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14 Years of Progress: Latina/Latino Studies at Illinois

by Isabel Molina, Director, Latina/Latino Studies

In 1996, under the guidance of the program's first director Prof. Rolando Romero, Latina/Latino Studies arrived at the Champaign-Urbana campus. The program had no minor, major, or graduate courses and depended on affiliated faculty to teach courses on Latina/Latino Studies topics.

Fourteen years later the Program is an established and independent academic unit in the College of Liberal Arts Science. Proposals to create a BA in Latina/Latino Studies and to reorganize the Program into the Department of Latina/Latino Studies are currently under review by the Illinois Board of Higher Education, the final stage in the State approval process. For the latest news on the proposals please visit our newly redesigned website: <http://www.lls.illinois.edu>.

Latina/Latino Studies houses 9 faculty appointments and more than 20 affiliate appointments throughout more than five colleges at Illinois. In the past five years, our faculty have published more than half a dozen books, dozens of articles and have been awarded more than \$100,000 in grants, fellowships, and course release time. This past year alone Prof. Alejandro Lugo won the American Anthropological Association book award; Prof. Julie Dowling was awarded a Humanities Release Time faculty fellowship; and Prof. Edna Viruell-Fuentes was successfully awarded research funds by the University of Illinois' Faculty Research Board.

Undergraduate students are now able to minor and major in Latina/Latino Studies. And graduate students can now apply for a graduate minor in Latina/Latino Studies. With more than 24 undergraduate and graduate courses offered by Latina/Latino Studies, students can study Latina/o demographics, health, immigration, history, media, and literature among many other topics.

This past spring the first class of undergraduate students completed the requirements for the Latina/Latino Studies major by presenting their individual research projects at the end of year reception. More than 36 students, parents, faculty, and

administrators attended the event.

We have an intellectually rich program planned for next year. So keep posted about coming events on our website and Facebook page (LatinaLatino-Studies-University-of-Illinois-Urbana-Champaign). Prof. Clara Rodriguez will give this year's Rolando Hinojosa Smith, Jr. Lecture in the Fall 2011 and the Latina/Latino Studies Graduate Organization will be holding their biennial conference in the Spring 2011.

Please join us in celebrating our achievements for this year and our coming successes at the Latina/Latino Studies annual open house later in the fall semester. As long time collaborators and neighbors, Latina/Latino Studies and Gender and Women Studies are planning a joint celebration later in the year. I look forward to another productive year at Latina/Latino Studies.



Congratulations to our Teachers Ranked as Excellent!

Fall 2009

Prof. Lisa Cacho - LLS 465 Race, Sex, and Deviance, LLS 496: Topic: "Women of Color/Native Feminisms"

Prof. W. David Coyocá - LLS 296: Topic: "The Politics of Hip Hop and Urban Space"

Prof. Julie Dowling - LLS 392 Chicanas&Latinas: Self & Society

J. Frank Galarte - LLS 296: Topic: "Latina/Latino Bodies in Cultural Production"

Prof. Alejandro Lugo - LLS 496: Topic: "Latina/o Ethnography"

Prof. Edna Viruell-Fuentes - LLS 496: Topic: "Immigration and Health"

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College of Liberal Arts & Sciences
University of Illinois at Urbana-Champaign

Postdoctoral Research Associates



Mike Amezcua was born and raised in Los Angeles and grew up fascinated by how cities are read and experienced. His teaching and research is centered at the intersections of U.S. urban & cultural history and U.S. Latina/Latino history. His doctoral dissertation, "The Second City Anew: Mexicans, Race, and Migration in the Transformation of Chicago, 1945-1965," examines Mexican immigrants and Mexican Americans as they encountered,

responded to, and helped shape Chicago's mid-century modernity in its various forms: racial formations, spatial change, and cultural practices. In 2009 he was awarded a visiting research fellowship at the Smithsonian's National Museum of American History. In 2009-2010, Amezcua was the Ann Plato dissertation fellow in the Department of History and the American Studies Program at Trinity College in Hartford, Connecticut. Most recently he was named an "Exemplary Diversity Scholar" by the National Center for Institutional Diversity from the University of Michigan. He earned his Ph.D. and M.A. in American Studies from Yale University and his B.A. in History and Chicana/o Studies from the University of California, Los Angeles. As a Chancellor's Postdoctoral Research Associate in Latina/Latino Studies, Amezcua will revise his dissertation into a book manuscript for publication.



Mireya Loza was born and raised in Chicago. Mireya received her B.A. in Anthropology and Latina/o Studies at the University of Illinois Urbana-Champaign and an M.A. in Anthropology at the University of Texas at Austin. She went on to receive her doctorate in American Studies at Brown University where her dissertation, "Braceros on the Boundaries: Activism, Race, Masculinity, and the Legacies of the Bracero Program" incorpo-

rates interdisciplinary methods which include oral history, archival research, and ethnography to focus on activism, race, gender, and the politics of representation within the guest worker agreement between the United States and Mexico, known as the Bracero Program. This research grew out of her five year involvement in the National Museum of American History's Bracero History Archive (www.braceroarchive.org).



Spring 2011 Courses



Satisfies General Education Criteria:

- *AC = Advance Composition
- *HP = Historical & Philosophical Perspective
- *LA = Literature and the Arts
- *SC = Social Science
- *US = US Minority Culture(s)

Satisfies Latina/Latino Studies Minor Criteria:

- *H = Humanities
- *SS = Social Science

LLS 100 Intro Latina/Latino Studies - *US

3 hours

CRN# 36897 DIS AD1 10:00-10:50	F	
CRN# 36898 DIS AD2 10:00-10:50	F	
CRN# 36899 DIS AD3 11:00-11:50	F	
CRN# 36900 DIS AD4 11:00-11:50	F	
CRN# 36901 LEC AL1 11:00-11:50	MW	Cacho, L.

LLS 238 Latina/o Social Movements - *SS

3 hours

CRN# LCD A 2:00-3:20	MW	Loza, M.
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LLS 258 Muslims in America - *US *SS

3 hours

CRN# 51121 LCD A 3:30-4:50	TR	Rana, J
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LLS 279 Mexican-American History - *HP *US *H

3 hours

CRN# 43957 DIS AD1 10:00-10:50	F	
CRN# 43958 DIS AD2 11:00-11:50	F	
CRN# 43956 LEC AL1 10:00-10:50	MW	Amezcuca, M.

LLS 281 Constructing Race in America - *HP *US *H

3 hours

CRN# 54525 DIS AD1 10:00-10:50	W	
CRN# 54529 DIS AD2 11:00-11:50	M	
CRN# 54533 DIS AD3 10:00-10:50	F	
CRN# 54537 DIS AD4 9:00-9:50	F	
CRN# 54541 DIS AD5 9:00-9:50	W	
CRN# 54545 DIS AD6 10:00-10:50	M	
CRN# 54521 LEC AL1 11:00-11:50	TR	Burgos, A.

LLS 296 Topics Latina/o Studies

*Topic: "Creative Writing for Marginalized People" - *H*

3 hours

CRN# 54576 LCD WC 12:30-1:50	TR	Coyoca, W. D.
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LLS 301 19thC US Latina/o Lit-ACP - *US *AC *HP *H

4 hours

CRN# 48712 LCD A 11:00-12:20	TR	Romero, R.
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LLS 310 Race and Cultural Diversity - *AC *US *SS

3 hours

CRN# 33079 DIS A 2:00-3:50	R	
LEC A 2:00-3:50	T	Taafe, C.; Anderson, J
CRN# 33081 DIS B 2:00-3:50	R	
LEC B 2:00-3:50	T	Anderson, J; Hill, D.

LLS 320 Gender & Latina/o Migration - *SS

3 hours

CRN# 52854 LCD A 4:00-6:20	T	Rosas, G.
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LLS 360 Contemporary US Latina/o Lit - *LA *US *H

3 hours

CRN# 36903 LCD A 4:00-6:20	TR	Coyoca, W. D.
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LLS 385 Theory and Methods in LLS - *AC

3 hours

CRN# 52858 LCD A 4:00-6:20	W	Molina, I.
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LLS 390 Independent Study

0 - 3 hours

CRN	IND ARR	
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LLS 396 Adv Topics Latina/o Studies

*Topic: "Mexican Feminism in Film" - *H*

3 hours

CRN# 51103 LCD RR 2:00-3:15		Romero, R.
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LLS 465 Race, Sex, and Deviance - *H

4 graduate hours

CRN# 48486 LCD G 4:00-6:20	M	Cacho, L
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3 undergraduate hours

CRN# 48485 LCD U 4:00-6:20	M	Cacho, L
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LLS 473 Immigration, Health, and Society

4 graduate hours

CRN# 48486 LCD G 4:00-6:20	R	Viruell-Fuentes, E.
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3 undergraduate hours

CRN# 48486 LCD U 4:00-6:20	R	Viruell-Fuentes, E.
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LLS 490 Senior Thesis

2 - 4 hours

CRN	IND ARR	
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LLS 495 Senior Honors Thesis

2 - 4 hours

CRN	IND ARR	
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LLS 517 Bilingual and ESL Assessment

4 hours

CRN# 51690 LCD A 4:00-6:50	W	DeNicolò, C.
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LLS 554 Social Ent in Diverse Society

4 hours

CRN# 50431 LCD A 5:00-7:50		Piedra, L.
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LLS 561 Race and Cultural Critique

4 hours

CRN# 52843 LCD A 1:00-3:50	W	Rana, J.
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LLS 590 Independent Study

1 - 4 hours

CRN	IND ARR	
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LLS 596 Graduate Seminar in LLS

Topic: Racial Inequality in the U.S.

4 hours

CRN# 46466 LCD JD 2:00-4:20	T	Dowling, J.
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“The Latino Threat”

By Cynthia Ledesma, Latina/Latino Studies major

Anti-immigrant measures have escalated in the past 40 years, particularly following the tragic events of September 11, 2001. However, under the guise of national security, Latina/o immigrants have been increasingly targeted as the sources of threat to the national body. As a testament, the state of Arizona recently signed SB1070 into law authorizing local police enforcement to enforce immigration policy by granting them the right to exercise power as immigration officers. Under this punitive policy, local police enforcement is also authorized to detain any person who is suspected of resembling and/or behaving like an undocumented immigrant. Unfortunately, the racist and xenophobic undertones of said policy do not cease in Arizona. Idaho, Oklahoma, Florida, and 17 other states have also proceeded with their own version of SB1070 in hopes of curbing the immigration problem that has yet to be addressed by the federal government.

Leo Chavez argues that there are many factors that complicate immigration reform. Misrepresentations of immigrants disseminated through public discourse construct a Latino threat narrative limiting the possibilities and direction of immigration reform. Chavez examines the construction of immigrants, citizen-subjects and the nation-state through public discourses such as magazine covers. Discursive representations are not only limited to visual representations, however, and for these purposes, discourse is defined as the variety of cultural, institutional, linguistic, ideological, habitual, normative, and scientific practices through which power is mobilized. On October 29th, 2009, Chavez lectured a hall full of undergraduates, graduate students, and professors to share insight on his research regarding the “truth” about immigration.

Influenced by Michel Foucault, Chavez approached his research from a Foucauldian perspective by focusing on the deconstruction of public discourses that function as Truths. Chavez examined the covers of mainstream magazines that both captured and constructed national sentiment toward immigration within historical-specific contexts. Between 1965 and the late 1990s, Chavez identified three themes regarding immigration circulated through national public discourse. First, Chavez identified the “Latino Quebec” problem. The Latino Quebec problem arose as a result of concerns regarding the pervasiveness of Latino culture. Latina/o immigrants are framed as immutable, inassimilable human beings. As a result, Latina/o immigrants pose a threat to the national identity. In constructing Latina/o immigrants as undesirable subjects, public discourse also constructs illegality limiting and regulating access to national identity. The second theme that Chavez identified was the threat of a “Latino reconquest of the Southwest”.

Despite the United States and Mexico’s unique historical relationship to the border, this theme was represented through images of invasion along the U.S.-Mexico border. The perceived desire of Latina/o immigrants to reproduce their own cultural world and their inability to co-exist with the larger national body pose an alarming threat to the perceived cultural harmony of the United States. Lastly, Chavez identified the theme of hyper-fertility among Latina immigrants. Latina immigrant wombs’ were increasingly targeted as the source of overpopulation, scapegoated for an early recession, and represented the most dangerous of all threats, a biological/reproductive threat. Chavez found that Latina immigrant mothers were not the only ones targeted however, but their children, were also targeted as “anchor babies” and the source of the depletion of the United States’ resources.

Despite the construction of the Latino threat narrative, Chavez concluded his lecture by providing evidence that contradicted and challenged the misrepresentations of Latina/o immigrants as Truths. Immigrants contribute economically, culturally, and politically to the nation-state. Discourses of fear limit the possibilities of re-imagining the nation-state, citizen-subjects, and immigrants and thus strain political, social and economic transformation. Chavez contends that the next step should include uncovering a pathway to citizenship for the millions of undocumented immigrants to continue to lead productive lives. It is not a matter of whether the federal government should or should not address immigration reform, but a matter of how it will be addressed. Declaring SB1070 unconstitutional, although long overdue, is a step in the right direction.



Smith, Jr. Lecture Series

“Reflections from a Latina/Cubana/Jubana”

By Dara Goldman, Associate Professor, Department of Spanish, Italian & Portuguese

On April 21, the Program welcomed Dr. Ruth Behar who presented “Borders, Bridges, and Beyond: Latina/Cubana/Jubana Reflections.” In the opening pages of *Loving Pedro Infante*, Denise Chavez suggests that, if you haven’t heard of Pedro Infante, you probably aren’t Mexican. A similar “if-and-only-if” statement could be made about Ruth Behar: if you haven’t heard of her, you probably aren’t a Caribbeanist, an anthropologist, or a Latina/o or Latin American specialist. Dr. Behar is an accomplished and distinguished scholar of Cuban, Mexican, and Spanish cultures as well as—more recently—the Jewish diaspora. She is a professor of anthropology at the University of Michigan and has published several ground-breaking and widely acclaimed books, such as *Translated Woman*, *The Vulnerable Observer*, *Bridges to Cuba*, and *An Island Called Home*. She has won several prizes, most notably the MacArthur Fellows Award (the “genius” grant) and a Guggenheim fellowship. Her list of journal articles and book chapters is far too extensive to cover here, but it reads like a bibliography of leading and noteworthy venues. She has also produced a documentary film, *Adio Kerida: A Cuban Sephardic Journey*, as well as poetry, personal essays, and works of fiction.

Professor Behar’s writing weaves together the personal and the theoretical. She offers unparalleled insight into the complexities of (trans)cultural ethnography, managing to be—at once—both extremely cogent and stunningly comprehensible. Her projects regularly elucidate connections across communities and academic disciplines that don’t necessarily communicate with



or understand one another, and she does so with an ease that makes erstwhile invisible (or overlooked) points of intersectionality seem almost obvious.

The talk she delivered on April 21st proved to be another example of this extraordinary art. Her reflections consisted of a series of rich and compelling anecdotes, drawn from her field work and experiences in three different locations: Cuba, Mexico, and Israel. The first section of her remarks focused on recent experiences in Cuba. As she led a group of students on a study abroad experience, she found herself noting the ways in which the island has changed alongside the consistencies of behavior and cultural practices that have been preserved despite these changes. In the second, she related examples of the challenges she faced as a Latina woman in a small Mexican town. Although they shared a language and many cultural similarities, she found herself strangely alienated from the women in the town by fundamental differences in their attitudes toward maternity, childcare, and family. In the final episode, Professor Behar reflected on Jubana [pronounced Jew-bana] experiences. As she visited with a woman in Israel that she had met as a young girl in Cuba several years earlier, she noted the ways in which “Jubana” culture translated seamlessly across these locations as well as the ways in which this migration had led to assimilation and transcultural change.

Following her remarks, numerous faculty, graduate students, and undergraduate students offered questions and comments. The discussion demonstrated both the audience’s level of engagement and how effectively Professor Behar’s talk had highlighted significant issues of identity and scholarly practice. “Borders, Bridges, and Beyond” offered key insight into how we tell stories of multifaceted identity across time and space. It subtly yet insightfully spoke to questions of migration, language, the complexities of intergenerational communication, and the diversity of Latina/o American communities. The Latina/Latino Studies Program was clearly enriched by the opportunity to exchange stories—rich, powerful, and illuminating—with Dr. Behar (as well as with one another) during and after her visit.



Accomplishments

VICTORIA F. BRIONES [undergraduate student] received the following University scholarships and awards: Ronald E. McNair Scholars Program Participant, President's Award Recipient, Deans List, and James Scholar.

LYDIA BUKI [Associate Professor, Kinesiology & Community Health] became Associate Editor of the journal *Cultural Diversity and Ethnic Minority Psychology*, the official journal of the Society for the Psychological Study of Ethnic Minority Issues, published by the American Psychological Association. She also started working on an edited book co-edited with Dr. Lissette M. Piedra. The tentative title is *Building infrastructures for Latino mental health* (New York: Springer). Prof. Buki received the Dorothy Booz Black Award for Outstanding Achievement in Counseling Health Psychology, Society of Counseling Psychology, 2010. Finally, she became Research Fellow at the Center for Multicultural Psychology Research, Michigan State University, and fellow of the American Psychological Association, Society of Counseling Psychology.

JULIE DOWLING [Assistant Professor, Latina/Latino Studies] has written a forthcoming article in *Latino Studies Journal*: "So Far from Miami: Afro-Cuban encounters with Mexicans in the U.S. Southwest" (Summer 2010).

MERCEDES GONZALEZ [undergraduate student] received the Academic Competitiveness Grant, UIUC President's Award, made the Deans List, and also became a James Scholar.

YESENIA GRAJEDA GONZALEZ [undergraduate student] received an external award. She was accepted as an intern for the "Find Your Future Internship Program" for summer 2010 through Kaleidoscope. As an intern she worked with the City of Chicago's Department of Cultural Affairs.

ENRIQUE GUERRERO [undergraduate student] will be serving as a NUPF Fellow (NASPA Undergraduate Fellowship Program) and Graf Intern during the Fall 2010 semester.

ROCHELLE GUTIERREZ [Associate Professor, Curriculum & Instruction] currently serves as the guest editor for a special issue on identity and power for the *Journal for Research in Mathematics Education*. She recently published the following articles/chapters: "Beyond Gap Gazing: How can Thinking About Education Comprehensively Help Us (Re)Envision Mathematics Education?," in *Mapping Equity and Quality in Mathematics Education* (2010, with Dixon-Román); "More like Jazz than Classical: Reciprocal Interactions Among Educational Researchers and Respondents," *Harvard Educational Review* (Fall 2010, with Dance and Hermes); "The Sociopolitical Turn in Mathematics Education," *Journal for Research in Mathematics Education* (2010); "Framing equity: Helping Students 'Play the Game' and 'Change the Game,'" *Teaching for Excellence and Equity in Mathematics* (2009); and "Embracing the Inherent Tensions in Teaching Mathematics from an Equity Stance, Democracy and Education" (2009). Prof. Gutierrez was a Distinguished Educator in The Pedagogy of Success in Urban Schools (Pace University, 2009) and received an Outstanding Faculty Award for Service in the College of Education (2010). Finally, she was recently awarded a National Science Foundation grant entitled "Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools" (\$900,000 from June 2009 – June 2012).

JONATHAN INDA [Associate Professor, Latina/Latino Studies] has written a forthcoming chapter titled "Borderzones of Enforcement: Criminalization, Workplace Raids, and Migrant Counter-Conducts." It will appear in *The Contested Politics of Mobility: Borderzones and Irregularity*, edited by Vicki J. Squire (2010, Routledge). He also presented a paper titled "Materializing Hope: Racial Pharmaceuticals, Suffering Bodies, and Biological Citizenship" at the Vital Politics III Conference (BIOS Center, London School of Economics). Finally, Prof. Inda was invited to join the editorial board of the Italian journal *Materiali Foucaultiani*. The journal is dedicated to the thought of the French philosopher Michel Foucault.

ALEJANDRO LUGO [Associate Professor, Anthropology & Latina/o Studies] received the campus-wide "Laraine Y. Cowan Make a Difference Award" given by the University's Office of Equity and Access in November 2009. In Spring 2010, Lugo became Associate Editor of the *Latino Studies Journal*.

ISABEL MOLINA [Chair & Associate Professor, Latina/Latino Studies & Institute of Communications Research] published her new book *Dangerous Curves: Latina Bodies in the Media* (New York University Press, Spring 2010). She was also invited to give Pennsylvania State University's College of Communication's Distinguished Pockrass Faculty Lecture (Fall 2009).

DAVID PEREZ [undergraduate student] attended the Business Honors Program Study Abroad in Turkey, and study abroad in Italy and Brazil. He also completed an internship in China.

MARIO PEREZ [graduate student] received a Society for the History of Children and Youth Conference Scholarship for summer 2009, an American Educational Research Association Minority Dissertation Fellowship for 2009-2010, and a Spencer Foundation Dissertation Fellowship for 2010-2011.

GILBERTO ROSAS [Assistant Professor, Latina/Latino Studies & Anthropology] is the guest editor of two forthcoming volumes on the "New Frontiers of Race: Cultures, Criminalities, and Policing in a Global Era" for the journal *Identities: Global Studies in Culture and Power*. The first will be completed the summer of 2010 and will include his essay, "Cholos, Chántaros, and the Alien Abandonments of the New Frontier." Prof. Rosas also had an article, entitled "Criminal Policing and Thickening Delinquencies of the New Frontier," accepted for publication in the *Journal for Latin American and Caribbean Anthropology*. Furthermore, he was invited to participate in the conference "Rule of Law Reform and the Drug Trade: Challenges and Implications in Mexico and the U.S.," a conference that is being co-sponsored by Higher Education for Development, USAID, Emory University's School of Law, Universidad Panamericana and Emory University's Institute for Developing Nations. The conference will bring together scholars, policymakers, and dignitaries from both sides of the US-Mexico border in late September.

ANGHARAD N. VALDIVIA [Professor and Director, Institute of Communications Research] published a book entitled *Latina/os and the Media* (2010, Polity Press)

EDNA VIRUELL-FUENTES [Assistant Professor, Latina/Latino Studies] has a forthcoming publication, "Su salud es... ¿regular?: Language of Interview, Self-Rated Health, and the Other Latino Health Puzzle," in the *American Journal of Public Health*, with Jeffrey D. Morenoff, David R. Williams, and James House. She also received a research grant from the Network for Multicultural Research on Health and Healthcare, with funds from the Robert Wood Johnson Foundation.



Graduates

Undergraduate Students



Latina/Latino Studies Minors
 Krystina I. Briones
 Jamie C. Cano
 Maura S. Cotter



Melissa K. Galvão
 Diana Gomez
 Christina E. Green
 Jessica W. Gutierrez



Elvis Y. Guzman **
 Regina J. Hernandez
 Rosalia Lugo ***
 Bianca D. Paiz *



Irakere Picon *
 Jennifer Rodriguez
 Miranda A. Rodriguez **
 Jacqueline Salinas

Vivianna K. Sapien
 Diana Tapia

La Casa Cultural Latina Congratulatory Ceremony



Individual Plans of Study Majors in Latina/Latino Studies
 Joanna G. Aguirre **^
 Jessie Avilez



Graduate Minors graduating in 2010:
 Abel Correa (M.A. in Department of Educational Policy Studies)
 Miguel Saucedo (M.A. and continuing Ph.D. in Department of Educational Policy Studies)



Graduated May 2009 unless marked with symbols below:

- *graduated December 2009
- **graduated August 2010
- ***graduating December 2010
- ^completed senior thesis





Why be a LLS Major or Minor?

Latina/Latinos are now the largest ethnorracial minority group in the United States. They are currently the second largest in the state of Illinois with Census projections indicating that they will soon be the largest ethnorracial minority group in the state. Latinas/Latinos also face ethnic-specific issues when it comes to citizenship, housing, education, public health, and labor. Thus, Latina/Latino Studies is at the heart of preparing our students to be global and productive citizens in the 21st Century. For instance, students interested in pursuing careers in advertising, business, education, government, health policy, law, social work, and economics, for instance, will need to know about the histories, cultures, and specific issues faced by Latinas/Latinos in the United States to be more effective service providers. The courses provided by the major will prepare students to better serve this growing population. Our majors and minors have gone on to prestigious graduate programs and law schools around the country and to work in places such as the Illinois Student Assistance Commission, the American Association of University Women, Chicago Social Security, the International Latino Cultural center, health care agency, media centers, public policy agencies, and public and private grammars schools and colleges around the country.

I remember thinking that the reason most minorities didn't go to college or graduate high school was simply because they didn't want to. It took LLS courses here to help me understand that it wasn't because students lacked the desire to educate themselves, it was that there are so many forces working against them. Although I am not exactly sure what I want to do with my Sociology and LLS major, I am determined to do something. I have all this knowledge about terrible injustices and discrimination and I am so passionate about helping students have a fair opportunity to educate themselves.

Araceli Díaz, prospective 2011 Latina/Latino Studies major graduate

I wanted to take more classes in order to learn about myself and the Latina/o heritage in various facets. I have taken classes with wonderful professors who have really opened me up to different parts of myself and the Latina/o culture. It was and will continue to be a wonderful experience and choice to be a LLS minor.

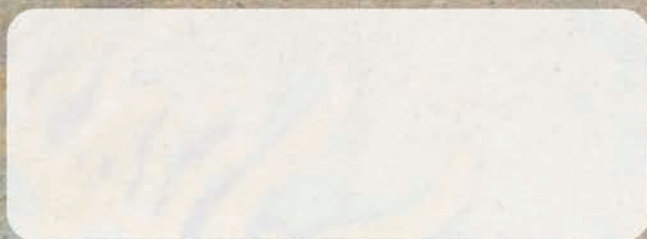
Jacqueline Salinas, 2010 Latina/Latino Studies minor graduate

For more information on the major and minor, visit our website at <http://www.lls.illinois.edu/courses/>.



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