michelle Wibbelsman, Assistant Professor, Spanish


Diego Arellano an undergraduate Arts Management Major, began working with Dr. Michelle Wibbelsman an Assistant Professor in the Department of Spanish and Portuguese, on the collection in SP 2016. During his first year on campus Diego was in search of different opportunities that could help him excel in his college career. After meeting Prof. Wibbelsman during a meeting with the Consulate of Ecuador from Chicago, she informed him of the collection. He was eager to join the project and he became an integral part of the development and care of the artifacts and exhibits. As a first year student at OSU, he became the student curator for the collection. The collection brought together Diego's interest in Arts Management, his experience with archives from back home in New York City, and his Ecuadorian heritage. In Spring of 2016 he was awarded the OSU Scarlet and Gay Alumni Association's Harold A. McIntosh Scholarship for GLBT Students, partially in recognition of his research with the collection.

Diego has undertaken cataloging the artifacts, gathering ethnographic information for exhibit labels and captions, and developing interactive features such as digital story maps and digital storytelling for the collection. He has been instrumental in developing collaborations with OSU librarians and the OSU Digital Storytelling Program. He has worked with various professors and students who contributed to the collection with recorded stories in Spanish, English and Quechua. He has also helped to create a connection between the Department of Spanish and Portuguese, the Center for Latin American Studies, and The Lawrence and Isabel Barnett Center for Integrated Arts and Enterprise. He participated in producing the Center for Languages Literatures and Cultures Global Gallery exhibit "The Hidden Life of Things: Andean and Amazonian Cultural Artifacts and the Stories They Tell" featured in the lobby of Hagerty Hall, September through October, 2016. Diego's knowledge of the collection, responsibility as curator and professional poise at such a young stage in his academic career continues to impress his peers and his professors. His dedication has given visibility to our exceptional Hispanic students on campus and to OSU's commitment to undergraduate research. 



## CENTERFOLD ARTIST **Mario Acevedo Torero**



Mario learned to paint and draw from his father, Guillermo Acevedo, who was himself an accomplished artist living and working in Lima, Peru. In 1960, Mario and his family immigrated to the United States in search of art, freedom, and opportunity. In 1970, Mario became a founding member of the Centro Cultural de la Raza and of Chicano Park, which are organizations where art is utilized as powerful tool of cultural expression as well as social and civil revolution. It was through this involvement that Mario found his calling as an "Artist". Known to many as El Maestro, Mario believes in teaching about art and how art can create community. Mario spends his time teaching student of all ages how to paint and what great gifts painting can bring. He gives college students tours of Chicano Park and has hosted exchange students from Bowling Green State University. Mario is involved in the preservation and advancement of the Centro Cultural de la Raza and the Chicano Park Museum in San Diego, CA. 

*Torero's mural is on pages 14-15.*





# I wish I could go back and tell undergraduate me:

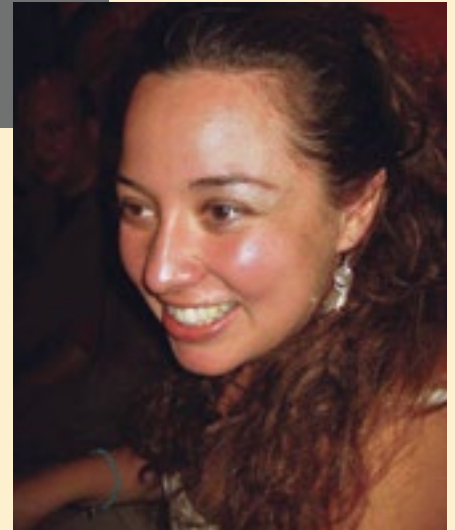
You deserve to be at OSU, you aren't here simply because you are Latina. You don't have scholarships simply because you are Latina, and even if this were true that would be awesome because this institution has a big debt to pay to Latinx students. You are here because you are smart, because you are well rounded, because you have so much to offer that none of these other students can.

**Language is yours.** Your Spanish isn't inferior; it is a variant. Your Spanish, whatever the fluency, has fought to exist under conditions of erasure. Your schools don't encourage bilingualism, they strip you of it, they strip you of your heritage language. Society has deemed non-Latinxs speaking Spanish as brilliant, yet you have been forced to grow-up in conditions where a bilingual child is seen as "high risk." We have been encouraged not to hold on to our Spanish but then we are asked why we

don't speak it better. The fact you have held onto any Spanish is resistance.

**Be louder.** You have more power as a student at this University than you realize. Administration is not a reflection of you, or the student body or the population of Ohio, remind administration of this.

**Love yourself** by surrounding yourself with those who understand the ethos of the struggle. Love yourself and take a Latinx studies course and question who is teaching you, and who is teaching your history. Love yourself by eating better and exercising more. The RPAC may seem scary but you'll come to realize it is yours more than anyone else's. Love yourself and don't say 'yes' to too many organizations. This university will continue on without you, but you need to make sure you get through the university successfully.



**You belong here;** occupy as much space as you can.

Love your graduate school-you because *who'd a thunk we'd get this far?!* 🇺🇸

*Elena Costello is a former MSP scholar and current PhD student*

This summer I had the great opportunity to experience Ohio State's Thompson Library and the Billy Ireland Cartoon Library and Museum on the other side of the glass. Instead of just studying in the space or picking up books and DVDs for class, I was able to dive under the surface and see what made our library a research library. I worked with Pamela Espinosa de los Monteros, the Latin American subject librarian in partnership with the Billy Ireland Cartoon Library and Museum. My main goal was to update the Latino section of the Multicultural Resource for the BICLM ([cartoons.osu.edu/multicultural-resources](http://cartoons.osu.edu/multicultural-resources)). I spent many hours looking through the large acquisitions of materials the BICLM had gotten since 2012 in order to find known Latin@/ Latin American creators and researching for those who were not already on the list. Going through acquisition lists revealed to me how library works. Some of the items were purchased, others were gifted from donors. When searching through various comic issues, comic books, and graphic novels, I noticed several items were published in Argentina. As I looked at the individual entries and library records for these books, I noticed that a large number of these graphic novels were a gift of Claire Denton-Spalding. She received a Fulbright fellowship to study

the graphic novel publishing industry in Argentina. At the end of her fellowship, she must have donated the dozens of books and comics she collected. Other Latin American countries did not have the same number of items collected, which revealed to me the nature of what is archived and what is not. Countries with more numerous publishing houses can produce more books or comics or graphic novels which might someday reach readers outside of their borders. However, I discovered through my research that people, especially women, in places like Chile are producing comics, stories, and other drawings through self-publishing of zines. Zine culture, whether in Chile or the United States, is more ephemeral and can be harder to get a hold of since they are limited production runs. My work with Pamela and the library also showed me how important the library is to outreach. I had the opportunity of helping to curate a small Latino comic book exhibit at Festival Latino this August. I was able to think what posters, original art, and comic book covers would appeal to the Latino community in Central Ohio. My experience this summer was just a little taste of everything that goes on in the OSU library system. So, the next time you walk into the Thompson Library, just remember it's more than a place to print papers or check books out. 🇺🇸

## Library WORLD

Marie Lerma, PhD Student, Women's, Gender and Sexuality studies

# The First Afro-Latinos in Mesoamerican Codices

By Miguel A. Valerio, PhD Candidate, Spanish

Africans came to the Americas with the first Europeans, both as slaves and as free persons. These free blacks were usually personal servants known as *negros de acompañamiento*. These *negros de acompañamiento* normally served Spanish fortune seekers. As such, they helped advance Spanish colonization by fighting on their side against indigenous people. Post-conquest Mesoamerican codices, or indigenous books that recount the so-called Spanish “conquest” of present-day Mexico and Central America, depict these “black conquistadors,” as scholars have called them, serving their Spanish masters and fighting indigenous people. One unique codex depicts the execution of an African rebel in post-conquest Mexico City. These codices, therefore, constitute an invaluable record of Africans’ role in the early years of Spanish colonization.

Juan Cortés, Hernán Cortés’ *negro de acompañamiento*, is the most recurring figure in these codices. He is featured twice in the *Codex Durán* (fig. 1), and once in the *Codex Azcatitlan* (figs. 2 and 3).

In the first instance, Juan Cortés is depicted following behind Hernán Cortés holding what some scholars have identified as an African spear. In the other two instances he is holding Hernán Cortés’ horse as well as his own African spear at Montezuma’s surrender. In all these three instances, therefore, the African spear is featured as an identifying marker for Juan Cortés, suggesting an active role in the “conquest” of Tenochtitlan, ancient Mexico’s capital city. An unidentified African is featured in a similar manner in the *Lienzo de Quauhquechollan*, which retells the “conquest” of present-day Guatemala (figs. 4 and 5).



Fig. 2. Juan Cortés, *Codex Azcatitlan*, 16th or 17th century, folios 24 verso and 15 recto. © Bibliothèque Nationale de France, Paris, France.



Fig. 1. Juan Cortés, *Codex Durán*, circa 1579, folio 27 recto, detail. © Biblioteca Nacional de España, Madrid, Spain.

These codices depict Africans as active participants of Spanish colonization. They suggest that indigenous people perceived them as part of the invading force. We can perceive both loathing and admiration in these depictions; loathing for the enemy, admiration for the warrior. However, as some scholars have pointed out, we cannot forget that these codices were mediated by Spaniards who were interested in “conquering” indigenous culture and minds. Part of that ideological conquest was having indigenous people retell the story of the Spanish territorial “conquest,” normally from the Spanish perspective, which is what we see in these codices. We must ask, therefore, to what extent do these codices and their depiction of Africans represent the indigenous worldview? Are these depictions at the service of advancing another Spanish agenda; that of fostering animosity between Africans and indigenous people, in order to undue the bond they forged as colonial subjects? The final known depiction of Africans in a Mesoamerican codex may answer that question affirmatively (figs. 6 and 7).

This is how the *Codex Telleriano-Remensis* depicted how the leader of a supposed slave rebellion plot in Mexico City in 1537 was executed. Figure 7 shows how Spanish intervened in these codices. According to the only existing account of the plot, the indigenous population also conspired with the



Fig. 3. Juan Cortés, *Codex Azcatitlan*, 16th or 17th century, folio 24 verso, detail. © Bibliothèque Nationale de France, Paris, France.



Fig. 4. Lienzo de Quauhquechollan, 16th century, detail. © Casa de Alfeñique, Puebla, Mexico.



Fig. 5. African Warrior, Quauhquechollan Cloth, 16th century, detail. © Casa de Alfeñique, Puebla, Mexico.



Fig. 6. Execution of African Rebel, Codex Telleriano-Remensis, circa 1565, folio 45 recto, detail. © Bibliothèque Nationale de France.

black rebels who “elected a [black] king and planned to kill all the Spaniards and take over the land.” This report and the image from the codex concurs more with the colonial anti-black rhetoric found in colonial records than with the alliances the records show indigenous people and people of African-descent forged in colonial Latin America. So, we must read these codices with caution. If they show loathing and admiration, where is each emotion coming from, and in what degree of intensity.

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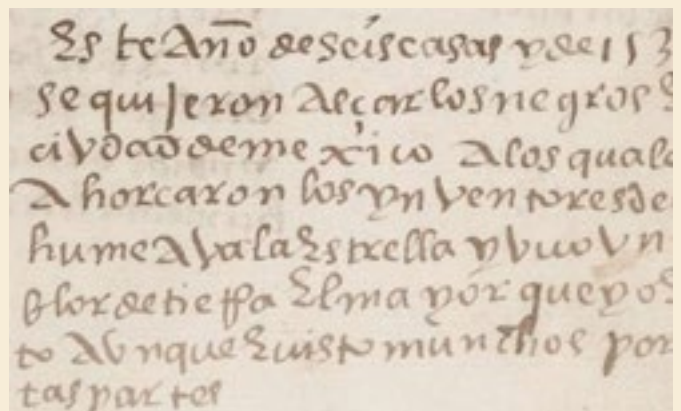


Fig. 7. Summary of the Year 1537, Codex Telleriano-Remensis, circa 1565, folio 45 recto, detail. © Bibliothèque Nationale de France.

The CITY/VARRIO TOLEDO



"AmorPaz y Justicia" by Mario Torero. Mural located in Toledo, Ohio [fuerzamundo.org](http://fuerzamundo.org)





# La Maestra Amalia Pica:

## National (Re)Education Interventions

By Mabi Ponce de León, PhD Student, OSU History of Art Department


Amalia Pica, a young conceptual Argentine artist, works with new media installations, public interventions, and performance. Having attended and taught in Argentine elementary schools, Pica has been on both ends of education. She first considered the hegemony of national civic education when she was teaching. Pica often takes on “the persona of a teacher” to explore this institutional construction of memory. In her didactic role, Pica probes national myths and subverts patriarchal gendered roles. Her public interventions often involve historical monuments. Through her performative social art mediations, Pica sees herself as a storyteller interacting with a listening audience.

Pica’s conceptual approach enables her to intervene directly within public spaces.” Using existing monuments and found colors, Pica’s work centers on social ideas that these formal elements support. Having attended school during the dictatorship, Pica questions how children acquire historical knowledge. She uses her gendered position and educator’s costume in an attempt to (re)instruct the body politic, in a way, channeling historical Argentine feminist educators like Juana Manso. Inverting the gendered discourse that men used to control women, Manso hid in the public eye subverting gendered messages to reach and (re)educate women. Leading women like Manso also helped build the national school system. Transmitters of the official history and its mythic heroic male leaders, Argentine women still make up the majority of primary school teachers today guiding guardapolvo-wearing children into a docile body politic that promotes a mythical collective memory. Like Manso and other historical activist women, Pica uses the established gendered role of the female teacher to break national myths. Through her educator trope, Pica also subverts patriarchal gendered roles.

Her interest in the (re)appropriation of national history reveals itself in works like *Hora Cátedra* (Class Period). In this performance, Pica shined yellow light on an eighteenth-century structure, the historic Casa de Tucumán, located in Tucumán’s capital. During the filming of the forty-minute *Hora Cátedra*, Pica appears in front of the historical building wearing a white guardapolvo of the primary teacher. Pica’s *Hora Cátedra* reveals a false historical memory to make viewers aware of internalized historical alterations. Primary history books have reproduced this white colonial building, site of the 1816 signing of the Argentine independence, as a yellow house.

Millions of Argentine children grew up looking at yellow representations of the Casa de Tucumán. Not only did textbooks contain yellow images of the house but so did popular children’s magazines like *Anteojito*. Young Argentines grew up building *Anteojito*’s historical maquettes and painting yellow images of this house for school projects. As a result of this wrong coloration—and because of the remote location of this monument—many children studying Argentina’s independence picture a yellow house. Although misremembering the color of an historical structure may seem unimportant, it exemplifies the many ways that the Argentine government has manipulated history in the process of nation building and later under military regimes.

Amalia Pica’s color interventions of national monuments make people aware of historical distortions and the government’s control of education and history.

Through Pica’s educational interventions, viewers may reconsider their memories and their knowledge of the national past. *Hora Cátedra* exemplifies Pica’s concern with government manipulation of the body politic. Hegemonic yellow versions of the Casa de Tucumán exemplify government-sponsored alterations of the national. Historical misrepresentations and educational prohibitions to gatherings of groups and to the use of didactic concepts became the norm during the dictatorship years. Pica’s interventions, however, aim to subvert hegemonic control over the body politic through (re)education. Looking at *Hora Cátedra*, viewers wonder how else the government has used education to manipulate the population and guide the national imaginary. (Check out Mabi’s footnotes and bibliography and links to the artist at: [quepasaohiostate.tumblr.com](https://quepasaohiostate.tumblr.com) )




Durante mi pasantía en El Hospital Asdrúbal de la Torre en Cotacachi, hice una breve investigación sobre la alimentación en esa comunidad. Quería hacer un proyecto relacionado con la desnutrición y la salud, entonces decidí crear una encuesta para investigar las diferentes percepciones sobre la alimentación y la lactancia materna entre los médicos y los pacientes en el hospital y la comunidad. Parece que siempre hay polémica sobre este asunto—aún en los Estados Unidos—tal vez porque la nutrición es un asunto muy personal ya que es una parte esencial de la vida. En mis experiencias la gente parece expresar la idea de que come más saludable de lo que hace en realidad (aún yo he sido culpable de esto). Sin embargo, las percepciones de lo que consideramos sano e insalubre es importante para comprender nuestras acciones, incluso nuestros hábitos alimentarios. Por eso, yo investigué las percepciones de la buena y mala alimentación allí en Cotacachi puesto que este cantón tiene una de las tasas más altas de desnutrición en el país. La región tiene el 65% de desnutrición crónica, pero cuando se enfoca hacia los niños indígenas menores de 10 años esta tasa alcanza el 78%. Las percepciones de nutrición y el comportamiento consecuente de diferentes grupos no solo pueden afectar la salud de cada persona en el nivel individuo sino también pueden influir en el tratamiento de enfermedades y desnutrición por parte de los médicos.

Durante mi encuesta les pregunté a 10 pacientes en la sala de espera en El Hospital Asdrúbal de la Torre sobre lo que ellos perciben es la buena y mala alimentación, cómo piensan que la nutrición se relaciona

con la salud, si creen que el bajo peso o sobrepeso indica que una persona es sana o no, y si creen que la lactancia materna es importante. Fue muy interesante escuchar sus respuestas porque algunas de ellas se esperaban pero otras fueron diferentes de lo que yo había anticipado. Por ejemplo, muchas personas dijeron que la buena alimentación es comer granos, legumbres, verduras, pollo, y carne; pero por otro lado, dijeron que la mala alimentación es comer alimentos que se compran en las tiendas. Es decir, la comida no natural de la tierra. Esto tiene sentido puesto que muchos de ellos viven en las comunidades indígenas y cultivan su propia comida. Otra respuesta que se repetía era que la buena alimentación significa comer tres veces al día a la hora apropiada. El tiempo parece como un tema recurrente de acuerdo a los pacientes y algunos médicos. En la encuesta para los médicos, les hice

algunas preguntas similares sobre las percepciones de la buena y mala alimentación, pero también si creen que la desnutrición es un problema grande en Cotacachi y si creen que sus pacientes siguen sus consejos de nutrición. Las respuestas mostraron que los médicos realmente creen que la desnutrición es un problema pero es difícil para un paciente seguir los consejos por si mismo; tiene que tener controles de seguimiento para asegurar que están haciendo lo que deben. Esto puede ser influenciado por varios factores. Las personas de las comunidades tienen percepciones de lo que es la buena alimentación, pero a veces debido a factores socioeconómicos, ambientales y políticos fuera de su control no se puede alcanzar la buena salud. Entonces el apoyo a nivel familiar y comunitario, así como la asistencia de los médicos e instituciones políticas, son necesarios para asegurar una mejor nutrición. Para que el gobierno alcance sus promesas teóricas en la Constitución de 2008, tiene que mejorar el acceso y distribución igual de los alimentos nutritivos a toda la población.

Para leer más sobre esta investigación, por favor visite [susimartinezblog.wordpress.com](http://susimartinezblog.wordpress.com) o escriba a [martinez.435@osu.edu](mailto:martinez.435@osu.edu). 

## Una Investigación sobre la *Alimentación*

By Susi Martinez, Senior, International Studies, Spanish & Public Health minors




The U.S. has a history of Central American refugee resettlement. Statistics have shown that between 1980 and 1991, nearly 1 million Central Americans fleeing from violence and political repression entered the U.S. looking for asylum (Gzesh 2006). However, the treatment of asylum seekers once they cross the border remains questionable. Many Central Americans fleeing from violence in their home countries find themselves immediately incarcerated when they enter on foot the United States. Contradictory to the commonly shared narrative in the U.S. of family being an institution, these families looking for refuge are instantly separated once they

## *The treatment of asylum seekers once they cross the border remains questionable.*

difficulties in accessing the bathroom area, people only finding room to sleep standing up or only on the bathroom floor area. Aside from the lack of space and the extreme temperatures, the lights are kept on all night, which make it impossible to sleep or even rest.

After their detention in the hielera, which varies from hours to weeks. Husbands and older children go to one detention center while mothers and younger children go to a different one, although mothers have also been reportedly separated from their children. During this separation, they lose contact with each other sometimes for weeks. Women and children are typically held in the detention center until they pass their “credible fear interview” (CFI) with an asylum officer. In their CFI the women have to narrate, via telephone language interpreter, their traumatic experiences and the reasons why they fear to return to their country. This

presents many issues such as being forced to relay traumatic experiences over the phone to a complete stranger. The good news is that if the asylum officer finds that there is a credible fear of persecution or torture the asylum seekers get access to a full hearing on their asylum claim. The bad news is that if the asylum officer does not find a credible fear of persecution, the asylum seeker will most likely be placed in detention proceedings and deported to the same place they are fleeing.

If you want to find out ways to become more informed or even assist asylum seekers, the CARA Family Detention Pro Bono Project helps primarily asylum seeking women once they arrive in the immigration detention center where they are held until they pass their CFI. CARA is always looking for volunteers to help with a variety of initiatives, They can be contacted contact at directly, or via their webpage <http://www.aila.org/dilleyprobonoproject>. 

## Asylum-Seeking Families AT THE U.S. BORDER

By Sara Rodríguez-Argüelles, PhD Candidate, Women’s,  
Gender and Sexuality Studies

enter our country. Once the Border Patrol apprehends them they separate the families. In addition to being separated, immigration guards routinely call asylum-seekers and other detainees epithets such as “parasites,” “dogs,” or “whores” (Burnett 2014), tell them that “You don’t have rights here” (Human Rights Watch 2014); or “You come to steal from our country” (Burnett 2014). So much for helping families fleeing from violence!

Once separated, they are placed in temporary holding cells known as hieleras [freezer/icebox]. There are no showers in hieleras and they are not allowed to leave their particular cell. The consequences of the holding cell’s frigid temperatures are stark. Children’s hands turn numb and their lips chapped and bleed. Officers refuse to distribute blankets or extra clothes, regardless if the detainees are still wearing wet clothes from crossing the Rio Grande river (Cantor 2015). The cells are overcrowded, which leads to issues such as

# Moritz Law Students Aid Migrant Farmworkers

By Andria Ebert Dorset, Regional Director of Development at Advocates for Basic Legal Equality, Inc. (ABLE)

Students at the Moritz College of Law who are members of the Pro Bono Resource Group (<http://moritzlaw.osu.edu/students/groups/pbrg/>), recently won a victory for migrant farmworkers across Ohio. Working in support of Advocates for Basic Legal Equality, Inc. (ABLE), a nonprofit civil legal aid firm that works to improve the lives of migrant farmworkers across Ohio, the law students provided much of the ground-laying research that won new regulations requiring running water and other improvements in housing units at migrant labor camps.

The new rules take effect on January 1, 2017, and will require owners to provide running water (within a five-year window), smoke detectors, and bedframes in the housing units they provide to migrant workers and their family members.

Currently, the allowed conditions in migrant camps are appalling. There is no requirement for running water in housing units and shared latrines do not have partitions between them, leaving no privacy for workers. Some common health and safety standards are also not currently required, such as smoke detectors in each housing unit, or regular cleaning of non-flush toilets. While there is still a long way to go, the new provisions come as a relief to the thousands of migrant farmworkers living in more than 100 agricultural camps across Ohio.

“Improving housing standards for migrant farmworkers living in agricultural camps is important,” says Eugenio Mollo, Jr., Managing Attorney of the Agricultural Worker and Immigrant Rights Practice Group at ABLE. Mollo was also a member of the Ohio Department of Health Agricultural Labor Camp Rule Review Committee.

“Ensuring safe and decent housing for farmworkers helps to ensure a steady flow of workers, which is key to maintaining the viability of agriculture as Ohio’s top industry,” says Mollo.

Currently, neighboring states such as Michigan and Pennsylvania have similar regulations already in place, and many farmworkers are choosing to work in those states rather than coming to Ohio. When surveying these farmworkers, many reported that better housing conditions and better pay drew them elsewhere. These improved regulations and housing conditions will benefit the overall agricultural industry and boost Ohio’s competitiveness, with the goal of drawing workers back to the state.

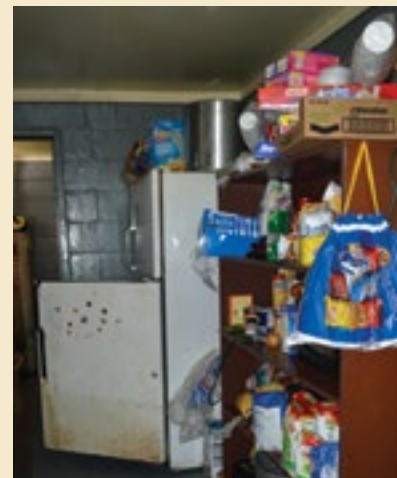
According to Mollo, “This is a great victory for the support of Ohio’s agricultural industry, as well as for the health of the general population.” Agricultural workers are employed



seasonally to support the nation’s food supply through planting, tending, and harvesting Ohio crops. Two of Ohio’s largest agricultural products—tomatoes and cucumbers—are hand-picked by farmworkers. Without the regulations, agricultural workers and their families are at risk of injury or disease, and of the possibility of transmitting disease to the general public through handling, harvesting, or processing the crops. The Centers for Disease Control and Prevention are clear that hand washing is one of the easiest and most effective ways to reduce illness and prevent disease transmission. Providing farmworkers with a hand-washing sink with running water will go a long way toward promoting good hygiene and reducing the risk of illness.

“It is also our obligation to ensure food safety for the public,” adds Mollo “Improving housing conditions advances our commitment to the safety of agricultural workers and their families. Nobody eats unless farmworkers work.”

*ABLE is a non-profit law firm that provides free legal help in civil legal aid matters to eligible individuals and groups that do not have access to the legal system and cannot afford a private attorney.*



## Undocumentedness in Graphic Spaces:

By Danielle Orozco, PhD Student, English

**Danielle Orozco:**

**Your graphic novel *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life* is a memoir with both text (autobiography) and image (drawings, cartoons, artwork, and comics); can you describe your creative decisions and influences?**

**Dr. Alberto Ledesma:**

In terms of the graphic format, I was influenced by Marvel certainly, influenced by DC, influenced by Los Brothers Hernandez...also influenced by Mexican fotonovelas and soap operas because melodrama is a big genre in Mexico. So I used all of that in order to tell stories that were using humor in order to convey complicated messages...I'm a big believer in showing, not telling... I want to capture interesting moments that show interesting dynamics.

**DO:** In chapter 2 of *Diary*, you write about your artistic process. When are your favorite times to write or draw? What inspires you, day-in and day-out?

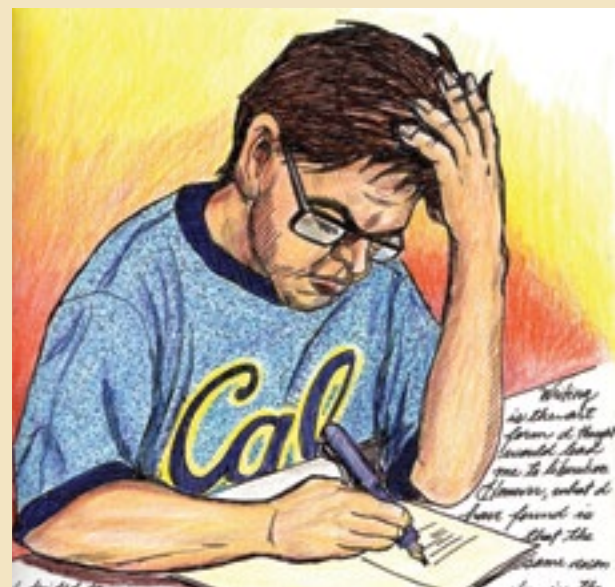
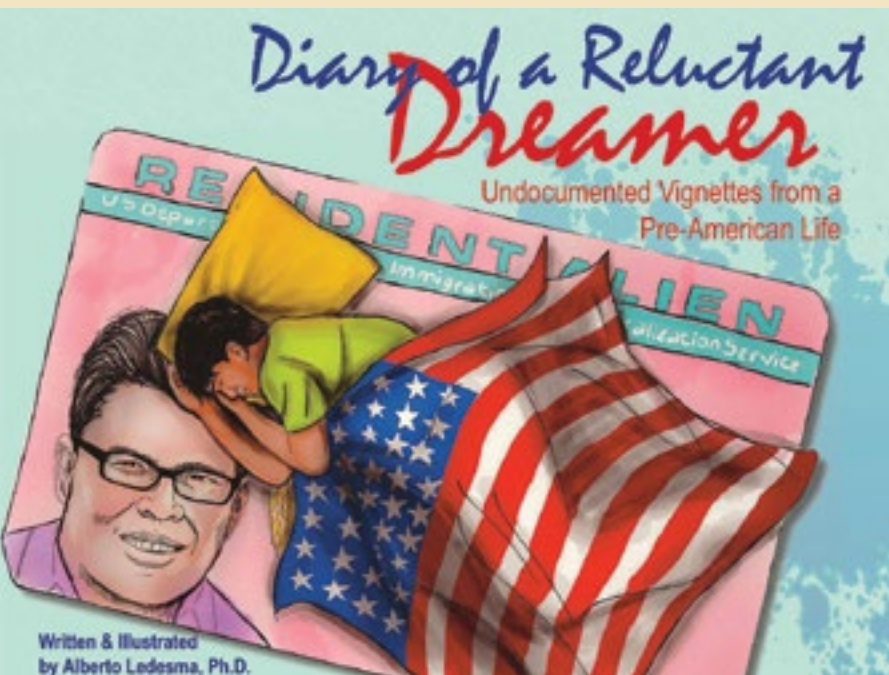
**Dr. L:** Every lunch at Berkeley, I walk on Telegraph Avenue, I go to a restaurant—taqueria or sandwich shop—and I eat really, really fast. And then for like forty minutes after that, I open up my notebook and I look around to see what's interesting. I'm like, 'Oh, right there!' and I just start sketching it and as I'm drawing it, I'm imagining the story and then I write the story. And sometimes, you know, these sketches bomb...and other times, I draw the sketch and I don't think much of it but I put it up on Facebook, and then next thing you know—wow, 80 likes! That must have touched a nerve.

**DO:** In chapter 4, you have an image entitled "A Hierarchy of Undocumented Students." Can you explain this image?

**Dr. L:** The image meant to convey that there is diversity within the community. I think, to me, it's one of the things that when you essentialize a population, you flatten all of them as the same...You don't even think about gender differences or anything like that. But for me, that image, what it was about primarily was even in policies that are meant to be advocating for undocumented immigrants, that you don't account for the diversity and that there are levels of undocumentedness.

**DO:** In your work, you feature your personal testimony and your family's experiences of being undocumented. What does family mean to you, and how does it inform your art and writing?

**Dr. L:** Because of the nature of the undocumented experience... the primary survival unit is the





# An Interview with Dr. Alberto Ledesma

family. You develop something like cabin fever because you never go out. You're always just dealing with each other but you end up, like, hating each other and at the same time passionately loving each other and supporting each other. So for me, family was that...for me, family is a place of love, hate, of narratives, of all kinds of stories, all kinds of tensions.

**DO:** **Silence and cuidado appear a lot in *Diary of a Reluctant Dreamer*. Can you speak more about this silence or cuidado—and how it has supported or challenged you?**

**Dr. L:** A lot of what I work on, a lot of what my writing and drawings do, it's kind of a transgression really because it was my father who wanted us to remain silent. It was protection, you know? If you don't talk about being undocumented,


then you don't put the family in danger...We wanted to please our dad and we realized that we had to have physical safety. But then there is also emotional and psychological safety. In order to have emotional and psychological safety, you actually have to name things...so I became very talented with language.

**DO:** **In *Diary*, you briefly mention your transition from college professor to writer. What lead you to this decision and what have you learned from this change?**

**Dr. L:** You know, I never really felt at home as a professor. I think that's typical of first-generation academics. Nobody gives you a book on how to be professor. You have to learn it along the way and I loved what I did, and I loved being in the classroom...but my model was Berkeley faculty and what I saw was that you had to write and you had to publish. I believed in that whole-heartedly but...I realized that the undocumented experience, except for me, was only an intellectual question. That was it...I realized 'I don't want to be the repre-

sentative of all undocumented immigrants.' What I want to do is to be able to bring many voices and not just have one narrative that is focused on...I realized that I had to take a break.

**DO:** **How does being the comics form ultimately provide a framework for representing the undocumented experience?**

**Dr. L:** What I'm trying to argue in my work is that the very epistemology of being undocumented provides an education because it gives you a point of view that few people have access to and if you have a healthy relationship to that perspective and you don't sublimate it, you don't silence it inside of you and you actually let it teach you—like Cantinflas on the stage—then you can actually develop revolutionary paradigms. You can actually understand the world in a brand new and powerful way...what I'm trying to suggest is that even among what you would consider as the "low-skilled" surplus labor in our society, you have intellectual capacity. You have the ability to theorize the world and formulate a very sophisticated analysis of how the world operates. Just like Cantinflas, humor and drama destabilize power. 



## Why Ohio and the USA Stand to Gain from IMMIGRATION REFORM

By Elvis Saldias, Ohio State Alumnus



Life is tough for the undocumented immigrant. I immigrated to the United States at the age of nine on an airplane that landed in Miami, then took another one to Toledo. Others are not so lucky. Others are currently hiding in bushes, wandering the desert, and swimming across the Rio Grande risking their lives for an American Dream they solidly believe in. Millions of others are currently living in the States, working in the fields, building structures, making our food at restaurants, etc. I can speak to having held every one of these jobs at some point in my life; living in the United States as an undocumented immigrant and thus able to recognize the dire need for immigration reform.

Illegal immigration is understandably an issue for a sovereign nation, but is it fair to put as much blame on these immigrants as so many politicians do? No. It is no secret that throughout history immigrants have been scapegoated for political gain. In America, one of the first immigrant groups disproportionately blamed were: the Irish, then Italians, followed by Poles, the Japanese during the Second World War, and now it is Latinos. Rather than demonizing a group of people, it is much more beneficial to address how they stand to affect the country they reside in.

In the US, immigrants make up a substantial portion of our population. In 2015, the U.S. immigrant population hit a record-high of 42.1 million, which represents 13.3 % of the total U.S. population. It is clear that immigrants


have and are continuing to greatly influence our nation at all levels. Here in Ohio, foreign-born immigrants make up nearly 4.1 percent of the state's total population. This percentage has grown from 2.4 % in 1990 to 3.0 % in 2000, to a high of 477,337, a number larger than the total population of Cleveland.

There is no better time to fight to reform in America's immigration system than now. Recently, the U.S. Supreme Court split 4-4 on a decision to unblock the expansion of Deferred Action for Childhood Arrivals (DACA) and the creation of Deferred Action for Parents of Americans (DAPA). Both DACA and DAPA are designed to give undocumented children and parents deferred action from deportation, a work permit, and temporary legal status. This is much needed legislation and it should be broadened to provide a path to citizenship to those who can positively contribute to American society. In my eyes, our immigration system has been running on a set of values and ideals that fall far too short from fair and reflective of modern needs. As a result, both foreign-born immigrants and citizens across the nation have faced the consequences of this broken system.

As the immigrant population continues to grow, it is also becoming more evident that immigrants play an integral role in improving Ohio's economy by bringing in revenue and creating jobs. In 2010, immigrant entrepreneurs accounted for 5.7 % of the total business income of the state, earning

a net income of \$1.3 billion for Ohio. Because immigrants are significant players in Ohio's economy, it is imperative that we tackle comprehensive immigration reform in order to ensure economic competitiveness. Additionally, if Ohio were to expand the high-skilled visa program, an estimated 12,000 new jobs would be created by 2020. Furthermore, by 2024, Gross State Product would increase by \$4.8 billion and personal income would increase by \$4.6 billion.

Keeping in mind how immigration reform would bolster Ohio's economy, we should consider the impact it can have on a national scale. Reforming our broken system is beneficial for the economy, but it is also a moral necessity. 11.5 million undocumented immigrants are currently living in the United States. Among this population are teachers, dishwashers, engineers, migrant workers, entrepreneurs, and even fellow Buckeyes like myself. It is crucial that our immigration system protects these individuals and their families—whose members are often made up of citizens and non-citizens. Each and every person, regardless of where they come from, deserves a pragmatic chance to contribute to our society and economy. Deporting undocumented individuals not only destroys families and communities but also hurts our economy and society as a whole.

It is vital that we all come together on this issue, and encourage our state leaders and lawmakers to push Congress to take action and pass commonsense immigration reform in 2017. It is imperative that we fix our broken system and pass bipartisan legislation that strengthens our nation's economy and provides a pathway to citizenship for undocumented residents. There is no better to make this happen than now. 





# ¡Dímelo, Columbus!

DOCUMENTING DIVERSITY  
WITHIN A COMMUNITY

By L. Wiggins, PhD, Associate Producer,  
WOSU Columbus Neighborhoods

Ohio's Latino population is fast increasing (a fact that may sound rather unsurprising as it mimics a nationwide trend)—with Franklin County in particular experiencing the most significant growth during the past decade. While the Census Bureau documents this expanding community using the blanket term “Hispanic,” the word itself accounts for a myriad of identities such as Chicano, Colombian, Cuban, Mexican, Mexican American, and Puerto Rican.

Merely recognizing this population as emergent does not account for the true diversity these individuals bring to their new homes. This growth is not happening in a vacuum; existing communities, families, and job opportunities all play into the expansion of a population. Additionally, numbers are unable to account for the way these unique individuals are investing in their surrounding communities, engaging in policy making, pursuing education, organizing cultural events, and promoting activism. Latino involvement in Columbus changes the community, yet this fact often goes unnoticed. In many ways, the Latino population is rendered invisible.

This project seeks to use a public-history multimedia approach to bring attention to the Latino community of Columbus, Ohio and Franklin County. It will take the form of short documentary segments to air as part of NPR/PBS affiliate WOSU Public Media's Columbus Neighborhoods series. Additionally, this will have its own webpage, ¡Dímelo, Columbus! <https://u.osu.edu/dimelocolumbus/>. The site will feature a different Latina/o/x living in Columbus each week for a year, including images, text, and audio from their conversations regarding work, identity, and living in the city.

Through a multi-pronged approach, this project will put Latina/o/xs experiences and identities in conversation with the city's history and present trajectory. The primary focus is on using wide-reaching platforms to ensure broad distribution of these stories. 📺

*If you'd like to share your story of being Latina/o/x in Columbus, Ohio, or know someone who might for this project contact Leticia Wiggins at [leticia.wiggins@gmail.com](mailto:leticia.wiggins@gmail.com).*

## A LASER Summer

By Alexis Reyes, LASER Scholar,  
Southwestern Career Academy



*Photo by Luis Macías*

This year's summer was much different compared to all the other summers I've had. This time I wanted to take more opportunities during my summer so that way I can continue preparing for college. One program I went to was at the Art Academy of Cincinnati. It was a 3-week art program that took place in a real life college life in order to experience in the world of art. It was a very challenging time because it was an entirely different environment and level compared to regular high school. I had to work on different subjects like painting, illustration, and screen printing which challenged my creativity to take an idea and put it to actual print. It was still a great time and I gained a lot of knowledge and confidence in not just my art, but in myself. When I was making art, I always kept doubting my abilities and also kept thinking that others won't like what I create. Thanks to my teachers and friends, I learned that I shouldn't make art just to satisfy someone but to create something I really enjoyed, whether it looks good or not. After that, in August I participated in a 1-week program at OSU called Humanities and Cognitive Science institute. I wanted to come to a second summer program because I wanted to meet new people and see how much I've grown since going to Cincinnati. I remember how there were some students who were quiet so when we were in groups or when we were eating, I was very social and tried to let them to feel comfortable enough to speak with others. After the program ended, I continued working on scholarships, on my art and continued practicing what I've learned from my high school. I honestly wouldn't have taken these opportunities had it not been the help of Dr. Aldama, Elena, and the people of LASER who helped me understand more about college, make a plan to get into college, and most of all have the chance to gain more knowledge from school and from life in general. 📺

# United Way: **Voices of Latino Boys**

By Yolanda Zepeda, Office of Diversity and Inclusion



Mike Reyes, junior at Westland High School, and Jorge Rangel, sophomore at South-Western Career Academy, addressed the Columbus Metropolitan Club Wednesday Forum, “Champions of Children Report: Voices of Latino Boys,” on Wednesday, June 29, 2016. They talked about their aspirations and the central role that education plays in their lives. They were motivated to participate in the study because they want to change way people view Latinos, help the community better understand their experiences.

This report focuses on the challenges Latino boys face and provides an opportunity to examine the intersection of ethnicity and gender and how they continue to influence opportunities to succeed. Delilah Lopez, director of the Champion of Children for the United Way of Central Ohio, moderated the panel which included Reyes and Rangel Ramona Reyes.

“My dream is to be the first in my family to graduate from college so that I can set a good example for my sisters,” Jorge Rangel declared. “I want to have a positive influence and change the opportunities available for them.” Jorge aspires to a career in radiology or oncology. He views language and culture skills as part of the expertise that doctors need to

successfully treat Latinos. Noting that Latinos are often scared to see a doctor because of communication barriers, Jorge says with more diversity among doctors, Latinos will feel more comfortable seeking help and doctors can better treat them.

In addition to working hard to prepare for college, Jorge also spends time playing music in the school orchestra and in his church. His uncle, who played for a banda, introduced Jorge to music. His talents span the guitar, violin and viola.

“You can help by speaking up. I’m proud of you.” Those were the words Mike Reyes heard from his father who praised the Westland High School junior for speaking before the Columbus Metropolitan Club Forum. Mike is motivated to continue to advocate for educational opportunities for Latinos, and his parents eagerly support him.

He excels in science and acknowledges the encouragement he has enjoyed from his school teachers. Mike’s academic success is complemented by accomplishments in sports—soccer, wrestling and track. An avid photographer, Mike is now learning video, focusing on visual effects and cinematography. He dreams of making movies one day. 🎬



# ¿Qué Pasa, Ohio State?

## PHOTO ESSAY

By Ms. Jennifer Ibarra, St. Francis DeSales High School  
LASER Scholar, Class of 2017



Remembering who you are and where you come from is what shapes the person you are now. Many people in the Latino community can relate to this because we grew up with the similar teachings. One value I learned is to keep Mexican traditions alive such as Las Posadas, La Día de los Muertos, Las Presentaciones, and quinceaneras.

One special tradition my community keeps alive every year is the December celebration of Our Lady of Guadalupe, or La Guadalupana, at St. Thomas the Apostle Parish in East Columbus. Since my church is majority Latino, it is easy for all of us to contribute to help organize the celebration. To help raise money for the celebration, there are authentic Mexican food sales after mass for three months' worth of Sundays leading up to the event. The money collected is used to pay for a police escort for our pilgrimage to mass, and to pay the rental fee of a common room where the feast will be held. Another big part of the celebration are the dancers. All dance an Aztec type dance to honor Our Virgin Mary. Each and every dancer volunteers their time to participate. The final touch to complete this celebration, besides images of Our Lady, are the people in the community. Close to two hundred people come to walk the pilgrimage, sing, and pray to the Virgin Mary. Once we reach mass, there is a reenactment of Juan Diego's first vision, and more dances, then when mass ends we go to the common room together and feast on authentic food, which is free to everyone that comes.

It is amazing how in the beginning only a few people participated, then over the years the word got out and now there are almost 200 people, Latino and even non-Latino, who come together to keep this tradition going. You should never hide your roots, and traditions like these help you to embrace who you are and be proud of your heritage. 🇲🇽

# Spring 2016 Graduates

## Undergraduate

- **Robert Duling**, AAS, Turfgrass Mgmt Technology
- **Jaclyn Krymowski**, AS, Livestock Sc
- **Daniel Alarcon**, BA, Communication
- **Rose Aldea**, BA, Spanish
- **Tess Anderson**, BA, Spanish
- **Dana Barnes**, BA, Korean
- **Carrissa Barron**, BA, Korean
- **Megan Benn**, BA, Criminology & Sociology
- **Anna Braam**, BA, Speech & Hearing Sc; Ling.
- **Jorge Bucki Lopez**, BA, Economics; Political Sc
- **Sara Byrd**, BA, History
- **Sebastian Calderon**, BA, Chinese; Intl Studies
- **Jose Carrillo**, BA, Public Affairs
- **Andori Cuellar**, BA, Film Studies; Women's Gender & Sexuality Studies Stds
- **Alexandra Davidson**, BA, Psychology; Biology
- **Jose Diaz**, BA, Psychology
- **Annie Durnell**, BA, English
- **Alexandria Esposito**, BA, Psychology
- **Giuseppe Fricano**, BA, English
- **Diana Gandiello**, BA, Communication
- **Raymond Gans**, BA, Political Sc; Public Affairs
- **Allison Gatto**, BA, Speech and Hearing Sc
- **Dylan Goll**, BA, Political Sc
- **Nicholas Gonzales**, BA, Criminology
- **Charles Gonzalez**, BA, Economics
- **Danielle Gruenbaum**, BA, Intl Studies
- **Dimitri Harris**, BA, Psychology
- **Tatiana Hernandez**, BA, Spanish
- **Everardo Hernandez**, BA, Agribusiness and Applied Economics
- **Rachel Hernandez**, BA, Political Sc
- **Carla Ibarra Lavat**, BA, Communication
- **Jaimi Jutras**, BA, Communication
- **Jonathan Lopez**, BA, Spanish
- **Jennifer Lopez**, BA, Communication; History
- **Carlos Lugo**, BA, Intl Studies
- **Danielle Lyons**, BA, Criminology
- **Paul McHugh**, BA, Political Sc
- **Lucina Meyer**, BA, Political Sc
- **Micheal Mikus**, BA, Sociology
- **Ashley Narvaez**, BA, Communication
- **Joel Neely**, BA, Sociology
- **Erica Newell**, BA, Communication
- **Sarah Nino**, BA, English
- **Nicholas Noble**, BA, Communication
- **Gabriel Nunez**, BA, Psychology; Anthropology
- **Elena Perez**, BA, Economics
- **Brandon Perez**, BA, Social Scs Air Transportation
- **Boris Perez De la Rosa**, BA, Economics
- **Sahara Petit-De**, BA, Criminology
- **James Portela**, BA, Film Studies
- **Alonso Razo**, BA, Psychology
- **Rebecca Resnick**, BA, Sociology
- **Andrea Reynoso**, BA, Psychology
- **Phillip Rhodes**, BA, Spanish
- **Oscar Rodriguez**, BA, Criminology
- **Dallas Rodriguez**, BA, Economics; Naval Sc
- **Olivia Rojas**, BA, Anthropology; Economics
- **Jessy Rojas Gutierrez**, BA, Biology
- **Edgardo Roman**, BA, Communication
- **Luis Santana**, BA, Communication
- **Caroline Silva**, BA, Sociology
- **Madeleine Smith**, BA, Anthropology; Communication
- **Amanda Tenorio**, BA, Communication
- **Jennifer Thomas**, BA, Sociology
- **Cole Tomashot**, BA, Film Studies
- **Savannah Weatherington**, BFA, Dance; BA Psychology
- **Miguel Acero**, BS, Industrial Design
- **Rosario Alarcon**, BS, Biochemistry
- **Mohammad Alfaour**, BS, Construction Systems Mgmt
- **Hussein Alkhatib**, BS, Chemical Eng
- **Andres Almeraya**, BS, Athletic Training
- **Samantha Alonso**, BS, Intl Business Admin
- **Ashley Alvarez**, BS, Food Business Mgmt
- **Pedro Amaya**, BS, Biology
- **John Paul Anders**, BS, Kinesiology
- **Joseph Barton**, BS, Biochemistry
- **Robert Battista**, BS, Chemical Eng
- **Robert Beach**, BS, Marketing
- **Michael Belcher**, BS, Logistics Mgmt
- **Miguel Benedict**, BS, Welding Eng
- **Eric Blaha**, BS, Logistics Mgmt
- **Maya Boyd**, BS, NeuroSc
- **Elon Brown**, BS, Geography
- **Nathan Brown**, BS, Human Dev. & Family Sc
- **Eizayah Bull**, BS, Public Health
- **Carlos Burke Garcia**, BS, Molecular Genetics
- **Kristina Busser**, BS, Biology; Nursing
- **Dariel Bustos Chaves**, BS, Interior Design
- **Alison Butler**, BS, NeuroSc
- **Brittney Butler**, BS, Chemical Eng
- **Jessica Caceres**, BS, Environmental Sc
- **Adriana Calderin**, BS, Food, Ag and Bio Eng
- **Gerardo Capo**, BS, Biology
- **Alex Cardenas**, BS, Nursing
- **Alexandra Ceh**, BS, Marketing
- **Christian Cervantes**, BS, Geographic Info Sc
- **Veronica Chalfin**, BS, AgriSc Educ
- **Andrew Clinton**, BS, Civil Eng
- **Andrew Clinton**, BS, Comp Sc and Eng
- **Jose Colina**, BS, Biochemistry
- **Mackenzie Conkling**, BS, Educ—Sport Industry
- **Liam Corrigan-Carias**, BS, Health Info Mgmt and Systems
- **Mayra Crotty**, BS, Psychology
- **Carlos Cruzado**, BS, Finance
- **Sylvia Curtis**, BS, Special Educ
- **Sebastian Dangond**, BS, Finance
- **L Davis**, BS, Educ—Sport Industry
- **Jacob Davis**, BS, Logistics Mgmt; Operations Mgmt
- **Dylan De Anna**, BS, Chemical Eng
- **Amanda Dias**, BS, City and Regional Planning
- **Dominic DiCamillo**, BS, Operations Mgmt
- **Zachary Diehl**, BS, Biology; Evolution and Ecology
- **Chad Dillon**, BS, Elec and Comp Eng
- **Sky Dominguez**, BS, Neuro Sc
- **Reanna Dona**, BS, Microbiology
- **Jonathan Duran**, BS, Chemical Eng
- **Troy Elizondo**, BS, Finance
- **Alan Esparza Gutierrez**, BS, Biology
- **Maria Espinosa**, BS, NeuroSc
- **Nicole Esquivel**, BS, Actuarial Sc
- **Keriann Fanelli**, BS, Exercise Sc Educ; Physical Therapy
- **Glenda Feliciano**, BS, Nursing
- **Lauren Ferguson**, BS, Finance
- **Juliana Figueroa**, BS, Psychology

- **Myrasia Flowers**, BS, Educ—Sport Industry
- **Carol Fragoso**, BS, Finance
- **Michael Frost**, BS, Nursing
- **Rachelle Gaddis**, BS, Marketing
- **Beatriz Garcia**, BS, Logistics Mgmt
- **Corina Garcia**, BS, Human Development and Family Sc
- **Alison Gil**, BS, Nursing
- **Jonathan Gonzalez**, BS, Microbiology
- **William Gregory**, BS, Biology
- **Madison Guter**, BS, Psychology
- **Mario Gutierrez**, BS, Earth Scs
- **Lizeth Gutierrez**, BS, Architecture
- **Odette Gutierrez del Arroyo Perez**, BS, NeuroSc
- **Alexandra Harter**, BS, Operations Mgmt
- **Julia Hernandez**, BS, Educ—Sport Industry
- **Derek Hesse**, BS, Biomedical Eng
- **Yasmine Hirbawi**, BS, Biology
- **Danyelle Hoschar**, BS, Educ—Sport Industry
- **Virginia Jimenez**, BS, Pharmacy
- **Israel Jimenez**, BS, Elec and Comp Eng
- **Rebecca Koppenol**, BS, Respiratory Therapy
- **Andy Landaverde**, BS, Marketing; BA Spanish
- **Jessica Lewandowski**, BS, Pharmacy
- **Zachary Lillich**, BS, Marketing
- **Jose Lopez**, BS, Pharmacy
- **Ariela Lopez**, BS, Pharmaceutical Scs; Pharmacy
- **Madeline Lowery**, BS, Marketing
- **Ashley Lukins**, BS, Pharmacy
- **William Madley**, BS, Comp Sc and Eng
- **Victor Magdaleno**, BS, Mechanical Eng
- **Alejandra Maiz**, BS, Molecular Genetics
- **David Maldonado**, BS, Accounting; Associate of Arts
- **Javier Maldonado Zuniga**, BS, Finance
- **David Margolis**, BS, Comp Sc and Eng
- **Karma Masri**, BS, Finance
- **Krissy Mather**, BS, Public Health
- **Nyasha Mazhangara**, BS, Health Scs Program
- **Brittany McArthur**, BS, Public Health
- **Sebastian Mejia**, BS, Evolution & Ecology
- **Marina Melendez**, BS, Fashion and Retail Studies
- **Emiliano Melgar-Bermudez**, BS, Biochemistry
- **Johnny Mercado**, BS, Comp & Info Sc; NeuroSc
- **Carly Miller**, BS, Logistics Mgmt
- **Alexander Moen**, BS, Comp Sc and Eng
- **Joshua Molina**, BS, Accounting
- **Sebastian Montenegro**, BS, Marketing
- **Kristy Montoya**, BS, Microbiology
- **Cristian Morales**, BS, Elec and Comp Eng
- **Daniel Moussa**, BS, Biomedical Sc
- **Eva Muschkin**, BS, Psychology
- **Lisa Navarro**, BS, Logistics Mgmt
- **Maria Nixon**, BS, Special Educ
- **Jonathan Nye**, BS, Educ—Sport Industry
- **Vanesa Ochoa**, BS, NeuroSc; BA Philosophy
- **Amanda Odeh**, BS, Psychology
- **Orlando Ortigoza**, BS, Aviation
- **Jose Padilla Lazos**, BS, Finance
- **Stephanie Parodi**, BS, Biology
- **Jennifer Patritti Cram**, BS, NeuroSc
- **Zachary Penny**, BS, Industrial and Systems Eng
- **Annalisa Perez**, BS, Social Work
- **Jasmine Peters**, BS, Chemical Eng
- **Jennifer Philippon**, BS, Pharmacy
- **Olivia Pina**, BS, Civil Eng
- **Jorge Pineiro**, BS, Animal Scs
- **Emeric Quade**, BS, Biochemistry
- **Kareem Rasul**, BS, Biomedical Eng
- **Dominique Raymond**, BS, Landscape Architecture
- **Gabrielle Rayo**, BS, Social Work
- **Edward Reilly**, BS, Elec and Comp Eng
- **Lauren Reynolds**, BS, Biology
- **Michael Ricke**, BS, Industrial and Sys Eng
- **Stefan Rivera-Clack**, BS, Exercise Sc Educ
- **Roberto Rivera-Colindres**, BS, Food, Ag & Bio Eng; Mathematics
- **Tessa Rodgers**, BS, Radiologic Scs & Therapy
- **Lucas Rodriguez**, BS, Comp Sci & Eng; Chemical Eng
- **Phillip Rodriguez**, BS, Finance
- **Miranda Rodriguez**, BS, Human Nutrition
- **Amber Rosado**, BS, Nursing
- **Matthew Rose**, BS, Construction Systems Mgmt
- **Chantal Rozario**, BS, Human Nutrition
- **Aladin Saleh**, BS, Civil Eng
- **Veronica Sanchez Layrisse**, BS, Biology
- **Skye Sanko**, BS, Educ—Early Childhood Educ
- **Marco Schaefer**, BS, Human Resources
- **Richard Schroeder**, BS, Environmental Eng
- **Benjamin Shippley**, BS, Biology
- **Kerwin Sierra-Reyes**, BS, Aeronautical and Astronautical Eng; Aviation
- **Maria Silva Carias**, BS, Hospitality Mgmt
- **Maria Smith**, BS, Environmental Eng
- **Michael Smith**, BS, Economics; Mathematics
- **Gregory Smith**, BS, Logistics Mgmt
- **Dustin Snow**, BS, Biology
- **Kirsten Stark**, BS, Operations Mgmt
- **Bethanie Statler**, BS, Biology
- **Mark Stone**, BS, Construction Systems Mgmt
- **Caroline Suarez**, BS, Nursing
- **Matthew Swisher**, BS, Comp Sc and Eng
- **Ana Teixeira**, BS, Nursing
- **Kayla Tyson-Cardona**, BS, Social Work
- **Michael Valles**, BS, Early and Middle Childhood Studies
- **Ryan Van Soelen**, BS, Eng Physics
- **Andrew Vargas**, BS, Pharmaceutical Scs
- **Marisa Vazquez**, BS, Geographic Info Scs
- **Olivia Vega**, BS, Human Development and Family Sc
- **Mariah Verdin**, BS, Microbiology
- **Christopher Villalta-Karaoui**, BS, Finance
- **Trey Washburn**, BS, Business Mgmt
- **David Weinbrecht**, BS, Civil Eng
- **Angela Zabala**, BS, Biochemistry
- **Evelyn Zehr**, BS, Nursing; Public Health
- **Michael Zoller**, BS, Comp Sc and Eng

# Spring 2016 Graduates

## Masters Degree

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- **Santiago Jaramillo Martinez**, LLM, Law
- **Fabian Losoya Sanchez**, LLM, Law
- **Michele Uruena Montero**, LLM, Law
- **Rebecca Bostock-Holtzman**, MA, Slavic and East European Lang & Culture
- **Ana Carolina dos Santos Marques**, MA, Portuguese
- **Clara Carolyne Fachini Zanirato**, MA, Portuguese
- **Alba Marce Garcia**, MA, Spanish & Portuguese
- **Christopher May**, MA, Public Policy and Mgmt
- **Oihane Muxika-Loitzate**, MA, Spanish & Portuguese
- **Paul Rehn**, MA, Educal Studies
- **Pamela Soto Ramirez**, MA, Educal Studies
- **Madeline Stockwell**, MA, Spanish & Portuguese
- **Romeu de Jesus Vieira Foz**, MA, Portuguese
- **Juan David Agudelo Marulanda**, MBA, Business Admin
- **Carlos Garcia**, MBA, Business Admin
- **Alejandra Holch**, MBA, Business Admin
- **Josiane Lewis**, MBA, Working Professionals
- **Santiago Lopera Lopera**, MBA, Business Admin
- **Jose Luis Lopez Vazquez Flores**, MBA, Business Admin
- **Coralia Nunez Velasquez**, MBA, Business Admin
- **Rebeca Patton**, MBA, Working Professionals
- **Zachary Petrak**, MBA, Business Admin
- **Eric Rivera**, MBA, Executive
- **Camila Sena Da Silva**, MBA, Business Admin
- **Matthew Wade**, MBA, Working Professionals
- **Quilan Arnold**, MFA, Dance
- **Adrian Waggoner**, MFA, Art
- **Brandon Whited**, MFA, Dance
- **Laura Aldaco**, MS, Human Resource Mgmt
- **Ricardo Alvarez Merel**, MS, Materials Sc and Eng
- **Andrew Amaya**, MS, Chemical Eng
- **Brittani Basobas**, MS, Health Rehab Sci
- **Taylor Boyer**, MS, Human Resource Mgmt
- **Brennan Brumfield**, MS, Human Resource Mgmt
- **Carlos Alberto Cardenas Elizondo**, MS, Welding Eng
- **Nickolas Castillo**, MS, Architecture
- **Ana Ceballos Giraldo**, MS, Educ: Teaching & Learning
- **Francisco Chaparro**, MS, Materials Sc and Eng
- **Jennifer Cotto**, MS, Kinesiology
- **Christian Feliciano-Camacho**, MS, Atmospheric Scs
- **Odilia Garcia**, MS, Health Services Mgmt and Policy
- **Manuel Granados**, MS, Elec and Comp Eng
- **Kelly Keller**, MS, Nursing
- **Francisco Kollmann**, MS, Specialized Master in Business—Finance
- **Christopher Kvale**, MS, Health Services Mgmt and Policy
- **Magaly Linares de McCahon**, MS, Public Health
- **Lauren Lopez**, MS, Ag, Environmental and Development Economics; Public Policy and Mgmt
- **Thomas Lopez**, MS, Welding Eng
- **Peter Madril**, MS, Allied Med
- **Jonathan Morales**, MS, Materials Sc and Eng
- **Lauren Ohl**, MS, Nursing
- **Benjamin Pacheco Robles**, MS, Architecture
- **Juan Pineiro**, MS, Comp and Vet Med
- **Valeria Proano Cadena**, MS, Mechanical Eng
- **Nina Quinones**, MS, Social Work
- **Jessica Ramirez**, MS, Social Work
- **Ryan Reyes**, MS, Biomedical Eng
- **Angela Richards**, MS, Nursing
- **Nina Rosalez**, MS, Social Work
- **Andrei Salem Goncalves**, MS, Business Admin; Economics
- **Giacomo Savardi**, MS, Mechanical Eng
- **Alenna Smith**, MS, Nursing
- **Joslyn Tijerina**, MS, Public Health
- **Ernesto Vallejo**, MS, Aeronautical and Astronautical Eng
- **Steven Villanueva**, MS, Astronomy
- **Rachel Woodfint**, MS, Animal Scs
- **Lani Zelaya**, MS, Educal Studies

## Doctorate

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- **Enrique Melgoza**, DDS, Dentistry
- **Jeremy Capetillo**, DDS, Dentistry
- **Kaila Dunn**, DDS, Dentistry
- **Omer Sanabria-Cardenas**, DDS, Dentistry
- **Alexandra Sarria**, DVM, Vet Med
- **Chelsea Weber**, DVM, Vet Med
- **Derek Howell**, DVM, Vet Med
- **Jason Couto**, DVM, Vet Med
- **Joanna Beltran**, DVM, Vet Med
- **Samantha Kochie**, DVM, Vet Med
- **Alex Avdakov**, JD, Law
- **Anthony Irigoyen**, JD, Law
- **Christopher Schwarz**, JD, Law, MS Kinesiology
- **Claudia Aranda**, JD, Law
- **Esperanza Alcazar**, JD, Law
- **Everardo Hernandez**, JD, Law; BA Economics
- **Jeremy Rzepka**, JD, Law
- **Joseph Jeziorowski**, JD, Law
- **Joseph Overstreet**, JD, Law
- **Juan Carlos Gonzalez**, JD, Law
- **Kelli Amador**, JD, Law
- **Melanie Lennon**, JD, Law
- **Natalie Salazar**, JD, Law; MBA Business Admin
- **Patricia Cortez**, JD, Law Political Sc
- **Shailey Wetmore**, JD, Law; BA History
- **Alisha Moreno**, MD, Med
- **Andrew Ortega**, MD, Med
- **Fernando Santos**, MD, Med
- **Greggory Martinez**, MD, Med
- **Jennifer Prete**, MD, Med
- **Joanna Timmer**, MD, Med
- **Jon Montemayor**, MD, Medicine
- **Juan Santiago-Torres**, MD, Med
- **Kevin Hachey**, MD, Med
- **Laura Sooy**, MD, Med
- **Marri Horvat**, MD, Med
- **Nicole White**, MD, Med
- **Paul Paetow**, MD, Med
- **Tamara Bendahan**, MD, Med
- **Gil Guedes**, OD, Optometry
- **Aaron Victor**, PHD, Biomedical Scs
- **Diego Zaccai**, PHD, Comp Sc and Eng
- **Emily Newell**, PHD, Kinesiology
- **Gisell Jeter-Bennett**, PHD, History
- **Jose Cervantes**, PHD, Mathematics
- **Karla Moreno Torres**, PHD, Comparative and Vet Med
- **Martin Kong**, PHD, Comp Sc and Eng
- **Naomi Adaniya**, PHD, Public Health

# Summer 2016 Graduates

## Undergraduate

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- **Gonzalo Adiazola-Mendoza**, BS, International Business Administration
- **Javier Angel**, BA, Linguistics
- **Alejandra Arnott**, BS, Agricultural Communication
- **Anner Arroyo**, BS, Biology
- **Esthela Artiga**, BA, Biochemistry
- **Pamela Bailes Lazala**, BS, Biology
- **Alivia Ball**, BA, Psychology; Speech and Hearing Science
- **Darlene Berrios Ramos**, BS, Exercise Science Education
- **Anisa Brown**, BA, Criminology
- **Christopher Brown**, BA, Communication
- **Michelle Chan**, BA, Art Management
- **Nora De Arco**, BS, Human Development and Family Science
- **Nataly Deniz-Jimenez**, BA, Psychology
- **Hannah Douglas**, BA, Criminology
- **Daniela Escamilla**, BA, Criminology; Sociology
- **Giuseppe Fricano**, BA, English; Associate of Arts
- **Daniel Furbee**, BA, Communication
- **Michael Ganske**, BS, Economics—Business
- **Caleb Garcia**, BA, Criminology
- **David Higuera**, BA, Criminology
- **Cerena Ibara-Cech**, BA, English
- **Erwin Letellier**, BS, Human Nutrition
- **Cindy Lopez**, BM, Music Performance
- **Eduardo Lozano**, BA, Theatre
- **Calvin Lugo**, BA, Biology; BS Business Administration
- **Katrina Lugo**, BA, Psychology
- **Kayla Martinez**, BA, History
- **Marquela McClellan**, BA, Political Science
- **Daniel Pinto**, BS, Evolution & Ecology
- **Diana Recendez**, BS, Economics—Business
- **Charnelle Richardson**, BA, Communication
- **Jessica Rosas Torres**, BA, Spanish
- **Sierra Sanchez**, BA, Sociology
- **Lucas Sencio**, BS, Marketing
- **Teya Siva**, BS, Biology
- **Kristina Smith**, BA, Communication
- **Maria Swick**, BA, Journalism
- **Epifanio Torres**, BA, Criminology
- **Andrea Vazquez**, BA, Psychology
- **Leticia Vazquez-Villa**, BA, Criminology; Criminology and Criminal Justice Studies
- **Liliana Vela**, BA, Women's, Gender, and Sexuality Studies

## Masters Degree

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- **Carlos Almeida**, MS, Mechanical Engineering
- **Astrid Arca**, MBA, Executive
- **Kristie Blake**, MS, Nursing
- **Kelly Capatosto**, MA, Public Policy and Management
- **Matheus De Nardo**, MS, Environment and Natural Resources
- **Gloria Feliciano**, MBA, Working Professionals
- **Andres Fabricio Fischdick Acuna**, MS, Welding Engineering
- **Arcia Fusi**, MBA, Working Professionals
- **Jennifer Godman**, MS, Comparative and Veterinary Medicine
- **Eduan Martinez-Soto**, MS, Mathematical Sciences
- **Shaun Mitchell**, MBA, Executive
- **Jose Monroy**, MA, Communication
- **Amanda Montoya**, MA, Psychology; MS Statistics
- **Juan Morales**, MS, Anatomy
- **Renata Mundim Ribeiro**, MS, Horticulture and Crop Science
- **Mario Negrete Garcia**, MA, Economics
- **Evan O'Brien**, MS, Welding Engineering
- **Molly Olguin**, MA, English
- **Avelina Padin**, MA, Psychology
- **Rodrigo Perez Silva**, MS, Agricultural, Environmental and Development Economics
- **Vinnie Ribeiro Leite Silva**, MS, Chemical Engineering
- **Sara Rodriguez-Arguelles Riva**, MA, Women's, Gender, and Sexuality Studies
- **Maria Rodriguez-Santos**, MS, Nursing
- **Rebekah Sanchez-Hodge**, MS, Public Health
- **Eva Vasquez Orejarena**, MS, Food Science and Technology

## Doctorate

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- **Stephanie Aubry**, PHD, Spanish & Portuguese
- **Rudolf Bond**, MD, Medicine
- **Veronica Dunham**, PHD, Chemistry
- **Miguel Garcia**, PHD, Spanish & Portuguese
- **Monica Garcia Blizzard**, PHD, Spanish & Portuguese
- **Kevin Gardner**, PHD, Mechanical Engineering
- **Luis Giraldo Trujillo**, PHD, Electrical and Computer Engineering
- **David Gonzalez**, PHD, Aeronautical and Astronautical Engineering
- **Victor Iturra Rivera**, PHD, Agricultural, Environmental and Development Economics
- **Benjamin Jara Valencia**, PHD, Agricultural, Environmental and Development Economics
- **Hussam Kashou**, PHD, Education: Educational Policy & Leadership
- **Monica Lindgren**, PHD, Psychology
- **Gleides Lopes Rizzi**, PHD, Educational Studies
- **Karen Lopez Alonzo**, PHD, Spanish & Portuguese
- **Horacio Lopez Nicora**, PHD, Plant Pathology; Statics
- **Vittorio Merola Marotta**, PHD, Political Science
- **Joel Moreira**, PHD, Mathematics
- **Alexis Ortiz-Rosario**, PHD, Biomedical Engineering
- **Alejandro Pina Ortega**, PHD, Electrical and Computer Engineering
- **Andrei Rajkovic**, PHD, Molecular Cellular and Developmental Biology
- **Mario Ramos Veloza**, PHD, Economics
- **Catherine Saenz**, PHD, Kinesiology
- **David Salazar Valenzuela**, PHD, Evolution, Ecology & Organismal Biology
- **Jaime Salinas Zabalaga**, PHD, Spanish & Portuguese
- **Rosanna Watowicz**, PHD, Health and Rehabilitation Science
- **Leticia Wiggins**, PHD, History



## THE OHIO STATE UNIVERSITY

OFFICE OF DIVERSITY AND INCLUSION

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Celebrating Dia de los Muertos at a screening of *The Book of Life* at the Gateway Film Center. The screening was part of “Ya Vienen Los Muertos,” a multifaceted Dia de los Muertos celebration also featuring commissioned art exhibits at

Thompson Library and the Global Gallery in Hagerty Hall, a Calavera Poetry table, an “árbol de los deseos” and face painting. Students, faculty, staff, community members, high-schoolers, and children of all ages joined in the fun.

