



# El Diario Común

LATINA/LATINO STUDIES AT THE UNIVERSITY OF ILLINOIS

WINTER 2015 | VOL 9



DR. JORGE CHAPA DISCUSSING THE VOTING RIGHTS ACT OF 1965 ON SEPTEMBER 14. KEENAN COBB SUSTAINABLE COMMUNITY BUILDING

## IN THIS ISSUE

- 2 Postdoctoral Research Associates
- 3 Teachers Ranked Excellent
- 3 LLS Major Graduates
- 4 LLS Minor Katie Villagomez-Guzman
- 5 Spring 2016 Courses
- 5 Advancing Equity for Girls
- 6 Faculty & Staff Accomplishments
- 7 May 2015 Graduates
- 8 LLS Events

## LLS STAFF INDEX

### CHAIR

Dr. Jonathan X. Inda

### ASSOCIATE CHAIR

Dr. Edna Viruell-Fuentes

### ACADEMIC ADVISOR & ADMINISTRATIVE COORDINATOR

Alicia P. Rodriguez

### OFFICE SUPPORT SPECIALIST

Laura M. Castañeda

### STUDENT OUTREACH & MEDIA COORDINATOR

Alejandro Ortiz

### GRAPHIC DESIGNER

Ana Rodas

1207 W. Oregon, Urbana, IL  
 217.265.0370  
[lls.illinois.edu](http://lls.illinois.edu)  
[lls-studies@illinois.edu](mailto:lls-studies@illinois.edu)

## A TRIBUTE TO JORGE CHAPA

BY JONATHAN X. INDA

I just want to say a few words on behalf of the Department of Latina/Latino, where Jorge had part of his university appointment. I also speak as a friend who greatly admired Jorge.

I first met Jorge, so to speak, through his work. When I was a graduate student at Berkeley in the early 1990s, I came across a book titled *The Burden of Support: Young Latinos and Aging Society*, which Jorge co-wrote. The book basically speculates about the future of US society given two simultaneous demographic trends: the aging of the well-educated, white baby-boomer population, and the growth of a much younger, less educated Latina/o population. The idea behind the book was to convey to the broader society that, given this demographic trend, the well-being of the nation as a whole was very much dependent on investing in the education and well-being of Latinos. I remember being very much struck by the important argument of the book and being inspired by the kind of scholarship that Latina/o scholars were producing about Latina/os.

Looking back at this book now, it strikes that it foreshadowed Jorge's life's work. In the book, Jorge and his co-authors speculate about what would happen in 2030 if this demographic trend continued and no efforts were made to improve the educational, economic, and political situation of Latinos. The worst-case scenario they sketched described a

segregated world in which the highly affluent had walled themselves off from the Latino poor. As the book puts it,

*Visible police protection was demanded, and when not provided by public entities, privately retained security forces filled the gap. In urban areas the remaining elderly Anglos adopted all sorts of security measures, huddling behind high, tamper-proof fences, with gate guards, canine patrols, entry and exit checks, and thick grills on windows to protect them. Gradually, similar measures were adopted in the suburban residential areas. Though such precautions were not all that necessary in the suburbs, they made the residents feel safe and secure, by keeping the darker, younger population at Bay.*

In many ways, Jorge's intellectual and policy mission was to work against the dystopian vision of US society that they sketched out in *Burden of Support*. This is why while at the University of Texas he helped formulate the Top Ten Percent Plan, which has significantly increased the enrollments of underrepresented minorities in Texas. This is why Jorge was working with the Illinois Board of Higher Education to assess and improve their tracking of racial and ethnic minority undergraduate and graduate students in the state's colleges and universities. This is why he was in the process of starting a public engagement project that would make it possible for more Latina/o students to transfer from Parkland College to the University of Illinois. This is

why he was thinking about developing a project about big data—about how the amassing of information about people in giant databases has the potential to reproduce racial inequality.

And this is why Jorge was such a valued member of the Department of Latina/o Studies. His commitment to making this world a better place, his strong devotion to producing scholarship about Latinos, and his tireless pursuit of opening up access to higher education for minority populations are all things we very much admired. On November 6th at the 30th Annual Celebration of Diversity Program, Jorge was honored for his lifelong work on promoting equity and diversity. Jorge's wife Belinda De La Rosa accepted the award.

We are still very much in shock over Jorge's passing. Jorge was a great presence in the department. His jovial demeanor, collegiality, and wonderful intellect were a great source of inspiration. His absence as a dear friend and colleague has left a deep void in our department and in each one of us. He will be greatly missed, but the wonderful work he has done will continue to inspire.

# POSTDOCTORAL RESEARCH ASSOCIATES

**N**atalie Lira earned her Ph.D. in American Culture from the University of Michigan. Her doctoral research uncovers the largely neglected racial aspects of California's eugenic sterilization program by providing statistical evidence of the high rates of sterilization experienced by Mexican-origin women and men in institutions for the feeble-minded during the first half of the 20th century. Mobilizing an interdisciplinary mix of feminist, critical racial and historical lenses, Dr. Lira's research explores the history of institutionalization and forced sterilization of Mexican Americans and their families as well as their resistance to reproductive constraint, figuring these experiences of confinement and sterilization as central to larger histories of racial and reproductive struggles. In addition to her doctoral research Dr. Lira is also

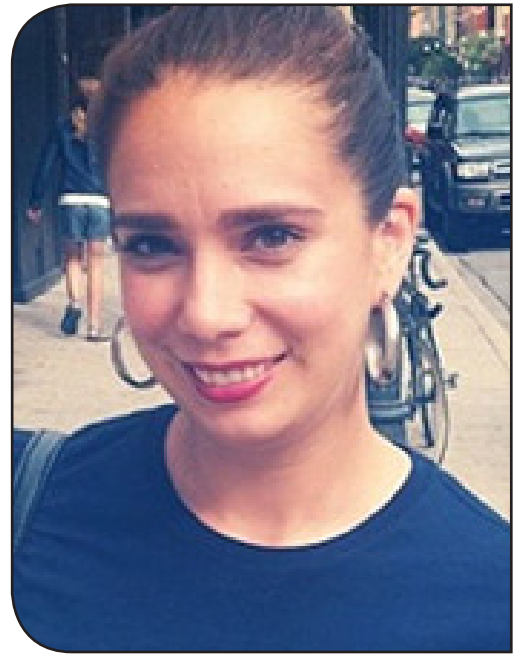
a Co-Principle Investigator for the "Eugenics and Coerced Sterilization in California Project," an interdisciplinary collaboration aimed at creating a digital archive and large-scale database of de-identified demographic

---

Dr. Lira's research explores the history of institutionalization and forced sterilization of Mexicans.

---

data derived from more than 15,000 sterilization requests processed during the 1920s-1950s. In Fall 2015 Dr. Lira is teaching LLS 479 Race, Medicine, and Society.



NATALIE LIRA

**M**arla Andrea Ramírez holds a Ph.D. in Chicana and Chicano Studies from the University of California, Santa Barbara. Her research examines early twentieth-century immigration policies focusing on the experiences of "repatriation" that tore apart Mexican and Mexican American families throughout the United States. It considers this historical moment as the "banishment" of U.S. citizens of Mexican descent to foreground the difference between repatriation, which implies that the person is not a citizen of a given country and banishment, referring to citizens who are banned from their home country. Her study uses oral histories across multiple generations to recover and rewrite the history of forced exclusion. In addition to oral histories, this study mines the families' archives and uses institutional

archival records. Dr. Ramírez's findings indicate that while the United States has recovered from the perils of the Great Depression, participating families

---

These findings are crucial at a time where immigration remains central to national debates.

---

continue to experience prolonged social and legal effects that extend across family generations. Banishment has resulted in what she terms, a transgenerational illegality, which has been nearly impossible to shake. These findings are crucial at a time where immigration remains central to national debates. In the Fall 2015 semester Marla is teaching LLS 220: Mexican & Latin American Migration.



MARLA ANDREA RAMÍREZ



## TEACHERS RANKED EXCELLENT

### FALL 2014

Prof. Lisa Cacho  
LLS 385 Theory and Methods in LLS

W. David Coyoca  
LLS 242 Intro to Latina/o Literature

Prof. Julie Dowling  
LLS 100 Intro Latina/Latino Studies & LLS 392  
Chicanas&Latinas: Self & Society

Prof. Jonathan X. Inda  
LLS 577 Perspectives in LLS

Joanna Perez  
LLS 220 Mexican & Latin Am Migration

Prof. Sandra Ruiz  
LLS 496 Latina/o Performance

Dr. Claudia Sandoval  
LLS 316 Latina/Latino Politics

### SPRING 2015

Eduardo Coronel  
LLS 100 Intro Latina/Latino Studies

Prof. Julie Dowling  
LLS 596 Racial Inequality in the US

Prof. David Luis Glisch-Sánchez  
LLS 396 Latina/o Genders/Sexualities

Veronica M. Kann  
LLS 496 Latino Resilience: Mental Health and  
Awareness

Dr. Alicia P. Rodriguez  
LLS 496 Latino Resilience: Mental Health and  
Awareness

Prof. Richard T. Rodriguez  
LLS 410 Writing Latina/o Chicago

# MAY 2015 GRADUATES

The following Latina/Latino Studies majors presented their senior project or thesis during the May 7th graduation symposium:

**Brian E. Fernández**  
Double major in Sociology  
“Family Detention, Corporate  
Intention: The Criminalization of  
Brown Space”  
(Thesis advisor: Prof. Sandra Ruiz,  
graduated with High Honors in  
Latina/Latino Studies)

**Jesús Huerta**  
Double major in Psychology  
“Latino Baseball Players and  
Immigration Narratives”  
(Project advisor: W. David Coyoca)

**Jasmin Patrón Vargas**  
Double major in Gender and Women’s  
Studies  
“Examining Mexican Representations  
Within U.S. History Textbooks”  
(Project advisor: Dr. Ana Soltero Lopez)

**Xavier Ramirez**  
Dual degree major in Social Work  
“Social Networks and Sexual Health of  
Latino MSM”  
(Project advisor: Prof. Julie A. Dowling)

**Miguel Rodríguez**  
Double major in Political Science  
“Water Politics in Latin America”  
(Project advisor: Prof. Jonathan X. Inda)

**Angelica Sánchez**  
Dual degree major in Urban and Regional  
Planning  
“Performing Brownness in ‘The Masses  
Are Asses’: Una Manera de Ser within  
Normative Affect”  
(Project advisor: Prof. Sandra Ruiz)

**Carlos Saucedo**  
Double major in Sociology  
“An Exploration of Latina/o Sense of  
Belonging and University Retention  
Programs”  
(Project advisor: Prof. Richard T.  
Rodriguez)



ANGELICA SANCHEZ AND PROF. SANDRA RUIZ

# LLS MINOR KATIE VILLAGÓMEZ-GUZMAN: ROAD TO GRADUATION

Ever since I can remember, my parents instilled within me the importance of an education. I grew up in one of the low-income Chicago Southside neighborhoods. My environment was not exactly nurturing of this educational value enmeshed by my parents. I had relatives that became involved in the neighborhood gangs and as early as fourth grade, some of my classmates were already representing these gangs through their rubber band colors on their wrists, the gym shoes they wore, and the exchanges of gang signs in the hallways. However, my parents had a different outlook and put upon me their dreams of education and prosperity that they could not have in their native country of Mexico.

For more than fifteen years, my family of four lived in a one-bedroom apartment. I would take turns sleeping with my brother on the couch or on a foldable bed, and I vividly remember asking myself at night why things had to be this way; why I couldn't have my own bedroom? That was all I really wanted as a little girl, four walls to call my own.

Later, when I turned sixteen, my mother was pregnant and soon my family of four became a family of five. This put even more pressure on my father who was the sole provider of the family. He would work various jobs and he would tell me how I had to attend school so that I wouldn't work as hard as he did. He would tell me how difficult life is, especially when you don't have an education. I did not understand what he meant at that time, but I do now when I see how much hard labor has had an effect on him and his body. My mother would tell me that if I wanted to have my own room, I needed to go to school. I did not know how to process everything, but I knew that having an education meant my brother and I would have our own bedrooms, a big yard to safely run and play in, and that my father wouldn't have to work as hard as he did because my education would somehow fix everything. Therefore, attending a post-secondary education was never an option for me, but a requirement I put upon myself.

Pondering upon my first time at the University of Illinois,



KATIE VILLAGÓMEZ-GUZMAN AND "FAMILY"

I remember it was a beautiful day. As I was walking down Green Street, the sun illuminated my path, and the warm breeze caressed my face and hair softly. I was so shocked when I saw the diagonal crosswalk on Green and Sixth Street; I chuckled as I crossed on from Noodles & Company to the Food Town Pantry

on my way towards the Quad. Diagonal crossings! This is crazy!, I thought. My high school counselor just laughed as she crossed with me. She came with me to campus for the first time because

my father could not miss work. In a sense, I felt like I was experiencing this process alone; my parents did not understand the college application process and could not take me to orientations or college visits. However, they did and have provided me with the motivation and support to accomplish such things. At that exact moment, when I was walking down Green Street, I looked up at the bright blue sky and I just knew this was the place for me.

Now, four and a half years later, the University of Illinois has provided

me with so many opportunities and I am forever grateful of my experience here. Through the I-Promise scholarship I met Susan Gershenfeld, who has been an amazing support system, friend, and role model. She partnered me with my mentor Dr. Belinda De La Rosa, who I automatically connected with. She consequently adopted me

**He would work various jobs and he would tell me how I had to attend school so that I wouldn't work as hard as he did.**

into her family and I had the pleasure of having met her husband, Dr. Jorge Chapa, and having the family dinners that I would be in absence of with my own family in Chicago. The Army ROTC program provided me with

a second family that would challenge me to become a better leader, student, and citizen. Whether it was waking up at five-thirty in the morning to stay in shape or planning an operation for the Cadet Battalion, the program was a great supporter of my undergraduate success and development as a woman. Additionally, my experience in different university employment positions and faculty interactions like working with Dr. Eurydice Bauer in Bilingual Education research and my amazing advisor

Kathi Ritten, have allowed me to discover the interest I have in language and bilingual education.

Come December 19, 2015, I will be the first in my family to graduate with a Bachelors Degree and commission as a Second Lieutenant in the United States Army. My motivation has been my parents and my two younger brothers, whom will graduate next year from the United States Military Academy at West Point. My life does not stop here though. I am excited as to what the future will bring as I apply to graduate school for my Masters in Speech and Language Pathology and simultaneously advance in my military career.



# SPRING 2016 COURSE LIST

**LLS 100 Intro Latina/Latino Studies**  
Prof. R. T. Rodriguez, instructor

**LLS 230 Latina/o Genders & Sexualities**  
Prof. D. L. Glisch-Sánchez, instructor

**LLS 258 Muslims in America**  
Prof. J. Rana, instructor

**LLS 265 Politics of Hip Hop**  
W. D. Coyoca, instructor

**LLS 279 Mexican-American History**  
Prof. M. Loza, instructor

**LLS 281 Constructing Race in America**  
Prof. K. Mumford, instructor

**LLS 296 Creative Writing for Marginalized People**  
W. D. Coyoca, instructor

**LLS 308 Spanish in the United States**  
Prof. A. Escobar, instructor

**LLS 310 Race and Cultural Diversity**  
Prof. J. Anderson, instructor

**LLS 360 Contemporary US Latina/o Lit**  
Prof. R. Romero, instructor

**LLS 370 Latina/o Ethnography**  
Prof. G. Rosas, instructor

**LLS 379 Latina/os and the City**  
Prof. A. Burgos, instructor

**LLS 382 Race and Migration in Chicago**  
Prof. M. Loza, instructor

**LLS 390 Independent Study**

**LLS 396 Queer of Color Film**  
Prof. Pritchard, instructor

**LLS 396 Latino/as and Public Policy**  
Prof. D. L. Glisch-Sánchez, instructor

**LLS 396 Cultural Studies Americas II**  
Prof. R. Romero, instructor

**LLS 422 US Latina and Latino Families**  
Prof. M. Rafaelli, instructor

**LLS 435 Commodifying Difference**  
Prof. I. Molina, instructor

**LLS 458 Latina/o Performance**  
Prof. S. Ruiz, instructor

**LLS 465 Race, Sex, and Deviance**  
Prof. L. Cacho, instructor

**LLS 473 Immigration, Health & Society**  
Prof. E. Viruell-Fuentes, instructor

**LLS 490 Senior Research Project**

**LLS 495 Senior Honors Thesis**

**LLS 496 Latina/o Dramatists from the 1960s to the Future**  
Prof. S. Ruiz, instructor

**LLS 496 Junot Diaz**  
Prof. R. T. Rodriguez, instructor

**LLS 496 Latino Resilience: Mental Health and Awareness**  
Dr. A. P. Rodriguez & L. Ortiz, instructors

**LLS 517 Bilingual and ESL Assessment**  
Prof. E. Bauer, instructor

**LLS 554 Social Ent in Diverse Society**  
Prof. L. Piedra, instructor

**LLS 561 Race and Cultural Critique**  
Prof. J. Rana, instructor

**LLS 590 Independent Study**

## ADVANCING EQUITY FOR WOMEN & GIRLS OF COLOR

11/12/2015

On November 13th Prof. Isabel Molina-Guzman participated in a summit on equity for women and girls of color at the White House. This is an article about the summit that was reported in *BET National News*.

The White House has revealed a plan to renew commitments to uplift the lives of women and girls of color by executing ongoing solutions for the socio-economic issues they are facing. The research agenda for the next decade will be a collaborative effort between 25 institutions.

On Friday at the White House, a day-long summit "Advancing Equity for Women &

Girls of Color: A Research Agenda for the Next Decade" will discuss this plan. It is being live-streamed here and below. Those watching the town hall are encouraged to join the conversation on Twitter using the hashtag #YESSHECAN.

Melissa Harris Perry, the director of the Anna Julia Cooper Center at Wake Forest University, is leading the event. Panelists featured at the summit have been working to empower women and girls in their own communities.

Perry said Friday that much of the research done on women and girls of color is "still too scarce and still too infrequently made public." She added that we have to be "ready to ask tough questions" in order to help the demographic which faces unique obstacles in America, including access to supportive educational and job opportunities, unequal pay, access to quality health care, prevalence

to being victims of violence and a lack of role models in media who accurately represent them.

Last November, the White House Council on Women and Girls released a report shedding light on those challenges and expanding opportunity for women and girls of color. President Obama spoke on the necessity to support women and girls of color, while at the Congressional Black Caucus 45th Annual Phoenix Awards Dinner earlier this year.

"When women of color aren't given the opportunity to live up to their God-given potential, we all lose out on their talents; we're not as good a country as we can be," said Obama. "We might miss out on the next Mae Jemison or Ursula Burns or Serena Williams or Michelle Obama."

By Natalege Whaley



DR. MARLA RAMIREZ AND STUDENT

# Faculty & Staff Accomplishments

**LISA CACHO** has been named a Conrad Humanities Scholar for the College of Liberal Arts & Sciences for 2015-2020. The award recognizes mid-career scholars with the highest potential for continued achievement in the humanities fields.

**JULIE DOWLING** was awarded an Honorable Mention for the Oliver Cromwell Cox Book Award at the American Sociological Association (ASA) meetings in August 2015 for her recent book, *Mexican Americans and the Question of Race*. The award is given by ASA's Section on Racial and Ethnic Minorities (SREM) to the most outstanding book in the area of race and ethnicity.

**DAVID LUIS GLISCH-SÁNCHEZ** is now a Visiting Assistant Professor since defending his dissertation in Sociology, entitled "Listen to what your *jotería* is saying': Pain, Social Harm, and Queer Latin@s," from the University of Texas-Austin.

**JONATHAN X. INDA** was promoted to Full Professor effective August 16, 2015. Inda also received the 2015 Larine Y. Cowan "Make a Difference" Award for Leadership in Diversity at the 30th Annual Celebration of Diversity Program held this past November.

**ISABEL MOLINA-GUZMAN** was invited to the White House to participate in a summit on issues of equity for women and girls of color. The summit, held on November 13th, was entitled "Advancing Equity for Women & Girls of Color: A Research Agenda for the Next Decade." Molina-Guzman participated on a panel on media images and representations.

**ALICIA P. RODRIGUEZ** has a newly published book chapter in the edited volume, *Latina/o College Student Leadership: Emerging Theory, Promising Practice* (Lexington Books, December 2015, editor Adele Lozano). The chapter co-authored with Veronica M. Kann, is titled "Voices on the Margin: The Latina/o Resilience Network and Retention Strategies."

**GILBERTO ROSAS** has been named a Senior Research Fellow in the Unit for Criticism and Interpretive Theory for 2015-17. Rosas is also the winner of the 2012-2014 Association of Latina and Latino Anthropologists Book Award for his 2012 book, *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*.

**GILBERTO ROSAS & MIREYA LOZA** received funding for 2015-16 from IPRH (Illinois Program on Research in the Humanities) for their research cluster, "Borders and Migration in the Americas." The research clusters are groups of faculty and graduate students at the University who work together to explore particular questions or subjects in the humanities and arts.

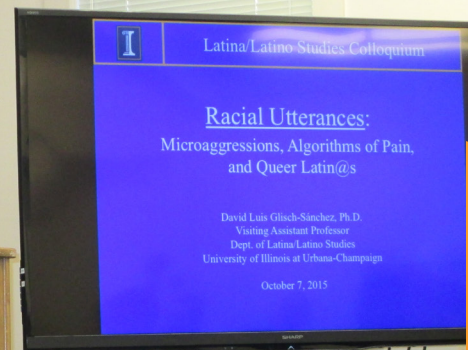
**EDNA VIRUELL-FUENTES** is the new Associate Chair of the department effective Fall 2015.



JONATHAN AND SOFIA INDA



PROF. DAVID LUIS GLISCH-SÁNCHEZ





# Class of 2015 Graduates

## Undergraduate Majors

Brian E. Fernández      Miguel Rodríguez  
 Jesús Huerta              Angelica Sánchez  
 Jasmin Patrón Vargas    Carlos Saucedo  
 Xavier Ramirez

## Undergraduate Minors

Rigoberto Campos  
 Yasmin D. González  
 Aaron M. Hernández  
 Stefany Loeza  
 Elizabeth Morales  
 Flor M. Reza



TANYA DIAZ-KOZLOWSKI, ANGELICA SANCHEZ, FRANCISCO GUERRA, JESUS HUERTA, MIGUEL RODRIGUEZ, MARIELA FERNANDEZ, CARLOS SAUCEDO, ELIZABETH MORALES, XAVIER RAMIREZ, JASMIN PATRON VARGAS, RIGOBERTO CAMPOS



DAVID LUIS GLISCH-SÁNCHEZ, FLOR M. REZA, ALICIA P. RODRIGUEZ

## Graduate Minors

**Tanya Diaz-Kozlowski**  
 Ph.D., Educational Policy and Organizational Leadership  
**Mariela Fernández**  
 Ph.D., Recreation, Sport and Tourism  
**Francisco Guerra**  
 Ph.D., Biophysics and Computational Biology

**Moises Orozco Villicana**  
 Ph.D., Educational Policy and Organizational Leadership  
**Gabriela Romero**  
 Ph.D., Curriculum and Instruction  
**Ariana A. Ruiz**  
 Ph.D., English

MIGUEL RODRIGUEZ, CARLOS SAUCEDO, JASMIN PATRON VARGAS, BERENICE SANCHEZ





## FALL 2015 EVENTS

### September 30

Fall Colloquium Series: "Transgenerational Illegality: The Mexican Repatriation Program & Banishment of U.S. Citizens"

Dr. Marla Ramírez, Chancellor's Postdoctoral Research Associate

### October 7

Fall Colloquium Series: "Racial Utterances: Microaggressions, Algorithms of Pain, and Queer Latin@s"

Dr. David Luis Glisch-Sánchez, Visiting Assistant Professor

### October 16

Conversation with Marta Terry González, Cuban librarian and educator

### November 4

Fall Colloquium Series: "Allies, Resisters, and Runaways: Locating Agency and Defiance in Mexican-Origin Patient's Reactions to Eugenic Sterilization in California, 1920-1950"

Dr. Natalie Lira, Chancellor's Postdoctoral Research Associate

### December 10

Graduating Seniors Symposium and Holiday Party

## SPRING 2016 EVENTS

### April 6-7

"Being Down, Being Brown: Performances of *Spic & Span*"

This symposium coopts the pejorative phrase, *Spic and Span*, to revisit Brown resistance as performance to situate new possibilities of being Brown and down across disciplines.

### April 28

Inside Scoop with Poet Laureate Juan Felipe Herrera

Sponsored by the Illinois Program on Research in the Humanities and co-sponsored by the Department of Latina/Latino Studies

NOAMI HERNANDEZ, ROBERTO GARCIA, ALICIA P. RODRIGUEZ,  
AMORITA ANOTOINE, XAVIER RAMIREZ, & VANESSA GARCIA



BELINDA DE LA ROSA WITH JORGE CHAPA'S SISTER AND BROTHER-IN-LAW



DECEMBER 2016 GRADUATES CHRISTIAN GARCIA & KATIE VILLAGOMEZ-GUZMAN WITH JONATHAN X. INDA



LLS ALUMS: CINDY SAN MIGUEL, JOE PALENCIA, SONIA RODRIGUEZ, NATALIE LIRA, ANDREA BARRON. LIZ GONZALEZ