

Adelante NU! Spring 2016  
Vol 5

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The Latina & Latino Studies Program  
at Northwestern University

NO  
MORE  
BORDERS



# NOTE FROM THE DIRECTOR

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I am delighted to welcome you to the LLSP Newsletter for academic year 2015-16. The Latina and Latino Studies Program continues to grow, not only in terms of numbers of majors and minors, course offerings, and faculty members, but also in terms of programming, community initiatives, and engaging with our alumni. This year was exceptionally full of events, activities, and new initiatives that allowed us to integrate scholarship with communities both on and off campus. A central challenge for us at this moment in our history is to address the rich variety of scholarly and disciplinary interests that our majors bring to their coursework and to independent research projects, from Latinos in education, to religion and politics, from popular music to transgender identities.

In order to better serve our students, we have begun conversations with our alumni and the LANU board members to collaborate in fundraising activities for LLSP. Please check our website for announcements regarding Homecoming activities in October. A major goal for me as Director in the next couple of years is to be able to assist our own majors with financial support for study abroad and for independent research projects. We also hope to hire additional colleagues in the near future in order to diversify our course offerings. I am very excited at the new courses already planned for 2016-17 and I urge our students to enroll in them and to spread the word. As I renew my commitment to direct LLSP for another three years, I feel honored to lead this dynamic academic program and to help shape an intellectual community among undergraduates, graduate students, and faculty members. Situated in the interstices of multiple disciplines, yet a

field of its own, Latina and Latino Studies scholarship fosters critical and alternative understandings of Latina/o communities in the United States that contest dominant narratives of the United States as a nation.

Our annual lecture series this year focused on “Expanding Latinidades: Emerging Diasporic Communities in Latino USA.” Our invited speakers, Professors Leisy Abrego from UCLA and Arely Zimmerman, from Mills College, shared their written work and ongoing research on Salvadoran and Central American communities in the United States. They highlighted the salience of the uncertain legal status in these communities and its implications for family relations and interactions across borders. Our Spring Symposium, held on May 20, 2016, included Professors Ulla Berg, Rutgers University, Luis Guarnizo, UC Davis, Ana Patricia Rodriguez, University of Maryland, and Lorgia Garcia Pena, Harvard University. Their informative presentations allowed us to reflect on the differences among national diasporas in Latino USA and also reminded us of the global flows of Latin American immigrants into European countries, such as Italy. Our keynote speaker, U.S. Guatemalan writer and journalist, Héctor Tobar, closed the symposium with a dynamic talk that integrated his family and personal history to that of Guatemala and the United States and to his own formation as a writer. I thank Carlos Ballinas, our program assistant, and Diego de los Ríos, our teaching assistant for 2015-16, who coordinated and managed all the organizational details for this symposium.

In Fall 2015, we began a new tradition in Latina and Latino Studies. In celebration of Latino History Month, we sponsored a Latinx Scholars panel that highlighted the current research projects of our majors. Cinthya Rodríguez, Angel Ayón, Rocío Méndez-Rozo and Fátima Gómez showcased their research projects that inform their current and future senior theses. We hope to continue this event every year in order to celebrate the diverse scholarly paths of our majors.

This year we welcomed Professor Alejandro Carrión as our new Mellon Postdoctoral Fellow in Latina and Latino Studies. Professor Carrión has already taught two courses on Latinos and Education and Urban Education, topics that enhance our curricular offerings. He has also transformed our program through his dynamic leadership in “Borders and Identities: Ethnic Studies in Our Barrios”, a project that prepares Northwestern undergraduates to teach ethnic studies to students at the Pedro Albizu Campos alternative high school in Humboldt Park. We hope that we can continue to offer this innovative opportunity to our future students and we thank Professor Carrión for implementing it.

I also want to thank Diego de los Ríos, our teaching assistant in 2015-16, whose participation in teaching Latino 201, Introduction to Latino/a Studies, in coordinating the Spring Symposium, and in offering Latino 393, Latinos and Religion, have been invaluable to our program and community. We wish Diego mucho éxito as he completes his Ph.D. in Sociology next year.

We anticipate working with Verónica Dávila, a PhD student from the Department of Spanish and Portuguese, who next year will serve as the Teaching Assistant for the Program and who will teach a 300-level course on Reggaetón. We also welcome Yamil Avivi García, who will join us as an Instructor and will teach two new courses in winter and spring 2017: Latinos and Islam, and Latino Youth and Musical Subcultures. I am very excited about these curricular contributions and the impact that they will make on our students. Next year we also welcome Professor Michael Rodríguez Muniz, Sociology, who will join us in Fall 2016 as a 25% appointment in Latina and Latino Studies Program. We are thrilled to have him as one of our colleagues.

I will be on academic leave in Fall 2016 and my colleague, Professor Ana Aparicio, will serve as Interim Director. Please join me in welcoming her in her new position of leadership!

In closing, I want to publicly acknowledge and thank Carlos Octavio Ballinas for his outstanding contributions to the operations of our program. Thanks also to Cinthya Rodríguez and Lucero Segundo, our office assistant and our art designer, for their continued support.

Congratulations to Cinthya for being the recipient of the Latina and Latino Studies Thesis Award for 2016! Her thesis, titled “Therapeutic High Schools: Healing in the Age of Ethnic Studies”, explores the contradictions of implementing ethnic studies courses as a project of resistance in Chicago Public Schools. Muchas felicidades!

The end of the academic year is always bittersweet. Las despedidas are about new horizons as well as about parting. LLSP wishes our graduating majors and minors a most exciting future as you move on to jobs, graduate school, and other projects in your life. Please stay in touch with us, visit our website, and share your current projects with us.

I exhort you to read our Newsletter, to contact us with updates on your life and career, to send us your suggestions and to continue to engage with the Latina and Latino Studies Program, whether as a colleague, student, graduate student, staff, alumni, or community member. We look forward to interacting with you!

Wishing you a warm and fun summer, I remain

Sincerely yours,

*Frances R. Aparicio*  
LLSP Director

# ALUMNI PERSPECTIVE



This time last year, I had no idea what I was going to be doing post-graduation. I was with my family in California when I received a call from the secretary of Evanston Township's principal inviting me for an interview. I booked a flight back to Chicago, moved into my new apartment and became the Equity Fellow at Evanston Township High School. What I have gained through LLSP has definitely been put to use in my year working at the high school. I am truly thankful to the Latina and Latino Studies Program at Northwestern for helping me find myself and grow.

Throughout the school year at ETHS, the knowledge I gained from LLSP and ethnic studies at NU has helped me greatly. As the Equity Fellow I was able to bring some fellow Mechistas from NU for ETHS's first Semana de la Mujer and Carlos Ballinas and Frances Aparicio also came to ETHS as career panelists for the ETHS Latinx Summit. Starting my fellowship, I kept thinking about Sara Ahmed's *On Being Included* and how inequality will reproduce itself, not inspite of my position, but because of it. How do you help make the schooling experiences of historically marginalized students better when the foundation of the school is inherently colonial? I figured that my relationship with students and the space I provide them in my office could be the only radical things

about my time there. I figured I could provide them the type of space, support and care that LLSP gave me. In one year I didn't think I could get so close to so many people at ETHS. I've shared many laughs, tears and frustrations with folks at ETHS and it's bittersweet leaving.

Now that my fellowship is over, I'm moving back to California and have decided to take the rest of 2016 off. I'm looking forward to staying with my family in Mexico for a few months and using my free time to get back into my paintings and help my mom with some home improvement projects.

Thank you to all the staff and faculty of LLSP for their support and pushing me to think deeper. I had the pleasure to serve as a workstudy at the program for three years and I am honored that I am able to stay connected to the program through my graphic design. I'm happy that I stayed in Rogers Park for an extra year and was able to still pop by LLSP and keep learning. Stay in touch and hit me up if ya'll are ever in California!

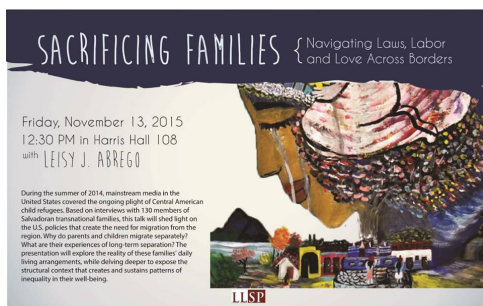
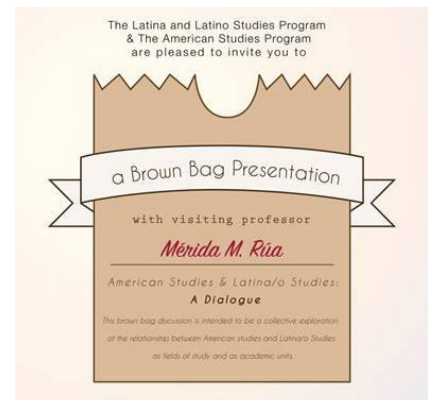
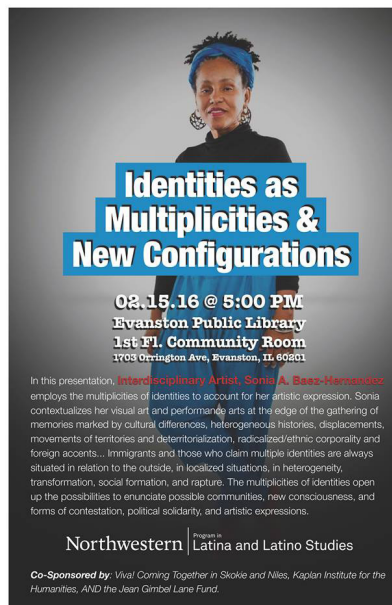
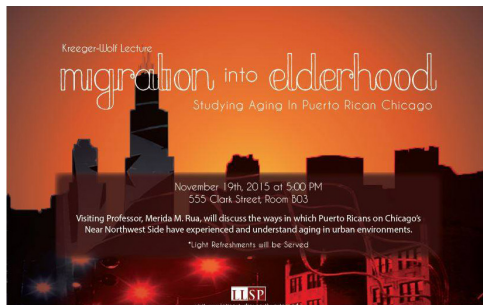
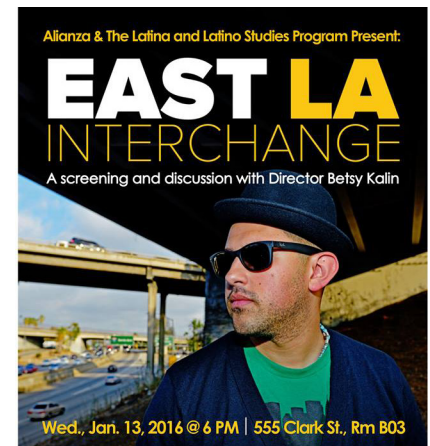
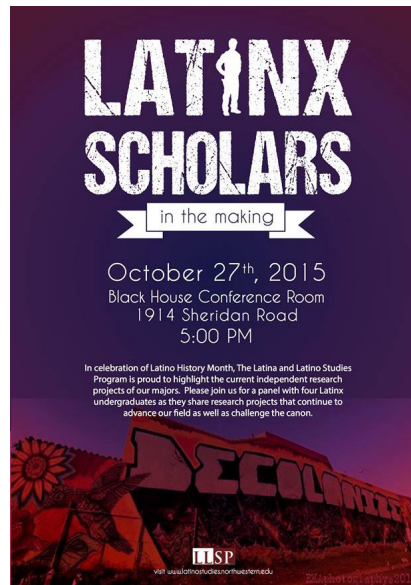
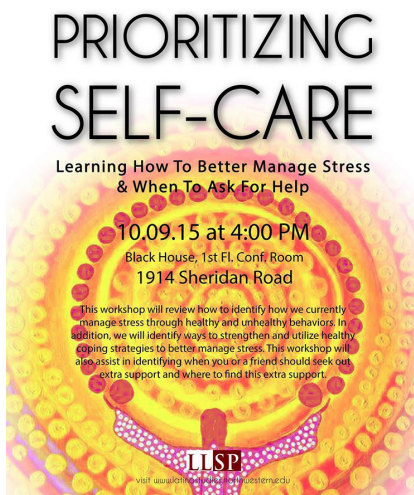
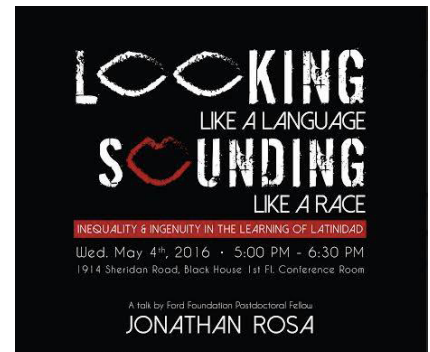
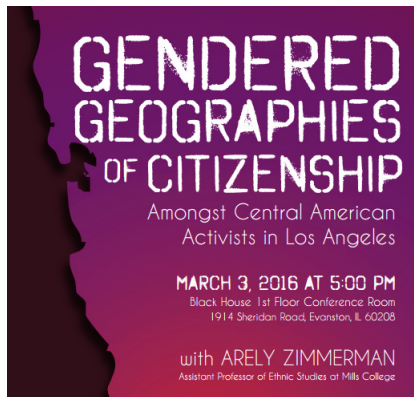
Much love,

*Lucero Segundo*  
WCAS '15





# LLSP EVENT SHOWCASE



Brown Bags aim to foster collegial dialogues and interactions between faculty and LLSP majors and minors. This years Brown Bags featured discussions with Mérida Rúa, Alejandro Carrion and the YPAR Research Team and Michael Rodriguez-Muñiz.

# EXPANDING LATINIDADES

A report on our Annual Spring Symposium by Diego de los Ríos

On Friday, May 20th, the Latina/o Studies Program hosted “Expanding Latinidades,” the 2016 annual Spring Symposium. When the organizing committee first met to discuss the topic of this year’s symposium, we agreed that the symposium should focus on Latina/o populations outside those most commonly studied in the United States. In other words, we wanted to explore Latinidad beyond the Mexican, Puerto Rican, and Cuban experiences. While these three groups have historically been positioned as the most important national communities constituting Latino USA, demographic shifts since the 1980s have resulted in an expansion of national identities and corresponding social experiences in the diasporic communities. In order to stay true to the interdisciplinary tradition of the program, it was also imperative that we bring together a group of scholars whose work reflected the diversity of disciplinary traditions that have characterized Latina/o Studies, both at Northwestern and nationally.

With these goals in mind, we set out to identify a number of speakers whose work reflected the diversity of Latino USA while also trying to maintain an underlying unity for the symposium. After much work, we invited four accomplished scholars – two from the humanities and two from the social sciences – who are producing groundbreaking work in their discipline and pushing the boundaries of Latinidad. In addition to these four academic presenters, we invited writer and

journalist Héctor Tobar to be our keynote speaker for the day.

While we knew that we had put together a stellar line-up for our event, I think I speak for everyone involved when I say that the success of the symposium exceeded even our own high expectations. Attendance throughout the day was excellent. The audience was filled with Northwestern faculty, graduate and undergraduate students, LLSP alumni, and old and new friends from Evanston and Chicago, and every session included lively discussion.

More importantly, the event was a success because the presentations and conversations pushed the audience and speakers to think outside of the standard narratives about Latinas/os in the United States. The speakers accomplished our initial goals of widening the focus on Latinos beyond the three traditionally studied groups in Latino USA and drawing upon a variety of disciplines, but they also went further still, complicating and broadening even our initial, expanded concept. While the material that was presented during the day-long symposium is too rich to be summarized here, I would like to highlight some themes that emerged from the talks that can help us in answering our own call to “expand Latinidades.”

First, our speakers pushed us to expand Latinidades by considering how different groups re-imagine different narratives in order to make sense of their experiences, whether these experiences are nationally-specific or are connected to Latinas/os in the United States more broadly. Specifically, Ana Patricia Rodríguez’s work on Salvadorian artistic and cultural production invited the audience to think about issues of trauma and transculturation and the role that they play in both the lives of Salvadoreños in the US and the works they produce.

Second, speakers pushed us to expand Latinidades by considering how issues within Latin American and Caribbean nations shape the experiences of Latinas/os in the US. For example, Ulla Berg’s work on Peruvian migration to the United States interrogated the ways in which formations of class, race, and culture in Peru play a role in shaping Peruvians’ experiences in the United







States. Likewise, Luis E. Guarnizo's talk on Colombian migration invited us to think about how Latinos are racialized in the United States, regardless of their own racial or ethnic identification. Colombian's education and social capital impacts their migratory experience transnational practices, especially before and after the 2008 economic crisis in the United States.

Finally, our speakers invited us to expand Latinidades by thinking beyond the United States entirely. Lorgia Garcia Peña's work on Dominicans and other Latinos living in Italy was a great reminder about the need to

un-anchor our studies from the US. In doing so, we are reminded about the importance of looking at diasporic experiences and communities outside of the US context and to examine transnational movements and social relations more globally.

Our symposium ended with a wonderful keynote presentation by Héctor Tobar. In it, Tobar used his own life – his family history, his experiences as a student and a writer - to invite us to think about the ways in which an expanding Latinidad can contribute to, in his own words, "change the country's perception of itself."

This fascinating, thought provoking event was made possible due to the generosity of our co-sponsors, and so I would like to thank them here. We very much appreciate the support from the Alice Kaplan Institute for the Humanities, Alumnae of Northwestern University, Buffett Institute for Global Studies, Department of African American Studies, Department of Sociology, Department of English, Department of Spanish and Portuguese, Latin American and Caribbean Studies, Latina and Latino Studies Program, Program in American Studies, and the Weinberg College of Liberal Arts and Sciences



# STUDENT ENGAGEMENT

## Semana de la Muxer

Back in my hometown, it was common to have celebratory festivals that acknowledged and respected the different cultures that made up my town. I remember going to festivals full of flowing dresses, people selling foods that I had never eaten before, and songs that had layers of history permeating through the singers' voices. I became used to celebrating culture, but when M.E.Ch.A. de Northwestern organized a week-long event called La Semana de la Muxer, it became apparent to me that we not only needed to celebrate cultures, but also the muxeres that made up and contributed to those cultures as well.

M.E.Ch.A. de Northwestern is a chapter of the larger M.E.Ch.A. organization, the acronym standing for Movimiento Estudiantil Chicancx de Aztlan. As a member of the group, our mission is to bring a critical voice on campus to work with all facets of the university, such as the campus workers, faculty, staff, and other student organizations that speak to marginalized experiences because one person's struggle is everyone's struggle, and we work together to make sure that collective voice is actually heard. From April 11th to April 15th, M.E.Ch.A. organized an event called La Semana de la Muxer – the theme being “Loving Y(our)self”. Its purpose was to celebrate, empower, acknowledge, and honor womxn of color through a series of events planned during the week.

To start off the week, we began on Monday with an event called Chicanalogues. Somewhat similar to The Vagina Monologues, Chicanalogues' aim was to promote womxn of color's self-expression and letting them speak about their daily lives and personal experiences as WoC on this campus in the form of free form thought, poetry, or another person's poetry that resonated with them. Tuesday

was Folks 4 Cajitas, an event where people helped in creating cajitas – boxes full of positive healing tools and knowledge – for the muxer workers at the Allen Center. Wednesday featured a Machismo Workshop that was open to men of color to engage in a critical discussion about machismo, heteropatriarchy, and how that affects womxn of color. On Thursday, we presented the cajitas to the workers and had dinner with them to show our appreciation, to honor, and to thank them for all the work that they do, sometimes work that goes unnoticed. To finish off the week, we had a Spring Kermes, selling food ranging from corn in a cup to fried chicken, sharing music, performances, and art pieces from various womxn of color from on- and off-campus. Overall, the week displayed a wide range of womxn and the work that they do in a society that does not acknowledge them.

Personally, I think that Semana de la Muxer should be something that is done not only once a year, but every day. We must reflect and appreciate all the work that we do as womxn of color, and that celebrating our virtues will only empower us more rather than disenfranchise us.

- Monica Garcia '19





# YPAR Project

I never thought I could work alongside a professor and students who cared so deeply about the success, growth, and education of students from barrios similar to where we grew up. Working with Professor Carrión and the Youth Participatory Action Research (YPAR) Team was an opportunity question curriculums, create action, share knowledge, rethink schooling methods, and challenge research roles.

The process was difficult as the team built curriculum's surrounding issues of identity, gentrification, and schooling with students from Pedro Albizu Campos High School in Humboldt Park. During our time we broke the rules of traditional research to allow all students to lead and learn together. Where most research projects identify a problem YPAR commits to not only addressing problems in one's own community but also taking action. In this way the marginalized are not the subjects but rather the producers of knowledge and action in their own lives. The project took about 2 quarters with months of planning and an 8 week curriculum.

Throughout the process trust and change were the most important aspects. Although the YPAR Team felt we could relate to the students because of our similar backgrounds the truth was from their angle we were outsiders. We were a group of predominantly Mexican university students coming into a Puerto Rican alternative high school. Because of this there was a huge effort to gain their trust and show we genuinely cared about their history, lives, and growth rather than coming in with a savior complex and "freedom writing" them. They were our compañeros, our peers because we were the same age but the resistance was still there. Everyday we worked to discuss issues together and break hierarchies of traditional teaching by asking them to engage in activities, give their perspectives, and journal their thoughts. This brings up another obstacle, from the first day we knew the way we are used to being taught would not work

with these were returning students since lecture style teaching and the schooling system had done them wrong.

It was a constant process of reflecting and changing the curriculum and approach to best fit their interests and keep them engaged. This especially challenged what I thought of as education and schooling, having conformed to the hierarchy of the classroom, lecture style teaching, and regurgitation. Therefore, flexibility and compassion were important for us to come together to learn and take action for the issues we face everyday while recognizing our own knowledge and history.

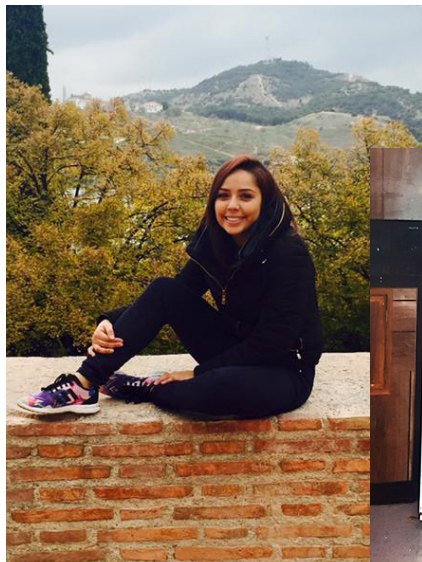
I still remember the things they talked about and lived through that they never knew the names of processes but could articulate so clearly like Police Brutality, Settler Colonialism, struggles of Afro-Latinidad, and Gentrification. Everyday became an emphasis on how the students hold knowledge and tried to give agency back to them. Although the process was difficult I continue to hope it made some kind of difference for us all and I look forward to continuing to work with YPAR.

- April Navarro '19



# GRADUATING MAJORS AND MINORS

## María Guadalupe Márquez Cruz



Majors: LLSP, Human Development & Psychological Services  
Hometown: Chicago, IL

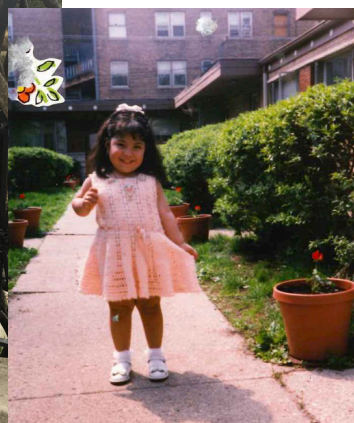


In my time being a part of LLSP, I have been able to be a part of a community that cares for its students and the well being of the community it is providing. While I don't have a clear path of what I will do after graduation, I know I want to do some traveling and spend time enjoying the company of my family and friends. Eventually, I hope to find a job and return to school to further my knowledge on working with communities to continue the process of healing, peace, and love.

## Cinthy Rodríguez



Majors: LLSP & African American Studies  
Minor: Asian American Studies  
Hometown: the occupied Southwest Side of Chicago to Guanajuato



I'll always remember being in Professor Márquez's Intro to Latina/o Studies the winter of my first year. We watched Precious Knowledge in class while back at my high school students fought a similar ban on the Ethnic Studies classes that gente had fought so hard for us to have. In this way, it's been a good four years of bringing my experiences as a working class Chicana to my LLSP classes and thus settler colonial, racist Northwestern. I don't know for sure what I'll be doing next year but I'll definitely continue writing and struggling.



# Yaritza Sandoval



Major: LLSP  
Minor: Environmental Policy and Culture  
Hometown: Chicago, IL



After graduation, I will be working at Cradles to Crayons as a community outreach coordinator.

# Genesis Villalobos

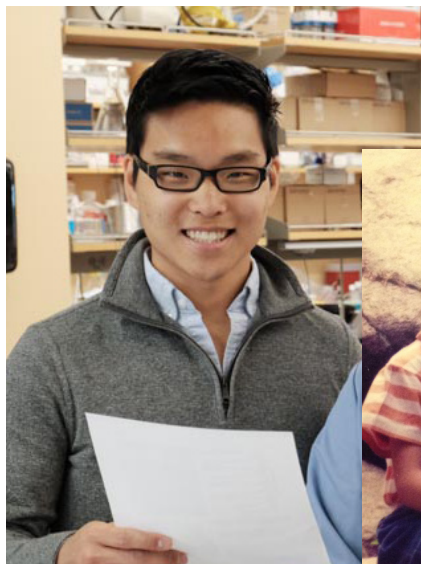


Majors: LLSP & Sociology  
Hometown: Chicago, IL

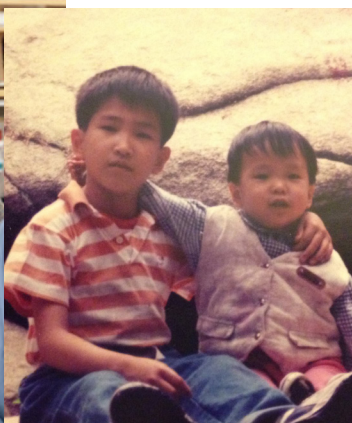


Being a Latina/o Studies major has challenged me and given me the tools to reinterpret my experiences through a critical Chicana feminist lens. I plan on using this knowledge that I have gained through Latina/o Studies courses, as well as my many other privileges, to serve the Latino community and other disenfranchised and low-income communities of color after I graduate. I hope that one day I can impact youth's lives in the way that the Latino Studies Program at Northwestern has impacted and helped shape mine. Thanks to everyone in the Latino Studies Program for all your hard work and dedication!

## John Yang



Majors: LLSP & Biological Sciences  
Hometown: Great Neck, New York



I enjoyed every part of LLSP: the students, the faculties, and the courses. My participation in LLSP has opened my eyes to view and understand the world through a critical lens. I first decided to major in Latina and Latino Studies to better equip myself as a future physician. My passion is to treat all patients body, mind, and soul. Growing through LLSP has allowed me to bridge the social and cultural gap that exist between communities of color. This coming August, I will be attending Icahn School of Medicine at Mount Sinai to obtain an MD degree.

## Cristy Quiroz



Major: Sociology  
Minor: LLSP, Psychology, and Global Health  
Hometown: Chicago, IL



Throughout my time at Northwestern, the Latina/o Studies Program has consistently been a present part of my experiences at this university whether it was by taking LLSP courses, hearing one of their speakers, or attending one of their finals breaks. By taking Ethnic Studies courses, I have increased my awareness about the systemic issues impacting communities of color. Through this the Latina/o Studies Program specifically has given me the tools to further make an impact in the Latinx community.



# GRADUATING MAJORS AND MINORS *continued*

## Alejandro Serrano



Major: Economics  
Minor: LLSP  
Hometown: Chicago, IL



I took my first LLSP course “Latinos in the Midwest” out of curiosity, to see if I could gain some insight as to why my family was largely located in Chicago. This class not only helped me contextualize my experience as a Latino but it also sparked my curiosity to learn more about myself and my history. My experience in LLSP really helped me think about prevailing issues in my surrounding communities and pushed me to critically analyze them. After graduation, I will be working full-time for a market research company where I aspire to use my knowledge and experiences to shine light on the struggles and challenges of being a Latino navigating predominately white institutions.

## Eréndira Elisa Vazquez-Parrales



Major: Learning and Organizational Change  
Minor: LLSP  
Hometown: Chicago, IL



The Latina/o Studies Program has played an important role in my life and college experience. It has deconstructed my understanding of “traditional” euro-centric history by centering the invisible and suppressed narratives of people of color. Studying in this department has helped raise my critical consciousness and overall has continually pushed me to be more compassionate.

# ACCOMPLISHMENTS & TRANSITIONS

Professors Héctor Carrillo & John Alba Cutler each received a Kaplan Institute for the Humanities Faculty Fellowship, Weinberg College of Arts and Sciences Teaching Award for 2016-2017. Congratulations to both as they spend a year focusing on their scholarship!

Professor Héctor Carrillo was a recipient of a Weinberg College of Arts and Sciences Distinguished Teaching Award! Congratulations!

LLSP Major, Cinthya Abigail Rodriguez is the Recipient of the 2016 Award for Outstanding Thesis in U.S. Latina and Latino Studies. ! Congratulations, Cinthya!

“The thesis committee found Cinthya’s thesis to be an intellectually and conceptually ambitious exploration of the history and impact of ethnic studies courses in Chicago Public High Schools. Interweaving personal narrative and ethnic studies analysis, Rodríguez explores the sometimes conflicting reasons for implementing ethnic studies courses in Chicago public schools. While arguing that “the movement of K-12 Ethnic Studies is part of a global genealogy of race and colonial schooling,” she also shows how ethnic studies “can help us develop a changing consciousness to think of new ways we might build something different” (80). Muchas felicidades!

Shoutout to the YPAR (Youth Participatory Action Research) team, including Professor Alejandro Carrión and NU students, for their work with high school students at Pedro Albizu Campos in Humboldt Park! We wish everyone involved good luck with building a sustainable group of barrio scholars!



Felicidades a las trabajadoras del Allen Center en housekeeping que han logrado mucho en este año! Son un ejemplo de la fuerza de las mujeres para todos nosotros, especialmente para los estudiantes. Les deseamos buena suerte y las apoyamos en su lucha pendiente por un mejor contrato justo. Que vivan las mujeres!

## Bienvenidos:

- Ana Aparicio will be interim director in the Fall
- Yamil Avivi Garcia, new adjunct lecturer in Latin@ Studies
- Verónica Davila, new teaching assistant for Latin@ Studies
- Michael Rodríguez Muniz, New LLSP Faculty member who will have a 25% appointment in LLSP.

## Despedidas:

- Diego De Los Ríos
- Cynthia Rodríguez
- Jonathan Rosa



# LLSP 2016-2017 COURSES

## FALL 2016 QUARTER

Latino 201:  
Intro To Latina/o Studies  
Lecturer: Ana Aparicio

Latino 392:  
Decolonizing Education  
Lecturer: Alejandro E. Carrión

Latino 393:  
Chicana/Latina Feminisms  
Lecturer: Monica Russel y Rodríguez

## WINTER 2017 QUARTER

Latino 218:  
Latino History  
Lecturer: Geraldo Cadava

Latino 277:  
Intro to Latino/a Literature  
Lecturer: Frances R. Aparicio

Latino 342:  
The Chicano Movement  
Lecturer: John D. Márquez

Latino 392:  
Latino Politics  
Lecturer: Jaime Dominguez

Latino 393:  
Latino Theater  
Lecturer: Henry Godinez

Latino 393:  
Latinos and Musical Subcultures  
Lecturer: Yamil Avivi García

## SPRING 2017 QUARTER

Latino 392:  
Brown Politics  
Lecturer: John D. Márquez

Latino 392:  
Latin@s and Higher Education  
Lecturer: Alejandro E. Carrión

Latino 392:  
Meaning, Measurement, & Making  
of Latin@ Panethnicity  
Lecturer: Michael Rodriguez-Muñiz

Latino 393:  
Latinos and Islam  
Lecturer: Yamil Avivi García

Latino 393:  
Reggaetón Culture and Latino  
"Urban" Music  
Lecturer: Verónica Dávila

Spanish 363:  
Cultural Politics of Latino Language  
Lecturer: Frances R. Aparicio

Note: Courses are subject to change.





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Latin@ Studies at NU