

LATINOS IN CALIFORNIA II

1996-2003

A REPORT
ON
RESEARCH
INITIATIVES
UNDERTAKEN
WITH
FUNDING
FROM
THE
UNIVERSITY
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DR. DOLORES TREVIZO, CONFERENCE EDITOR
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UNIVERSITY OF CALIFORNIA RESEARCH ON LATINOS IN CALIFORNIA

Resources to support Latino research programs in the University of California have been specially designated by the Office of the President of the University on an annual basis since 1990. The allocation was made by the University in response to the recommendations of *The Challenge: Latinos in a Changing California*, a report prepared in 1989 by a task force that then-President David P. Gardner appointed in response to Senate Concurrent Resolution No. 43. The task force called for greatly increased resources to support research in such critical subjects as education, immigration, health, criminal justice and community development, while working to build campus support for research and training of a new generation of scholars working in Latino topics. In 2000-1, funding for this program became permanent, and the scope of research broadened to include the humanities and cultural studies.

Since 1995, the University of California Office of the President has allocated more than \$4.8 million in SCR 43 research funds for Latino research, through the UC Committee on Latina/Latino Research. This conference features research that University of California faculty and students have undertaken with these funds. By bringing together a diverse community of scholars, public policy makers, representatives of the media and research-oriented foundations, the conference will define the state of the art and demonstrate continued support of a vigorous Latino research agenda in the University of California.

A complete inventory of activities sponsored by the University of California through the Committee on Latino Research is presented in *Latinos in California II, 1996-2003: Report on Research Initiatives Undertaken with Funding from the University of California Committee on Latino Research*, available through UC MEXUS, 3324 Olmsted Hall, University of California, Riverside, CA 92521 or on the Web at www.ucmexus.ucr.edu.



Research on Latinos in California: Challenges and Opportunities

Patricia Zavella, Chair, UC Committee on Latino Research, Latin American and Latina/o Studies, UC Santa Cruz



PATRICIA ZAVELLA

Since the last “Latinos in California” conference in 1995, California continues to experience unprecedented population growth by Latinos who contribute to the changing nature of California society, politics and culture.

California's proximity to Mexico means that Latino migration continues and the borderlands extend well into the state. The increased presence of Latinos in California poses challenges regarding new social policies that would benefit the entire state as well as utopic visions about multiculturalism.

Nowhere are these contradictory forces more apparent than in the difference between the popular imaginary of

California as the “golden state,” and the reality of its residents of color — even though it was premised on its founding as a state soon after the gold rush. The convergence of plentiful sunshine and fertile land, and the importation of water, have provided California with abundant resources upon which to build agribusiness, tourism and eventually manufacturing, which attracted those seeking the good life.

From the point of view of booster historians, the “golden state” is replete with stories of European migrants who, having found paradise, quickly became the majority. And in myth and reality, California became the place that invents the future and then markets it to the rest of the world. Sunny California is where new products, new lifestyles, new communities are formed, a place where everyone — from dust bowl “Okies” and Cambodian peasants to indigenous Mixtecos from Oaxaca — can come and find work



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and a home of their own. California epitomizes striving for the American dream.

By the turn of the twenty-first century, new configurations of racial-ethnic relations had evolved in California. This complex multicultural society makes schools, neighborhoods, work sites, museums, extended/blended families and especially popular cultural expressions cause for celebration or fear, depending on one's point of view (Zavella 2000).

Latinos — predominantly those of Mexican origin — now make up about one third of California's population and they have become the overwhelming majority in many rural localities. Yet even there — in the San Joaquin Valley, for example — there are large settlements of Vietnamese, Cambodians and Laotians who are negotiating multicultural communities. In addition to the visibility of residents of color in California, there are numerous minority-owned businesses, bilingual newspapers, and Latino and Asian cultural and arts organizations.

However, decades after the passage of equal employment opportunity laws and increases in educational attainment by those born in the United States, discrimination by race, gender and sexual orientation continues, and Latinas/os have not experienced significant economic mobility.

Analysts suggest that the explanation comes from a combination of structural changes and vulnerabilities in human capital. Latinos often reside in regions where economic restructuring has dismantled industries such as auto manufacturing, which provided well-paying and stable jobs. Employment has shifted to such other manufacturing sectors as garments or electronics, which predominantly hire immigrants at low wages. Indeed Lisa Catanzarite (2000) calls these "brown-collar jobs" because Latino immigrants fill them overwhelmingly. Some argue that immigrant labor, particularly that of women, is a central feature of California's flexible, global economy (Morales and Bonilla, 1993). Immigrants from the working class, especially farm workers, janitors and maids, live, work and create community in difficult conditions, necessary to the smooth running of society but often unseen.

There is a clear relationship between occupational segregation in low-wage jobs and poverty. Latinos live in poverty at disproportionately high rates — in contrast to expectations that successive generations, born in the United States, should experience upward mobility. In fact, the poverty rates remain significant even by the third generation (Hayes-Bautista, et al., 1992; Pérez and Martínez, 1993)

Ironically, the post-Immigration Reform and Control Act militarization of the border has had the effect of increasing settlement, since it is now



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more difficult and costly to return to California after a sojourn to the south. Thus, despite being poor, Latinos have made California their home, purchasing houses when it is within their means, raising families, contributing to the state's cultural and linguistic diversity, and foregoing their desires to return to their countries of origin (Moore and Pinderhughes, 1993).

Latinos in California are registering for citizenship and conducting voter registration drives as never before, prompting some to call this a new social movement. Latinos have now become 14 percent of the electorate, still below their percentage of the state population yet large enough to constitute a swing vote. During the 2002 election, Latinos were pivotal in electing the largest number of Latino and progressive non-Latino state officials in decades. Latinos' increased political clout has generated high-profile symbolic gestures. Elected officials now pepper their speeches with Spanish, and we are in a new era of collaboration with Mexico. Further, many Latinos feel the desire to defend themselves, their children, and their rights through "cultural citizenship" — agitating to protect the right to express their language and culture with the view that difference is seen as a resource, not a threat.

These complex changes are not unique to California. As political pundits and pollsters like to point out "As California goes, so goes the nation," (*The Mercury News*, 1998) or "California is America, only more so." (Wallace Stegner cited in Chavez, 2001).

Latinos are now the largest racial-ethnic group in the nation. In such far-flung places as New York City or Alaska, Latinos are settling and creating new communities, often coexisting peacefully with the long-standing residents. These social transformations offer a vision and practice of multiculturalism where people are learning to bridge the divides.

The changing political, cultural and social fault lines of California's new racial/ethnic populations call for a multicultural perspective. William V. Flores and Rina Benmayor (1997) suggest: "Rather than 'disuniting America,' or tearing apart its social fabric, difference produces new cultural forms that in fact, help define America and have done so throughout its history." In the light of these variations, we in academia must orient research so as to understand not only those who transcend political, social and cultural borders, but also those displaced by these migrations, as well as those who remain behind.

At the beginning of the twenty-first century, Chicano/Latino scholarship, once seen as minority discourse, has become crucial to debates about ethnicity, race and gender relations. It also issues a challenge to the American melting pot assimilationist project.



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Cultural critic José David Saldívar (1997, xiii) observes: "The invocation of the US-Mexico border as a paradigm of crossing, resistance, and circulation in Chicano/a studies also contributed to the 'worlding' of American studies and further helped to install a new transnational literacy in the U.S. academy." We have been creating a scholarship of multiculturalism that provides us with a more concrete and nuanced understanding of the multiple meanings of border crossings to the subjects who are experiencing shifting identities and transformative political agency.

The conference, "Latinos in California II," showcased the maturation of the research infrastructure on the nine UC campuses, as well as new policy studies on education, health, politics and the economy. In addition, the conference highlighted interdisciplinary developments in cultural studies including research on the media and popular culture, literature, history and queer studies.

During the conference, we brought policy leaders into conversation with scholars who work on Latina/o issues by asking them to serve as discussants regarding the implications of the research presentations for policies that would improve the lives of Latinas/os and all groups in the state of California.

The conference and this report highlight the exciting work sponsored under the auspices of the UC Committee on Latino Research.

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COMMUNITY

Mexican America revisited after 35 years

The Mexican American People: A Generation Later

Vilma Ortiz and Edward Telles, Sociology, Chicano Studies Research Center, UCLA

In 1993, UCLA professors Vilma Ortiz and Edward Telles stumbled onto a research opportunity that would change their academic careers. The original data from a landmark 1965-66 study were discovered in the Powell Undergraduate Library during seismic renovations.¹ The study, published in 1970 as *The Mexican American People* by Leo Grebler, Joan Moore, and Ralph Guzman, was the most comprehensive of its time. It looked at 1,550 Mexican American households in Los Angeles, California, and San Antonio, Texas. Those communities were selected because of the significant size and diversity of their Mexican American populations. The study examined the heads of household's or their spouse's ethnic identity, community, education, employment, immigration history, family composition and attitudes to a broad range of issues.

After the two investigators had reviewed the surveys, noting the names and addresses on the front page, they decided to search for the respondents and interview them again. The re-interviews with these original respondents produced a 35-year longitudinal study that allowed them to examine changes over the long-run and the conditions that affected the respondents' experiences.

Using the original survey data, Ortiz and Telles searched for 792 respondents in the Los Angeles sample and 399 in the San Antonio sample. They located 78 percent of the Los Angeles sample and have interviewed 70 percent of them. They found 80 percent of the San Antonio sample and have interviewed 83 percent of that group. (This effort yielded an overall response rate of 55 percent for the Los Angeles sample and 66 percent for San Antonio.)

In addition, they interviewed members of the generation that followed those in the original samples — 74 percent of the children of the respon-

¹ Grebler, professor of urban land economics at UCLA, and Guzman, professor of politics and community studies at UC Santa Cruz. Both are deceased. Joan W. Moore is professor emeritus at the University of Wisconsin, Milwaukee, and the author of several books based on a longitudinal study of Los Angeles youth gangs.



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ORTIZ AND TELLES: LONGITUDINAL STUDY

dents in the Los Angeles sample and 76 percent of the children of the San Antonio sample. These are impressive response rates for a 35-year longitudinal study with an ethnic urban population. Researchers have completed the data collection and are analyzing this rich data source. These interviews form the basis for their current research on intra-generational and inter-generational change and persistence in ethnic identity and socio-economic status among Mexican Americans in Los Angeles and San Antonio.

Currently they are analyzing the recently collected data in combination with the information collected in 1965-66. Of great interest are the ways in which respondents label their ethnic identity. In the 1960s, Los Angeles respondents were likely to call themselves “Mexican” or “Mexican Americans” while respondents in San Antonio were most likely to call themselves “Latin American.” Today “Mexican American” is the most common label used by both the Los Angeles and San Antonio samples and “Mexican” is the second most common label.

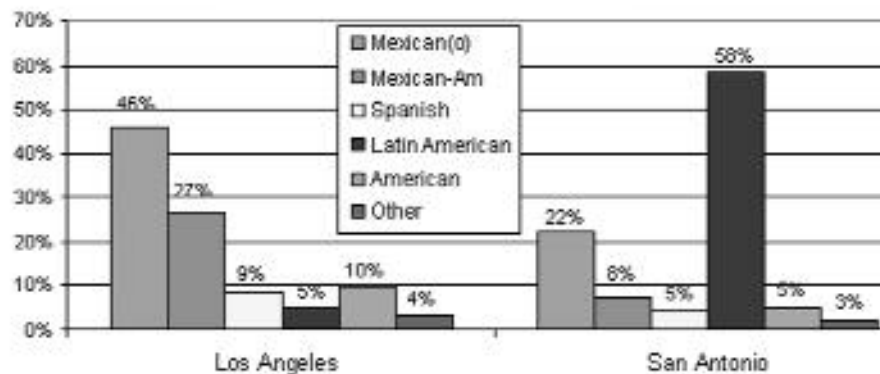
Understanding the factors influencing ethnic identity in the 1960s and today, as well as factors predicting change between the two periods, is a key focus of the project.

The researchers are exploring a number of major research questions:

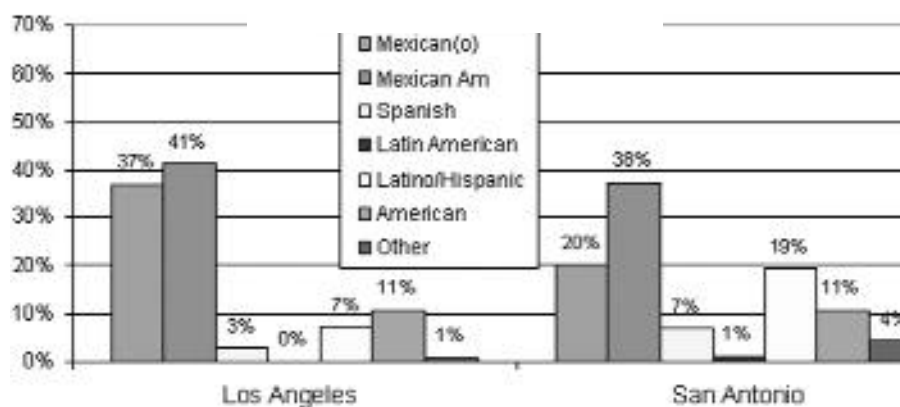
Changing Identification

Between 1965, when two UCLA doctoral students and their professor studied more than 1500 Mexican-American households, and 2000, when professors Vilma Ortiz and Edward Telles decided to take another look at the same families, their self identification had changed. More people viewed themselves as Mexican American and very few called themselves Latin American.

1965 -- ethnic identity by;



2000 -- ethnic identity by;





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- What is the extent of, and what factors predict, intra-generational and inter-generational socio-economic mobility among Mexican Americans?
- To what extent has an individual's ethnic identity and behavior persisted or changed over a 35-year lifetime and from one generation to the next, and what factors explain its persistence/change?
- How have attitudes and behaviors about gender and family changed and what predicts this change or persistence?

The relationship between the Mexican American Study Project (as the project was known in the 1960s and is known today) and the Latino Research Program (funded by the UC Committee on Latino Research) dates to the time when the data were discovered. Seed funds for starting the project were provided by the Latino Research Program followed by a major grant from the National Institute for Child and Human Development and additional support from the Ford, Rockefeller, Russell Sage, and Haynes foundations, UC California Policy Seminar, UC MEXUS, UCLA Institute of American Cultures, UCLA California Center for Population Research, and UCLA's Offices of the Chancellor, Vice Chancellor for Research, Associate Vice Chancellor for Academic Development and Dean of Social Sciences.

This study will shed light on the progress of Mexican Americans, the progeny of the largest and longest lasting immigration to the U.S. Once completed, it will also be the first major survey to systematically examine changes in long-term intra- and inter-generational socio-economic status and ethnic identity within any ethnic group.

The original raw data are available in two locations:

UCLA at: <http://www.sscnet.ucla.edu/issr/da/index/techinfo/m5431.htm>

Henry A. Murray Research Center, a national repository of behavioral and social science data focusing on the multi-disciplinary study of lives through time, at: <http://www.radcliffe.edu/murray/data/ds/1114StudyDescription.pdf>



UCCLR

FACULTY RESEARCH IN COMMUNITY STUDIES

- Group project**, Chicano/Latino Research Center, UC Santa Cruz
Borders Histories: Past and Future
- Group project**, Chicano/Latino Research Center, UC Santa Cruz
The Latinization of California
- Group project**, Chicano/Latino Research Center, UC Santa Cruz
US-Mexico Integration
- Group project**, Center for the Study of Race and Ethnicity, UC Santa Diego
Beyond Black and White: Race and Ethnic Relations in California
- Group project**, Center for the Study of Race and Ethnicity, UC Santa Diego
Globalization
- Group project**, Chicano/Latino Research Center, UC Santa Cruz
Representation and Identity of Latino Americans Arts and Literature
- Group project**, Center for the Study of Race and Ethnicity, UC Santa Barbara
Exploring Afro-Mexican Cultural Identities and Economic Dilemmas in Guerrero
- Group project**, Chicanos/Latinos in a Global Society, UC Irvine
Identity and Community
- Group project**, Center for the Study of Race and Ethnicity, UC Santa Diego
Globalization and Minority Communities
- Group project**, Chicano/Latino Research Center, UC Santa Cruz
Immigration
- Group project**, Chicana/Latina Research Center, UC Davis
Gender and Sexuality.
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Chicano/Latino/Latin American Culture Studies
- Group project**, Chicano/Latino Research Center, UC Santa Cruz
Chicana/Latina Feminisms
- Group project**, Chicana/Latina Research Center, UC Davis
Psycho-Social Model for Understanding Adolescent Latina Sexuality and Identity
- Group project**, Center for the Study of Race and Ethnicity, UC Santa Diego
Language and Ethnicity
- M. Douglas Anglin**, Drug Abuse Research Center, UC Los Angeles
Characteristics and Patterns of Drug Use Among Latino Juvenile Arrestees: Prevention, Treatment and Policy Implications
- Gabriela F. Arredondo**, Latin American and Latino Studies, UC Santa Cruz
Mexican Chicago: Negotiating Race, Ethnicity and Identity



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Joseph A. Boissé, Davidson Library, UC Santa Barbara
Proyecto Aeronaves: Launching the Royal Chicano Air Force Archives

Edna Bonacich, Sociology, UC Riverside
The Political and Economic Empowerment of Immigrants: The Role of Mexican Hometown Associations

John Brown Childs, Sociology, UC Santa Cruz
Comparative Race and Ethnicity in the Americas

Edgar Butler, Sociology, UC Riverside
The Mexico Database Project

Angie Chabram-Dernersesian, Chicana/o Studies, UC Davis
Reclaiming our Tongues/Selves: Chicanas Deconstruct Spanish

Maria L. Cruz-Torres, Anthropology, UC Riverside
The Political Ecology of Campesinos in Northwestern Mexico

Guillermo Delgado, Latin American and Latino Studies, UC Santa Cruz
Interethnic Cluster

Anne K. Driscoll, Human and Community Development, UC Davis
Assisting Mexican American Teen Parents in California

Carroll Estes, Institute for Health and Aging, UC San Francisco
The Effects of Social Networks on Hispanic Elderly's Social Support System

Verónica Feliu, Division of Humanities, UC Santa Cruz
Feminist Translations in the Latin/a Americas

Yvette Flores-Ortiz, Chicana/o Studies Program, UC Davis
Narrativas y Dialogo: Understanding the Formation of Latino Identities

Yvette Flores-Ortiz, Chicana/o Studies Program, UC Davis
Latinas in Prison: A California Case Study

Rosa Linda Fregoso, Latin American and Latino Studies, UC Santa Cruz
Growing up Tex-Mex: Latina Cultural and Political Representation

Elena Fuentes-Afflick, Pediatrics, UC San Francisco
Adolescent Pregnancy Among Mexican-Origin Latina Women in California

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Latino Leadership Project-Oral History and Latino Leadership

Paul Gelles, Anthropology, UC Riverside
Transnationalism and Cultural Transformation

Fredric C. Gey, Data/Survey Research Center, UC Berkeley
Updating the California Latina/Latino Demographic Data Book

Gilbert G. González, Social Science, UC Irvine
Re-thinking U.S. History from a Perspective of Empire Building

Gilbert G. González, Social Science, UC Irvine
Formation of Political Culture of Mexican Immigrant Farmworkers: California, 1900-1940



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Luis E. Guarnizo, Human and Community Development, UC Davis
Internal Ethnicity/Socioeconomic Incorporation of Mexican Immigrants in Los Angeles

Sylvia Guendelman, School of Public Health, UC Berkeley
*Low-Income Women's Perceptions of Contraceptive Safety and Efficacy:
A Preliminary Study of Latina and White/Non-Latina Women*

Ramon Gutiérrez, Ethnic Studies, UC San Diego
Latino Sexualities

M. Lisbeth Haas, History, UC Santa Cruz
Native Histories of Colonial and Mexican California

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Transnational Community Governance: A Pilot Study

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Multispatial Analysis of Migration in a Transnational Mexican Community

Kelly A. Lytle Hernández, Ethnic Studies, UC San Diego
American Friends Services Committee-San Diego Archive Project

David López, Sociology, UC Los Angeles
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*Good neighbors Indeed: Pachucos, the Mambo, and Cultural Connections
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Beatriz Manz, Geography and Ethnic Studies, UC Berkeley
Guatemalan Migration in the Bay Area

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Aztlán y/and Vietnam: Chicano/a Experiences of the War

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Immigration and the Changing Face of Rural California

Alfredo Mirandé, Sociology, UC Riverside
The Casa Blanca Barrio of Riverside, California

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Migration and Formation in Casa Blanca: The Emergence of a Mexican Colonias

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Ricardo F. Muñoz, Psychiatry, UC San Francisco
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Developing a Longitudinal Database on Beliefs and Attitudes Regarding Mexico-U.S.

Max Neiman, Political Science, UC Riverside

Models of Anti-Immigration Sentiment and Other Speculations Regarding the Rise of Contemporary Xenophobia

Max Neiman, Political Science, UC Riverside

The Impact of Digital Technologies on Low-Income Communities

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Globalization, Religious Conversion and Social Change Among Mixteco Migrants in the U.S.-Mexico Borderlands

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A Closer Look at the Mexican American People: A Generation Later

Vilma Ortiz, Sociology, UC Los Angeles

Mexican American People

Vilma Ortiz, Sociology, UC Los Angeles

Socio-Economic Progress Among Mexicans

Vilma Ortiz, Sociology, UC Los Angeles

Socio-Economic Mobility Among Mexican-American People: A Generation Later

Vilma Ortiz, Sociology, UC Los Angeles

The Search Process for Mexican American Study Project

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Community-Based Coalitions for Rural Development in California: A Demonstration Program Proposal for the Kellogg Foundation

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Trading Places: U.S. Latinos and Trade Liberalization in the Americas

Beatriz M. Pesquera, Chicana/o Studies, UC Davis

Malinche Speaks: Chicana Feminist Discourse and Other Heresies for Empowerment

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U.S./Mexico Border Project

Raymond Rocco, Political Science, UC Los Angeles

Formation of Latino Communities

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II Coloquio de Historia de Mujeres y de Género en México

Leland Saito, Ethnic Studies, UC San Diego

Latinos and Asian Americans: Redistricting in the Multicultural San Gabriel Valley Los Angeles County



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Chicana Feminism

Sonia Saldívar-Hull, English, UC Los Angeles
Latina Feminism

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Migrancy in Terms of Language and Identity

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Mujeres Migrantes en Contextos Transnacionales



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Adolescent Mexican American Females' Perception of Pregnancy, Sexuality and Early Motherhood

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POLITICS

Chicano Movement brings new perspective

GUTIERREZ:
CHICANO LEGACY

Chicano Movement: Its Legacy in Social Theory

Ramón A. Gutiérrez, Ethnic Studies, UC San Diego

Forty years after the Chicano Movement began in the 1960s, scholars tend to ask what its lasting effects were. One can point to greater access to employment, education, housing and health care. There also have been advances in political representation and public visibility, albeit increasingly spurred by demographic pressures. Yet the movement's intellectual contribution to social theory is rarely mentioned.

Since the late nineteenth century, when scholars and thinkers first began elaborating theories about the organization and functions of complex industrial societies, those social theories have largely been European. Every major theory, be it Marxism, psychoanalysis, assimilation, structuralism or postmodernism, has been the product of experiences or thought generated in Europe or the United States.

The lone exception appears to be internal colonialism, a theory of racial domination and subordination that Chicano activists articulated. They, in turn, borrowed heavily from the dependency ideas that Latin American political economists used to describe the unequal terms of trade and development that marked the third world's relation to the first.

The search for a theory of society that accurately described the condition of Chicanos and Chicanas in the 1960s had its genesis in the critiques of colonialism that revolutionaries in China, Algeria, Vietnam and Cuba elaborated. Chicanos/as began to understand their own experiences by reading Franz Fanon's searing descriptions of the psychological effects of racism in Algeria. They read Ernesto "Che" Guevara on guerrilla warfare and tactic, Mao Tse Tung on the misery of rural peasantry in China, and they read about Emiliano Zapata's fight for the landless poor during the Mexican Revolution. By studying these anti-colonial





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GUTIERREZ: CHICANO LEGACY

and national revolutions, Chicanos developed a sophisticated analysis of conditions in their own *barrios* and *colonias*, their isolation and segregation, their marginality and low levels of economic growth, and the toxic racism that daily limited their lives.

Latin American and African dependency theorists clearly first hinted at the idea that forms of colonialism existed within prosperous imperialist states. But that theory gained its most robust articulations in the hands black and Chicano scholar/activists.

Luis Valdez and Roberto Rubalcava, two students active in the foundation of Mexican American Studies at San Jose State College, Calif., appear to have been the first Chicanos to give the theory form. When they traveled to Cuba in the summer of 1964 to proclaim their solidarity with the Cuban Revolution and with Latin America's poor, they also decried their own conditions in the United States.

In their 1964 *Mexican-American Statement on Travel to Cuba*, Valdez and Rubalcava said:

“The Mexican in the United States has been . . . no less a victim of American imperialism than his impoverished brothers in Latin America . . . tell him of misery, feudalism, exploitation, illiteracy, starvation wages, and he will tell you that you speak of Texas; tell him of unemployment, the policy of repression against workers, discrimination . . . oppression by the oligarchies, and he will tell you that you speak of California.”

By the time the Chicano student movement developed El Plan Espiritual de Aztlán in 1969, Chicano communities were described as “domestic colonies . . . with no institutional power base of their own.” Chicanos thus were an internally colonized nation.

Internal colonialism as a theory for understanding Chicana/os gained its fullest articulations in academia: in sociology by Robert Blauner, Tomás Almaguer and Joan W. Moore; in history by Rodolfo Acuña and Ramón A. Gutiérrez; in political science by Mario Barrera, Carlos Muñoz and Charles Ornelas. These scholars believe internal colonialism was created through U.S. territorial conquests and forced seizures of Indian and Mexican lands, through the purchase of African slaves and through the importation of cheap racialized labor. Internal colonialism was a capitalist practice created by forced entry and cultural devaluation, maintained through external administration and predicated on racism.

“Racism is a principle of social domination by which a group seen as inferior or different in terms of alleged biological characteristics is exploited, controlled, and oppressed socially and psychically by a superordinate group,” Robert Blauner wrote. White skin racial privilege was at its heart manifested as an unfair advantage, preferential treatment and a systematic head start in the pursuit of money, power, position and



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learning. White people historically had advanced at the expense of blacks, Chicanos and other third world peoples, particularly in the structure of dual labor markets and occupational hierarchies. Given these material facts, racism was hardly a form of false consciousness, as some Marxists had long proclaimed. It resulted in concrete material benefits for whites.

While the theory of internal colonialism has been eclipsed and is seen more as a product of its times, its import in the history of ideas remains. If today we view whiteness as a racial identity and analytically distinguish between the personal and structural forms of racism, it is largely because of the theory that emerged from Chicano and Chicana understanding of their lives in the 1960s.

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Chicana/o Latina/o Cultural Studies: Transnational Movements
- Yen Le Espiritu**, Ethnic Studies, UC San Diego
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WORK



Organizing Latino logistics workers presents challenges, opportunities

Challenges and Opportunities for Organizing Latino Workers in the Logistics Sector of Southern California

Edna Bonacich, Sociology, UC Riverside

The twin ports of Los Angeles and Long Beach are by far the largest container port complex in the United States, and the third largest in the world. They serve as a major gateway for manufactured imports from Asia, especially China. As more and more U.S. manufacturing jobs move offshore, the goods that are being produced for the U.S. market have to be imported back into the country.

Once the containers arrive at the ports they must be transported by truck or railroad to various destinations. Many of them are sent directly by rail to the eastern half of the country, to Chicago and other destinations. Others are put on chassis and drayed by port truckers to a variety of destinations, including local rail heads, local warehouses and out to the Inland Empire, where a warehousing and distribution center (DC) complex has grown rapidly, in part to sort imports from the ports and distribute them through the West and Southwest.

The transportation and warehouse/DC system is generally termed “logistics.” The goal of a company’s logistics system is to move goods as quickly, accurately and cheaply as possible. Corporations have been revolutionizing their logistics systems to make them run more smoothly and rapidly, attempting to achieve just-in-time (JIT) deliveries so that inventory does not have to sit around in factories, warehouses, or stores. Giant retailers, such as Wal-Mart, have led the way in streamlining the entire supply chain so that it ideally operates as one integrated system.

Latino/a workers are evident in a number of parts of this system. Dock workers, organized by the International Longshore and Warehouse Union (ILWU), include Chicano workers in their ranks. Indeed, some of the leaders of Local 13, the Longshore local, have been Chicanos.



EDNA BONACICH

**BONACICH:
LABOR AND
LOGISTICS**



WORK

BONACICH: LABOR AND LOGISTICS

The port truckers, who are often described as being at the bottom of the food chain in the logistics industry, are almost all Latino immigrants. In Southern California, the majority are Salvadorans, with Mexicans and other Central Americans making up most of the remainder. These workers are typically employed as independent contractors (owner-operators), which leaves them open to all kinds of abuse. There is also a long and proud tradition of militant activism among these workers. Nevertheless, their situation as independent contractors inhibits their ability to unionize.

Chicanos/Latinos are also over-represented among workers in the Inland Empire DCs. While some have stable jobs, many are hired on a temporary basis through temp agencies. As with the port truckers, their contingent employment situation serves as an inhibitor to forming or joining a union, because they can so easily be fired and replaced. Consequently, wages and working conditions are at the low end. Undoubtedly Chicanos/Latinos are also represented among truckers and railroad workers, though not as prominently as among the port truckers and DC workers.

This logistics complex affords an opportunity for the Latino working class to gain power, in coalition with other workers. Because of its strategic importance to the global economy, serving as a kind of choke point through which most imports from Asia must pass, the ports of Southern California and their surrounding logistics system provide a unique organizing opportunity. The recent 11-day lockout of the ILWU at the California ports revealed this vulnerability clearly: The country lost an estimated \$1 billion a day.

Not only could Latino workers organize for themselves, using the strategic power latent in the positions they occupy, they could also organize in coalition with exploited global workers in Asia, Africa and Latin America. At this point, corporate-dominated globalization is leading to the decreased power of workers, the increased power of capital, and mass immiseration for millions of people around the world. By participating in strategic campaigns to gain power, Latino workers could help set new terms for economic and political development for the globe.



Latina business owners overcome many obstacles

Gendered Capital: Entrepreneurial Women in American Society

Sally Ann Davies-Netzley, Sociology, UC Irvine

It was April 1992 and, while Sally Ann Davies-Netzley was sitting in a sociology class in San Diego listening to a lecture on social stratification, Los Angeles was going up in flames.

While the National Guard moved in, Los Angeles residents under curfew watched the scenes of protest and destruction on their television screens. Those same pictures resonated with the words of her San Diego State University Professor Robert Buck, she recalls more than a decade later.

Everything that Buck touched on – issues of power in the United States, inequity in wealth, differences in educational opportunities and social status – informed her understanding of what she was seeing on the television screen.

“I felt that I had such a richer understanding of those events because of the class and the sociological perspective,” Davies-Netzley says.

She switched her focus to sociology and wrote a master’s thesis on homeless women (*Childhood Abuse as Precursor to Homelessness for Homeless Women with Severe Mental Illness: Violence and Victims*, 1996, 11, 2, Summer, 129-142).

The world of inequity and oppression that sociology opened up was not one that she had grown up in. The British child of highly educated parents, she attended private school in Los Angeles. Whether she would attend college was not an issue, just where. A degree in communications from UC San Diego was followed by a couple of years in the marketing world.

“A desk job was not a good fit,” Davies-Netzley says.

At UC Irvine, where she enrolled in the social relations doctoral program in 1994, she was drawn to the issues of opportunity and ownership in the business world. A paper, *Women Above the Glass Ceiling: Perceptions on Corporate Mobility and Strategies for Success*, resulted from a study of men and women in elite corporate positions. Women truly did hit a glass ceiling, she found, and for non-white women that ceiling was even lower.

“I got the impression that (the women) had thought about leaving the corporate world and starting businesses of their own (but) they . . . were frustrated by elite men’s social circles.”

Rich and detailed studies of ethnic entrepreneurship fill the library shelves,

DAVIES-NETZLEY:
LATINA
ENTREPRENEURS



WORK

DAVIES-NETZLEY: LATINA ENTREPRENEURS

but the needs and goals of women and specifically of Latina women in the professional business community had received scant attention.

“My work makes a contribution by exploring the economic, social, and cultural capital Anglo and Latina women bring to their entrepreneurial ventures,” says Davies-Netzley, whose dissertation, *Gendered Capital: Entrepreneurial Women in American Society*, is now available in book form.

San Diego seemed to be the perfect place to explore this topic, particularly because of the large number of Latina owned businesses.

The picture that emerged from her investigation, though far from perfect, was not all bad. Although Latinas remain at an economic disadvantage compared to white women, the trend toward improvement was clear – a 234 percent increase in household income over a 20-year period. Although more than half of Latinas work, most are confined by lack of education or family gender bias into the lower skilled or lower paying fields. Immigration status confined many to the informal economy or to part-time work.

All these issues affect the ability of Latinas to break into the formal business world and succeed as business owners. The drawbacks notwithstanding, – nationwide, two white women are self-employed for every Latina – their numbers are growing rapidly. However, many of them reported clear examples of gender or ethnic discrimination that had closed doors to them that would have been open to white or male business owners.

Barely was the ink dry on her dissertation when Davies-Netzley received a call from Garland publishing asking to include her work in a series of academic studies on entrepreneurship. The book has been well received. Its author, now a lecturer at San Diego State University, the school where sociology first engaged her intellect, is examining wealth, privilege and race/ethnicity in one of the most affluent zip codes in the nation – San Diego’s Rancho Santa Fe.

A development with built-in restrictions on architectural style, land use, and horticultural usage, property owners were forbidden by one of the infamous and now illegal “protective covenants” from selling or renting to members of certain racial or ethnic groups.

The research will enrich the students taking her class in social problems this fall, Davies-Netzley says.

“I hope that they will be able to understand how barriers to income-earning opportunities and wealth accumulation can damage individuals, families and our society at large.”

— by Frances Fernandes

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The Organizational Fit of UC Latino Faculty in the Academic Workplace

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Day Laborer Project

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The Day Laborer Phenomena: Exploring a City's Options

Julia A. Cottle, Anthropology, UC Davis

Canning workers: Mexicanos' Experience of Restructuring in California's Agro-Industrial sector

Julia A. Cottle, Anthropology, UC Davis

Para Mujeres como Nosotras: Women Workers' Experiences of Restructuring in Northern California's Tomato Processing Industry

Jill Esbenschade, Ethnic Studies, UC Berkeley

Monitoring in the Garment Industry

Teresa Figueroa Sánchez, Anthropology, UC Santa Barbara

Against All Odds: Mexican Family Farms in California

Maria de la Luz Ibarra, Anthropology, UC Riverside

Migration, Alienation and Resistance in the Lives of Mexicana Household Workers

Ann López, Environmental Studies, UC Riverside

From the Farms of West Central Mexico to California's Corporate Agribusiness: The Social Transformation of Two Binational Farming Regions

Mónica López, School of Social Welfare, UC Berkeley

Mexican Migrant Farmworkers in the United States: an Annotated Bibliography

Mario L. Tinoco-Herrera, Education, UC Riverside

Skilled Transnational Migration: The Circuit of Mexican Researches in the Agricultural Sciences between Mexico and the United States



Three media provide diverse ways to study jazz' Latin accents

Latin Jazz: La Combinación Perfecta, The Perfect Combination

Raúl A. Fernández, Sociology, UC Irvine

A project that Raúl A. Fernández began in 1999 has resulted in a three-part examination of the history and sociology of Latin jazz in the United States that will resound beyond the physical end of the project in 2006. The three-part project, supported by SCR-43 funds, has produced a book, a CD, and a traveling exhibit.

Jazz insiders always knew that this sensual music had a Latin accent.

"If it doesn't have a Spanish tinge . . . then it isn't jazz," early 20th century musician and father of jazz, Jelly Roll Morton, is reputed to have said.

Now, a new Smithsonian

exhibition, *Latin Jazz: La Combinación Perfecta, The Perfect Combination* – together with a book and a CD – tells the story of the evolution of Latin Jazz in the United States and offers a concise and inclusive look at Latin Jazz, its history, the major personalities who have been associated with it and its icons.

The English-Spanish bilingual book, *Latin Jazz: The Perfect Combination/La Combinación Perfecta*, traces the roots and routes of Latin jazz from its early beginnings to its current worldwide popularity. Published jointly by Chronicle Books and the





Smithsonian Institution Traveling Exhibition Service, the book tells the story of Latin Jazz – the perfect combination of Afro-Cuban beats and jazz sounds that energizes audiences like no other music. The rich narrative history contains fresh interviews with jazz greats and more than 100 rare images.

Released in conjunction with the book and the traveling exhibit of the same name, the CD *Latin Jazz: La Combinación Perfecta* is a collection of Latin jazz performed by some of its most important innovators. The CD contains established Latin legends like Tito Puente and Mongo Santamaría as well as such jazz icons as Dizzy Gillespie and Charlie Parker. It creates a musical journey through one of the most important American genres to emerge from the 20th century.

This collection of recordings outlines the historical developments of Latin jazz while providing fresh insight into the musical connections and innovations that make this tradition a rich and dynamic genre.

The museum show, *Latin Jazz: La Combinación Perfecta*, teaches about the history of Latin jazz in the United States and the Caribbean. It opened in Washington, D.C. in 2002 and will tour 12 cities before closing in 2006.

The walls of the exhibit are brightly colored and rounded like conga drums. Information is printed in both Spanish and English. There are pictures of musicians and singers from as far back as the nineteenth century. Instruments once played by great performers are on display: timbales that belonged to Tito Puente, congas played by Poncho Sanchez, and the famous bent trumpet belonging to Dizzy Gillespie. Visitors also can make their own music – trying out their rhythm with conga drums and guiros and also with other tools of Latin jazz.

Information on the exhibit is available at:
www.smithsonianlatinjazz.org.



Writers probe role of religion, spirituality through literature

DELGADILLO:
SPIRITUALITY

Revolutionary Gods: Hybrid Spirituality in Chicana and Chicano Cultural Productions

Theresa Delgadillo, English, UCLA

Chicanos, unaccustomed to seeing their lives and their experience acknowledged in mainstream media, feel empowered when they encounter those same experiences of dispossession and marginalization in Chicana and Chicano literature.

Theresa Ann Delgadillo first had that experience after having quit college to work as a political activist. A colleague gave her a photocopied version of Aristeo Brito's out-of-print, *The Devil in Texas*. Reading that book took her in a direction she had not anticipated. A few years later, she remembers coming across Oscar Hijuelos' *The Mambo Kings Play Songs of Love* at a New York Barnes and Noble. It was the first time she had ever seen a book by a Latino/a prominently displayed in a bookstore, she says. She bought it. Soon, she was back in school studying Chicano/a and Latino/a literature.

While working on her master of fine arts in creative writing, she became especially interested in the intersection of Chicano/a and Native American literature. Reading Rudy Anaya's *Bless Me, Ultima* against Leslie Silko's *Ceremony* prompted her to consider the multiple spiritual

traditions that inform Chicano/a literature, a topic that became the focus of her doctoral dissertation at UCLA.

"It led me into a project of thinking of religion," she says.

She is reshaping and revising her 2000 dissertation on hybrid spiritualities, resistance and religious faith in contemporary Chicano/a narratives into a book. Her study of religion and spirituality in literature contributes to a growing area of research on Latino/a religions.

"Other scholars are examining the histories of Chicano/a religious groups, the links between Chicano/a religiosity and political behavior, the forms of religious belief and worship in Chicano/a communities," she says.

Her book examines the significance of a broad spectrum of religious belief and practice on the people and the communities portrayed in Chicano/a litera-



THERESA DELGADILLO



ture. Delgadillo reviews work from the 1960s through the 1990s (from Rudy Anaya's *Bless Me, Ultima* and Raymond Barrio's *Plum, Plum Pickers* to Sandra Cisneros' *Woman Hollering Creek* to Denise Chávez's *Face of an Angel* and Kathleen Alcalá's *Spirits of the Ordinary*), focusing on the work of Chicana writers and feminist re-visions of spiritual community. These and other texts in her study represent Catholic, Protestant, Jewish, and Native American religious beliefs and institutions in Chicano/a communities. She explores the connections between racial, ethnic, sexual and gendered identities on the one hand, and religion on the other.

"These works contain characters whose resistance to racial, class and gender subordination also takes a spiritual form," Delgadillo writes. The Chicana waitress who is the protagonist of *Face of an Angel* resists the attempts of others to relegate her to an inferior status through her critique of an oppressive religiosity and creation of a new spiritual community.

"Rather than dismiss religion," she says, "Chicana writers engage it."

'We attract young people who are confronted with rather stark realities. . . . If they don't have the arts telling them about the essence and meaning of life, offering some kind of exploration of the positive and negative aspects of life, there is no hope.'

**LUIS VALDEZ DISCUSSING THE IMPACT OF
EL TEATRO CAMPESINO PRODUCTIONS
IN A 1981 INTERVIEW**

Delgadillo's work attracted several grants, in addition to a 1998 UC MEXUS Dissertation Grant.

"The grant was important in allowing me to pursue my research," she says. "I was able to visit and study the archived papers of several authors, research the histories and traditions they drew from and experience the landscapes from which their work emerges."

Not only did she gain a greater depth of understanding of their work, she says, she was able to present some of her findings at conferences and get feedback.

Through her work she now

shares the message that so encouraged her as a student.

"I have often encountered welcome and relief that there is a narrative, a story, a novel that in some way corresponds or resonates with (students') own experience of multiple traditions or having to negotiate more than one identity. It allows them to explore themselves and their place in the world."

Her book will take that message beyond the lecture hall.

— by Frances Fernandes



Video maker throws spotlight on Latino experimental media

In Transito: Journey, Itineraries and Historical Turns in Contemporary Mexican and Latino Media Art

Rita A. Gonzalez, Film, Television and Digital Media, UC Los Angeles

A few miles from the Hollywood sign — the symbol of almost a century of manufactured realities on celluloid — a woman has been working industriously to tell the story of Latino and Mexican media artists whose work rarely catches the spotlights.

Video maker, independent curator and writer Rita A. González already has an impressive body of work to her credit — much of which has involved bringing attention to the neglected work of Mexican and Latino video artists. But her dissertation, *“In transito: Journeys, Itineraries and Historical U-Turns in Contemporary Mexican and Latino Media Art,”* moves beyond recognition to examination of the artists' preoccupations with identity, with the meaning of their culture and with understanding their history, she says.

In Tijuana, for example, new media, audio art, even architecture and design, often deal with the kinds of hybrid identities that emerge along the borderland where poverty and technological sophistication live cheek-by-jowl. Whereas in the United States, Chicano and Latino media artists no longer see their art solely in terms of the political messages of various Civil Rights movements. Though they hold that era of artistic production dear, many of them are entering a new period in which they respect the Movement but challenge static notions of what a Chicano artist should be.

The evolution of cultures on both sides of the border and the revision of histories from the glorified stories of the past to a more nonconformist interpretation all contribute to the multifaceted character of artistic expression by Latinos and by Mexicans.

González compares this contemporary work to that of the turn-of-the-century silent filmmaker Elvira Notari (1875-1946) much of whose work has been lost. Because so much of Notari's original work is missing, Harvard professor Giuliana Bruno digs into the past for hints and evidence of the filmmaker's intent and uses archaeological metaphor to reinforce her



conclusions about the work. González uses the same technique to describe filmmakers' and artists' treatment of their culture and their past, and to examine their approach to time and place.

Mexican artists' differing cultural perceptions of the United States and Chicano and Latino artists' similarly divergent views of Mexico frame the thesis within which González explores those concepts.

These issues emerge in a broad spectrum of video-art, documentary film, video and photographic art by both Latino and Mexican media artists, she says.

The very fact that they are emerging from obscurity has meant that Mexican artists are resisting being called upon to represent their artistic expression in terms of their Mexican-ness. At the same time, Chicano and Latino media artists are questioning their relationship to a political legacy of various social movements predicated on nationalist agendas.

"The evolution of cultures and the production of revised histories that complicate glorified visions of nation-states all contribute to the theoretical formations of media arts by Latinos in the U.S. and Mexicans working in their country and abroad," González says.

Her dissertation builds on much of her earlier collaborative work, which brought to light almost three-quarters of a century of the neglected work of Mexican and Latino experimental filmmakers and media artist.

That work already has met with astounding success.

Perhaps the most significant of those was a survey of 60 years of Mexican experimental media, which reviewers called the first-ever survey of Mexican avant-garde film. González and Pitzer College professor and filmmaker Jesse Lerner curated an exhibition, *Mexperimental Cinema*, which featured 46 film and video titles. Many of those pieces were seen outside of Mexico for the first time. The exhibition toured this country and Mexico between 1998 and 1999 and eventually went from the Guggenheim in New York to its sister museum in

González's movies

Electronic Bodies takes the viewer through Graceland, Neverland and Disneyland and studies the lives of the celebrities who constructed them. It also examines those who recreate themselves as American myth.

The Assumption of Lupe Velez studies the last night of Mexican star Lupe Velez's life. Gonzalez uses accounts of the star's final hours in Hollywood to examine portrayals by Hedda Hopper in the mainstream entertainment press, as well her transformation into an underground cult icon in the work of Kenneth Anger, Andy Warhol and little-known Puerto Rican experimental film maker Jose Soltero.



ARTS & LITERATURE

GONZALEZ: EXPERIMENTAL MEDIA

Barcelona, Spain.

The project, four years in the making, awoke interest in work that few Mexicans had seen, says Mexican independent filmmaker Ximena Cuevas.

"(Gonzalez and Lerner) went from California to Mexico to view material that in Mexico nobody seemed to give much importance," she told UC Davis professor Sergio de la Mora for the summer issue of *Senses of Cinema*.

Gonzalez has continued to raise consciousness toward experimental film on both sides of the border by writing, and curating other exhibitions.

She curated a film and video series with Norma Iglesias, a scholar in both Mexico and California, for *inSITE 2000*, the binational art festival in San Diego and Tijuana.

"As a curator I was feeling a responsibility (to expose and preserve this work)" she says. "It's important to bring critical attention to the work out there that has been overshadowed by mainstream media. It's important that there be advocacy for those who are not part of Hollywood."

She has found support for that work from her dissertation adviser, Chicano Research Study Center Director and Film Professor Chon Noriega.

"Chon has been a great mentor because preservation and curatorial work has been what his work has been about."

She also has been creating and experimenting in film in her own right. *Electronic Bodies* and *The Assumption of Lupe Velez* both deal with the Hollywoodization of entertainment figures. [See box, page 45] Her video work has been shown at Spain's Canal Isabel II, the UCLA Armand Hammer Museum, New York's Bronx Museum, Self-Help Graphics in East Los Angeles, the Seattle Center on Contemporary Art and at festivals internationally.

Now she is dedicated to tracking down media artists in Mexico and on the East Coast to complete her academic work. An upcoming trip will take her from New York to Mexico City to meet with the most contemporary media artists, such as filmmaker Alex Riveras and video artist Cuevas, documentary filmmaker Gregorio Rocha, photo historian John Mraz and photo essayist Jose Antonio Rodriguez. She is also exploring the work of filmmakers (particularly Jesse Lerner, Olivier Debrouse, Gregorio Rocha) who use both archival and fabricated footage to examine Mexican modernism.

In addition to work on her dissertation, Gonzalez coordinates arts projects for the UCLA Chicano Studies Research Center and is programming director for the Latin American Cinemateca of Los Angeles.

— by Frances Fernandes

UCCLR FACULTY RESEARCH IN ARTS AND LITERATURE



ARTS
&
LITERATURE

FACULTY
RESEARCH

Group project, Center for the Study of Race and Ethnicity, UC Santa Barbara
Chicano Visual Arts Initiative

Group project, Chicanos/Latinos in a Global Society, UC Irvine
Images of Immigrants: Migrancy, Culture and Identity

Group project, Chicano/Latino Research Center, UC Santa Cruz
Borders, Nations and Regionism

Alicia Arrizón, Ethnic Studies, UC Riverside
The Impact of Women's Performance Art in Contemporary Mexican Culture

Judith F. Baca, César E. Chávez Center for Chicano Studies, UC Los Angeles
UCLA César Chávez Mural/Digital Lab at Social and Public Art Resource Center

Judith F. Baca, César E. Chávez Center for Chicano Studies, UC Los Angeles
Mexican/Chicano Mural Database

Mario Barrera, Ethnic Studies, UC Berkeley
The Pied Piper of Saipan

Marla C. Berns, University Art Museum, UC Santa Barbara
A History of Chicano Graphic Arts in California

Marla C. Berns, University Art Museum, UC Santa Barbara
Just Another Poster? Chicano Graphic Art in California

Juan Bruce-Novoa, Spanish and Portuguese, UC Irvine
*The Utilization of Latino Motifs to Market a Certain Image of California
Associated with Fruit Production*

Juan Bruce-Novoa, Spanish and Portuguese, UC Irvine
The Representation of Latinos in Hollywood film

Juan Bruce-Novoa, Spanish and Portuguese, UC Irvine
The Comparative Study of Styles of Chicano historiography

Julianne Burton-Carvajal, Literature, UC Santa Cruz
Paul Espinosa: Video Maker on the Border

Angie Chabram-Dernersesian, Chicana/o Studies, UC Davis
Chicana Literary Cartographies

Rafaela Castro, Chicana/Latina Research Center, UC Davis
Letters from the Prettiest Girl in Arvin

Leo R. Chávez, Anthropology, UC Irvine
The Popular Iconography of Immigration



ARTS
&
LITERATURE

FACULTY
RESEARCH

Raul A. Fernandez, Social Science, UC Irvine

History and Sociology of Latin American Popular Music in the United States

Raul A. Fernandez, Social Science, UC Irvine

History of Latin Jazz

Victor F. Fuentes, Spanish and Portuguese, UC Santa Barbara

Ventana Abierta: A Literary and Cultural Review

Alicia Gaspar de Alba, César E. Chávez Center, UC Los Angeles

Place and Identity in the Construction of Chicana Aesthetics

Jennifer A. González History of Art and Visual Culture, UC Santa Cruz

Chicano/a Art in the United States

Inés Hernández-Avila, Native American Studies, UC Davis

On Our Own Terms: Critical/Creative Representations by Native American Women

Inés Hernández-Avila, Native American Studies, UC Davis

Sara Estela Ramirez: The Early Twentieth Century Texas-Mexican Poet

Inés Hernández-Avila, Native American Studies, UC Davis

Roots of Danza Azteca as Chicana/o Cultural (Indigenous) Expression: La Mesa del Santo Niño de Atocha and Conchero Dance Tradition of Mexico-Tenochtitlan

Norma Klahn, Literature, UC Santa Cruz

Post-Western Epistemologies: Remapping Literary and Cultural Studies

Norma Klahn, Literature, UC Santa Cruz

Transnationalizing Social Theory and Practice in the Americas: A Research and Scholarly Exchange Program

Alejandro Morales, Spanish and Portuguese, UC Irvine

Concepts of Images of Culture, Migrancy, Identity as Manifested in U.S. Latino Literature

Carlos Morton, Theatre, UC Riverside

Rancho Hollywood: A Chicano Play in Mexico City

Carlos Morton, Theatre, UC Riverside

Antología de Teatro Chicano

Olga Nájera-Ramírez, Anthropology, UC Santa Cruz

Transnational Popular Cultures

Chon A. Noriega, Film, Television, and Digital Media, UC Los Angeles

Chicano Millennium: The Aztlán Reader, 1970-2000

Chon A. Noriega, Film and Television, UC Los Angeles

Latina/o Artists Research Project and Monograph Series

Chon A. Noriega, Film, Television, and Digital Media, UC Los Angeles

Chicano Cinema Recovery Project: Efraín Gutiérrez "Please Don't Bury Me Alive" (1976)

Chon A. Noriega, Film, Television and Digital Media, UC Los Angeles

Chicano Cinema Recovery Project



ARTS
&
LITERATURE

FACULTY
RESEARCH

Pablo Ortiz, Music, UC Davis

Creation, Development and Recording of a Repertoire of Children's Songs Based on the Original Bilingual Poems of Renowned Chicano Poet Francisco X. Alarcón

Sonia Saldívar-Hull, English, UC Los Angeles

Chicana Aesthetic Interventions: Tish Hinojosa and Farmworker Rights

Sonia Saldívar-Hull, English, UC Los Angeles

Between My Art and Activism: Chicana Cultural Terrains

José Luis Valenzuela, Theatre, UC Los Angeles

Chicano Theatre Festival 2002

Raymond L. Williams, Hispanic Studies, UC Riverside

Culture and Society in Mexican and Chicano Fiction: Lecture Series



UCCLR
GRADUATE RESEARCH
IN ARTS AND LITERATURE

Meredith E. Abarca, Comparative Literature, UC Davis
Charlas Culinarias

Paul Almeda, Sociology, UC Riverside
Popular Music in El Salvador, 1970-1990

Victoria Bañales, Literature, UC Santa Cruz
Latin/a American Women's Dictatorship Literature

Luz Calvo, History of Consciousness, UC Santa Cruz
Visualizing Difference in the Photography of Laura Aguilar

Sergio De la Mora, Literature, UC Santa Cruz
(New) Mexican Cinema in the NAFTA Era: Notes on the Cultural Politics of State-Funded Film

Theresa Delgadillo, English, UC Riverside
Revolutionary Gods: Hybrid Spirituality in Chicana/Chicano Cultural Productions

Auli Ek, English, UC Santa Barbara
Constructions of Chicano Masculinities in Contemporary American Prison Narratives

Marc García-Martínez, English, UC Santa Barbara
Abject Narratives in Alejandro Morales' The Rag Doll Plagues

Rita A. Gonzalez, Film, Television and Digital Media, UC Los Angeles
In Transito: Journey, Itineraries and Historical Turns in Contemporary Mexican and Latino Media Art

Judith L. Huacuja Pearson, Art History, UC Santa Barbara
California Chicana/o Collectives and the Development of Liberator Artistic Praxis in America

Judith L. Huacuja Pearson, Art History, UC Santa Barbara
The Royal Chicano Air Force and the Centro de Artistas Chicanos

Keta Miranda, History of Consciousness, UC Santa Cruz
Teenage Chicana Responses to Gang Genre Films

Russell Rodriguez, Anthropology, UC Santa Cruz
Transmission of Mariachi Knowledge: The Movement from Rural Mexico to the U.S.

Ernesto Salazar Martínez, Film and Television, UC Riverside
Latina/o Film Festivals and Latina/o Independent Film Practices: An Alter-Native Mode of Cultural Production

Deborah Vargas, Sociology, UC Santa Cruz
Las Tracaleras: Tejanas, Tex-Mex Music, and the (En)Gendering of Tejano Cultural Production

Rita E. Urquijo-Ruíz, Literature, UC San Diego
The Figure of the Peladita/Peladito and the Pachuca/Pachuco in Chicana/o and Mexican Cultural Production from 1920-1980

HEALTH



UC San Francisco develops tools for Latino mental health service

Psychological Research with Latinos: from the Barrio to the World

Ricardo F. Muñoz, Psychiatry, UC San Francisco; Director, Latino Mental Health Research Program

The Latino Mental Health Research Program of the University of California, San Francisco, is based at the San Francisco General Hospital, the county hospital in the Mission District of San Francisco. The Mission District is the Latino *barrio* of the city, and thus many of the hospital patients are Spanish-speaking.

The Latino Mental Health Research Program is designed to conduct research relevant to the health and mental health needs of the Latino community. The research group fulfills this mission by:

- developing, evaluating, and implementing preventive and treatment interventions in Spanish and English;
- conducting culturally sensitive and linguistically appropriate research with the Latino community in the San Francisco Bay Area and beyond;
- training and supporting the career advancement of Latinos(as), and other mental health professionals dedicated to working with underserved populations in English and Spanish; and
- collaborating with other researchers nationally and internationally.

Over the years, Latino Mental Health Research Program faculty and trainees have developed several manuals in Spanish and English to prevent and treat major depression. The manuals have been subjected to empirical evaluation, including studies in which Spanish- and English-speaking patients at the hospital are assigned at random to receive one kind of treatment or another, to test their relative effectiveness.

Researchers in other parts of the country and other parts of the world have used the manuals for other depression studies. They have translated the manuals into Chinese, Japanese, Korean, German, Norwegian and Finnish. The national need for Spanish-language materials for clinical and research work has been increasing as the Latino population has grown to the 40 million Latinos currently living in the United States. To meet the demand for the manuals, the San Francisco General Hospital group recently launched a Website where the manuals are available for download:

(<http://som.ucsf.edu/som/faculty/lmhrp/>).



HEALTH

MUÑOZ: MENTAL HEALTH

Professionals can download “Cognitive-Behavioral Group Therapy Manual for the Treatment of Depression,” the Depression Prevention course, and the Mothers and Babies course (a 12-week course for pregnant women designed to lower their risk for developing depression during pregnancy and after they give birth).

Others manuals will be added as they become available.

Seeing the manuals developed in the barrio used throughout the country and the world has been most gratifying. However, one clinic or prevention program can only reach a limited number of people. The need for health care interventions is great, and the resources available are few. Therefore, the Latino Mental Health Research Program has been investigating methods to evaluate psychological services via the Internet.

The program obtained funding from the Tobacco-Related Disease Research Program to create a web site to evaluate the effectiveness of a web-based smoking cessation program.

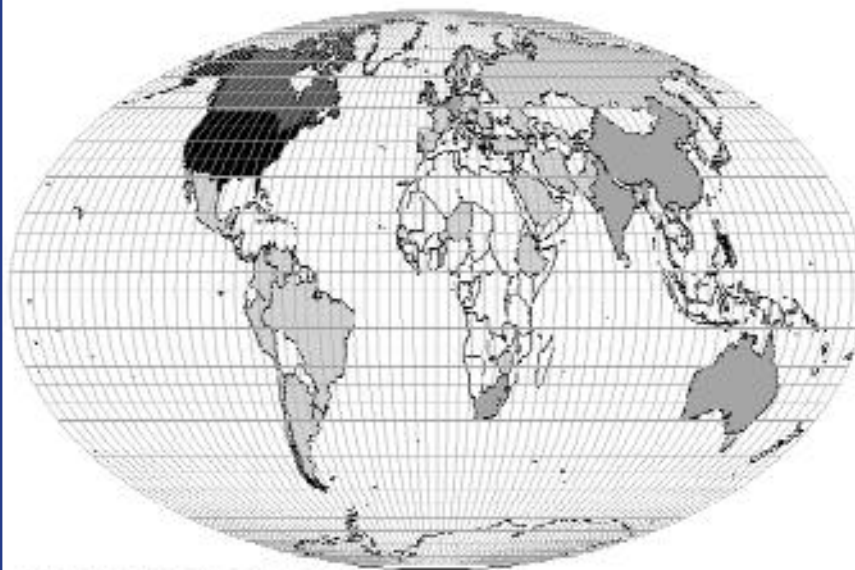
In first phase of the project, smokers were recruited from 75 countries: More

than 3,500 English-speaking smokers and more than 1,000 Spanish-speaking smokers (see figure). Most of the Spanish-speaking smokers were from outside the United States. The team is currently carrying out a campaign to recruit Spanish-speaking smokers in the United States to the site.

The Latino Mental Health Research Program supports undergraduate and graduate trainees interested in Latino research. Over the years, Latino and other students who have trained at SFGH have gone on to faculty positions at University of California campuses at Berkeley, Los Angeles, San Diego, Davis and San Francisco; California State University campuses at Fresno and San Marcos; Stanford University, the University of Michigan, George Washington University and others.

Through their work, through their students, and through research projects such as the web-based smoking cessation study, the UCSF/San Francisco General Hospital program is contributing to Latino health and mental health needs of the barrio and much beyond.

**SMOKING CESSATION PROGRAM:
PARTICIPANTS IN THE ENGLISH/SPANISH WEB-BASED PROGRAM**



PARTICIPANTS BY SHADING
0-9: LIGHTEST
10-99: LIGHT
100-999: DARK
1000-3000: DARKEST



HIV-prevention studies focus on Latino migrant laborers

HIV Prevention with Mexican/Latino Migrant Day Laborers: Cultural, Community, and Academic Collaboration

Kurt C. Organista, Social Welfare, UC Berkeley

In response to an active community advisory board, the City of Berkeley's HIV/AIDS Program added local migrant day laborers to their "high risk initiative" efforts. In exchange for support in developing and implementing HIV prevention groups for the men in the community of migrant day laborers, UC Berkeley's Kurt C. Organista agreed to conduct a survey of that community.

During the past two years, Organista, HIV/AIDS program staff and UC Berkeley students, have been evaluating the HIV risk that migrant day laborers are exposed to and developing culturally and socially appropriate HIV prevention interventions.

The 102 migrant day laborers interviewed were primarily Mexican, of low socio-economic status background, had assimilated poorly to U.S. culture and fell within the \$100- to \$400-a-week income range – 40 percent of which they send home.

The psychosocial context of HIV risk included concerns expressed about lack of money and employment, followed by racism, social isolation, sadness and loneliness. The men reported high rates of alcohol use and binge drinking, which accompanied sexual activity. Only 7 percent of the men reported illegal injection-drug use, but they frequently shared needles without bleach cleaning them. Men generally did not carry condoms and their knowledge of proper condom use was poor.

Men used condoms infrequently for the most common form of sex reported, vaginal sex. However, men reported confidence in being able to insist on condom use in other sexual situations. They also reported fairly frequent pro-condom attitudes and behaviors within their social circles. Slightly more than half of the men reported sexual activity during the past two months, and only with female partners — roughly half of whom were regular sex partners, including spouses, and half were riskier partners such as one-time sex partners, prostitutes and multiple sex partners. Migrant day laborers showed encouraging efforts to increase condom use with prostitutes.



HEALTH

ORGANISTA: HIV PREVENTION

Development, implementation and evaluation of pilot HIV prevention groups for migrant day laborer:

Development of HIV prevention efforts with the migrant day laborers began with a focus group of twelve men to assess the feasibility of convening them to discussion HIV/AIDS. Trusted outreach workers recruited the men who were also offered cash incentives and a meal for participation.

On the day of the focus group, the team had to turn away interested men for lack of room. Based on focus group and survey results, a three-session HIV prevention group was implemented with 12 men in summer 2002. In spring 2003, a second group was formed, partly based on lessons learned from the first group. In each case, about a dozen men began the group and most attended the final session. All men were pre-tested for HIV and substance-related risks and about half participated in a one-month follow-up assessment.

While analysis of preliminary outcome data is pending, the group process was lively and participants were engaged. The team attributed such productive group dynamics to the use of bilingual and bicultural group facilitators, involving migrant day laborers in problem-definition and problem-solving, and facilitating discussion by using culturally familiar symbols such as Mexican lottery cards reflective of migration motivation (*La Escalera*) contrasted with problems encountered in the United States ranging from problem drinking (*El Borracho*) to death from AIDS (*La Muerte*). The team also created its own Mexican Lottery cards to reflect HIV risk factors (*La Prostituta*, *Sexo entre Hombres*, *La Amante*), and prevention strategies (*El Condón*, etc.).

Updates and developments

The team is currently writings grants and is planning to more actively involve migrant day laborers as peer facilitators in future groups.

UCCLR FACULTY RESEARCH IN HEALTH



HEALTH

FACULTY
RESEARCH

Group project, Latino Mental Health Research Program, UC San Francisco
Depression Screening Study

Group project, Latino Mental Health Research Program, UC San Francisco
Somatization and Functional Impairment in a Public Care Gynecology Sample

Group project, Latino Mental Health Research Program, UC San Francisco
Preschoolers Witnesses to Violence Project

Group project, Latino Mental Health Research Program, UC San Francisco
Cognitive-behavioral Group Psychotherapy: A Pilot Group Process Model

Group project, Latino Mental Health Research Program, UC San Francisco
Prevalence of Mental Disorders and Utilization of Medical Services in Public Care Gynecology Patients

Group project, Latino Mental Health Research Program, UC San Francisco
Recognition of Psychiatric Disorders in Latina versus African-American and Anglo Public Care Young Women

Group project, Latino Mental Health Research Program, UC San Francisco
Tomando Control de su Vida II: Spanish-Speaking Smoking Cessation on the Web

Group project, Latino Mental Health Research Program, UC San Francisco
The World Health Organization CIDI: A Reliability Study in a Clinical Sample

Group project, Latino Mental Health Research Program, UC San Francisco
The Cortisol Study

Group project, Ernesto Galarza Applied Research Center, UC Riverside
Community Health Worker/Promotora Program for Improving Health Care in California

Louis R. Alvarez, Latino Task Force, UC San Francisco
Impact of a Mood Management Intervention on Acute Psychiatric Inpatients

Patricia A. Areán, Psychiatry, UC San Francisco
Prevalence and Implications of Psychiatric Disorders and Dementia in Minority Geriatric Primary Care Patients

Francisca Azocar, Psychiatry, UC San Francisco
Child Abuse Prevention Intervention in Spanish-Speaking Depressed Mothers

Jo-Ellen Brainin-Rodriguez, Psychiatry, UC San Francisco
Focus-Group Project with Dually Diagnosed English/Spanish-speaking Women

Charles L. Briggs, Ethnic Studies, UC San Diego
Health and Minority Communities



HEALTH

FACULTY RESEARCH

Claire D. Brindis, Center-Reproductive Health Research & Policy, UC San Francisco
Involving Young Men in Sexual and Reproductive Health: Setting a Binational Agenda for Research, Action and Policy

Claire D. Brindis, Institute for Health Policy Studies, UC San Francisco
Migration, Reproductive Health and Sexual Behavior: The Experience of Female Migrant Farmworkers in California

E. Richard Brown, Public Health, UC Los Angeles
The Effects of Immigration on Latinos' Access to Health Services

Leo R. Chávez, Anthropology, UC Irvine
Breast and Cervical Cancer Knowledge, Attitudes, Perceptions, and the Use of Cancer Screening Tests Among Latinas in Orange County, California

Mary Croughan-Minihane, Family and Community Medicine, UC San Francisco
Lead Poisoning Among Oaxacan Women and Children in Monterey County, Calif.

Maria L. Cruz-Torres, Anthropology, UC Riverside
Health Assessment in Rural Mexican Communities

Elena Fuentes-Afflick, Pediatrics, UC San Francisco
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Elena Fuentes-Afflick, Pediatrics, UC San Francisco
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Ellen Gold, Medicine, UC Davis
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Sylvia Guendelman, School of Public Health, UC Berkeley
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Sylvia Guendelman, School of Public Health, UC Berkeley
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Sylvia Guendelman, School of Public Health, UC Berkeley
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Sylvia Guendelman, School of Public Health, UC Berkeley
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Margaret A. Handley, Family and Community Medicine, UC San Francisco
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Barbara Herr Harthorn, Institute for Social, Behavioral and Economic Research and Department of Anthropology, UC Santa Barbara
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Lucia Kaiser, Nutrition, UC Davis

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Lucia Kaiser, Nutrition, UC Davis

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Laura Kohn, Psychology, UC San Francisco

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María Elena Lara, Pediatrics, UC Los Angeles

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Stephen McCurdy, Epidemiology and Preventive Medicine, UC Davis

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Ricardo F. Muñoz, Psychiatry, UC San Francisco

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Ricardo F. Muñoz, Psychiatry, UC San Francisco

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Ricardo F. Muñoz, Psychiatry, UC San Francisco

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Kurt C. Organista, School of Social Welfare, UC Berkeley

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Arthur J. Rubel, Family Medicine, UC Irvine

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Mary Beth Ruiz, Chicana/Latina Research Center, UC Davis

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Barbara Tinsley, Psychology, UC Riverside

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Jeanne Tsai, Psychology, UC San Francisco

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Jeanne Tsai, Psychology, UC San Francisco

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Patricia Zavella, Latin American and Latino Studies, UC Santa Cruz

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UCCLR

GRADUATE STUDENT RESEARCH IN HEALTH

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Hilda Chong, School of Public Health, UC Berkeley
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Colleen Denny, School of Public Health, UC Berkeley
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Marta Gil Lacruz, Psychology, UC Riverside
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Kathleen L. Laganá, Mental Health, Community, Admin. Nursing, UC Riverside
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Konane Martinez, Anthropology, UC Riverside
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Francisca A. Olaiz, Anthropology, UC Los Angeles
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Antonio J. Polo, Psychology, UC Riverside
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Beatrice Sánchez, Sociology and Behavioral Science, UC San Francisco
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EDUCATION



Community partners cooperate, support Latino school children

Students and Families Empowered for Success

Denise Segura, Sociology, Jesus M. Casas and Richard Duran, Education, UC Santa Barbara

The ENLACE (Engaging Latino Communities for Education) and Avance partnership, supported by the W.K. Kellogg Foundation and housed at UC Santa Barbara, assesses the educational and social needs of the local Latino community, and identifies the best practices that educational institutions and community-based organizations deliver to meet those needs.

This partnership includes grass-roots community organizations, K-12 school districts, as well as the Oxnard, Ventura and Santa Barbara community colleges and the UC Santa Barbara.

The partnership developed a comprehensive, collaborative program for Latino students and their families by involving students, their families, teachers, administrators, grass-roots activists and additional stakeholders in the planning process. The program focuses on removing the barriers that Latino students face in low-performing and bi-modal schools in urban and rural communities. The goal is to create models that can be adapted for use in different types of schools.

The partnership examines the dilemmas Latino families experience within the larger educational, socioeconomic and political context and matches strategically timed interventions at key points in the students' development. Those interventions take into account regional strengths and needs, and the cross-regional resources of UC outreach programs.

The partnership's long-term implementation goals include:

- Significantly increasing the number of Latino students from ENLACE high schools and community colleges who enroll in four-year colleges and universities;





EDUCATION

SEGURA,
CASAS,
DURAN:
SCHOOL SUCCESS



- Systematically preparing ENLACE scholars, beginning during the 6th to 7th grade transition, to undertake college-preparatory coursework in junior and senior high school;
- Drawing on the expertise and the knowledge of community-based organizations to bridge the gap between educational institutions and Latino families.

The ENLACE project design is based on a model developed in the early stages of the partnership. Of particular importance are wrap-around services that advocacy teams deliver to ENLACE scholars and their families. Parent engagement and empowerment also are vital components, along with use of new technology to connect scholars and families to schools and communities.

The ENLACE partnership is testing its model over the K through 14 pipeline by undertaking extensive evaluation and research that focuses on the specific emphases of three regional clusters. Each cluster has arrived at its

unique emphasis through an initial assessment of community needs, a thorough inventory of existing programs and services, and collaborative relationships fostered within the clusters themselves, from which programmatic expansions and enhancements have sprung.

While each cluster has a particular emphasis, they share a commitment to the larger ENLACE design and collaboration with UC outreach programs.

Interventions that prove effective in one cluster are exported to other clusters, and are also used to strengthen the design and implementation of UC

Outreach initiatives.

ENLACE partners leverage program dollars by building on one another's efforts, and by preparing to hand-off or transfer students from one set of programs to another as they progress academically. They also devote human resources to increase Latino achievement, retention and graduation rates throughout California's central coast.



Dialogues bridge knowledge gap between Chicano, Latino studies

Hemispheric Dialogues 2: Bridging Latin American and Latina/o Studies Through Curricular Innovation and Action-research Partnerships

Sonia E. Alvarez, Jonathan Fox, Manuel Pastor, Juan Poblete and Patricia Zavella, UC Santa Cruz

ALVAREZ
ET AL:
BRIDGING
DISCIPLINES

Hemispheric Dialogues 2 facilitates conversations among faculty and graduate students invested in bridging Chicana/o-Latina/o studies and Latin American studies, and fosters collaborations between scholars and activists working on Latin American/Latina/o issues.

The project has reached dozens of UC Santa Cruz faculty, graduate and undergraduate students from a wide range of disciplines through fellowship programs and events. In addition, the project has brought numerous scholars and activists from throughout the Americas to share their experiences.

Building on past dialogues about bridging Latina/o-Chicana/o studies and Latin American studies, the five members of the Hemispheric Dialogues cluster organized a series of structured conversations designed to foster collective reflection not only on the linkages and frictions between these two knowledge formations but also between these and other area/ethnic studies research and teaching traditions.

Recent hemispheric Dialogues 2 activities have involved a series of colloquia, workshops, readings and discussions on the following topics:

- Bridging Latin American and Latino studies in the curriculum
- Women's dialogues in the Américas
- Dialogues on Chicana/o and Native American studies
- Dialogues on race and racism in the Americas
- Dialogues on the intersections of Latina/o-Chicana/o-Latin American(s) studies

These presentations demonstrate that there are different histories in Latin American and Latina/o Studies, so building conceptual bridges across those





EDUCATION

ALVAREZ
ET AL:
BRIDGING
DISCIPLINES

divides led participants to rethink the "Latin/a-o Américas" from a hemispheric perspective. Over the past three years, the focus on the need for more explicit "conceptual translations" across divergent scholarly and activist traditions has increased.

"More productive hemispheric dialogues can only be fostered through sustained processes of cultural, political and disciplinary translation," Sonia Alvarez says. "It is all too easy for scholars and activists to have conversations in which they assume that they are speaking the same language (broadly defined), when subsequent misunderstandings reveal that they are not.

"A more deliberate focus on the recognition of different frameworks will help to overcome both linguistic differences (which remain a major issue) and to address conceptual translation needs that are often ignored or underestimated, affecting both scholarly conversations and activist-research dialogues."

Jonathan Fox characterized the relationship between Latin American and Latina/o studies as, "Juntos pero no revueltos" (LASA Forum, 2003).

Two fellowship programs have been vital to Hemispheric Dialogues 2 work:

1) The Faculty-Activist Action-Research Fellowships promotes intellectual exchanges between scholars and practitioners by bringing activists to campus. They work on projects with faculty partners and give a colloquium and guest lectures in classes. The principle investigators made presentations about action-research at the 2003 Latin American Studies Association conference in Dallas.

2) The Faculty-Graduate Student Curricular Innovation Grants support curricular development that fosters the bridging of area and ethnic studies approaches. In close collaboration with faculty mentors who plan to "cross border up" one of their courses, graduate students develop a syllabus in one of their areas of expertise that embeds a cross-border perspective. LALS will review the courses produced and possibly hire Hemispheric Dialogues 2 graduate student fellows to teach their newly developed courses for the department. This enables graduates to become more competitive when they enter the academic job market.

In the first year, Hemispheric Dialogues 2 focused on "Migration and the Transnationalization of Community." The second year focused on "Women's Dialogues in the Latin/a Américas." In 2004, a Hemispheric Dialogues 2 conference (February 20-21) will bring scholars, activists, former graduate students and guests for further dialogues and to plan additional collaborations.

Hemispheric Dialogues 2, a Chicano/Latino Research Center cluster, operates with a three-year, \$235,000 grant from the Ford Foundation, and is co-sponsored by the Latin American and Latino Studies Department (LALS).

Information and access to documents related to the project is available on the Website: http://lals.ucsc.edu/hemispheric_dialogues/



Extra support helps college students make move to academia a success

An Applied Research Program in the Successful Transition of Latino Students From Junior College to Four-Year Institutions

Carlos Vélez-Ibáñez and Richard Chabran, Ernesto Galarza Applied Research Center, UC Riverside

Researchers at Ernesto Galarza Applied Research Center created a program to develop the multidimensional research capabilities of Latina/o junior college students and improve their academic abilities to facilitate their transfer to a four-year university. The program trained students in academic and research skills, and was conducted during the summers of 1997 through 2001. It consisted of a curriculum that provided students with an integrated, culturally congruent and applied research course of training and instruction.

Initially, five to seven freshmen junior college students a year were selected from the Puente Program, a university-preparation program already in place at community colleges near the UC Riverside campus. The program, in place at 37 California community colleges, reinforces Latino culture and matches students with mentors who work in their fields of study.

For the UCR program, the students who were selected displayed average to poor grade attainment. The students received a modest stipend during their enrollment in the UCR summer program. Most of the students came from low-income households and usually worked during the summer months to pay for college tuition.

The results of the additional five weeks of summer instruction starting prior to the students' moving to a four-year university, indicate significant improvement in their understanding of quantitative and qualitative methodology, data resource management, Web research and the basic structure of nomethetic social science.

The program allowed students to manage and work with databases congruent with the issues and problems facing Latino populations worldwide. Students learned how to identify and formulate research topics, learn research models and methods, and how to use quantitative and qualitative research methods to examine research evidence. All three areas were

VELEZ-YBAÑEZ,
CHABRAN:
BOOSTING
UNIVERSITY
ENTRANCE



EDUCATION

VELEZ-YBAÑEZ,
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taught through critical reading, writing and thinking. Each area was contextualized within the broad issues of transnationalism, migration, demographic transitions, epidemiological trends, age and life-cycle development, and educational and institutional issues of learning, equity and achievement.

Learning to navigate the World Wide Web for research purposes allowed students to strengthen their critical thinking skills, search strategies and overall research methods. The program's approach to information technology moved the students from computer literacy to information fluency in an effort to develop higher-level knowledge and competence. Information fluency included the following three kinds of knowledge:

1. The ability to use computer applications,
2. Foundational concepts that include the basic principles and ideas of computers, networks and information,
3. The ability to apply technology in a research process.

By designing, developing, and undertaking quantitative and qualitative research, the students began to master the underlying nomethetic structure necessary to carry out sound research, become good problem-solvers, and appreciate that their abilities qualify them to enter this often too privileged world.

Program results indicate that the students came away with a significant edge in academic preparation, confidence and self-awareness too often stifled under conventional approaches to research instruction and research development. Their subsequent academic performance in junior college or a four-year institution was remarkably improved.

Based on the success of the majority of students in the program, it is possible to hypothesize that the program strengthened their educational opportunities as well as provided them with the necessary tools to become more productive members and leaders of the community.

Of the 31 students enrolled during 1997-2001, 28 completed the pilot program. One student dropped out because of child-care problems. The following represents the results of the program:

- Twenty-two went on to a four-year institution, two joined law enforcement, and four have moved out of state without further communication.
- All students reported greatly improved performance in courses ranging from statistics to English composition when they returned to junior college for their sophomore year.
- Those who transferred to a four-year institution performed better than they had at their junior college. (The students concluded that



EDUCATION

VELEZ-YBAÑEZ, CHABRAN: BOOSTING UNIVERSITY ENTRANCE

they would have been less prepared to face the rigors of university life without the training received.)

- All the students said that the program provided them with an academic and emotive "jump start" in knowledge and confidence without which they would have been less willing or not applied or transferred to a four-year institution.
- Those who did not attend a university said that the course was invaluable in helping them pass entrance examinations for their respective professions.

Summary of Success:

- a) 1997: Four students transferred to UC Riverside-and graduated in spring 1999; one student transferred to UC Santa Cruz and graduated in 2000;
- b) 1998: Four students transferred to California State University, San Bernardino, and have graduated;
- c) 1999: Four students graduated from junior college in 2000, three have graduated from California State University, San Bernardino, and one from UC Riverside. Two students were able to enter the profession they desired: One is a correctional officer for California Correctional Institution; one, a police office with the City of Colton;
- d) 2000: Five students transferred to universities such as UC Riverside, UC San Diego as well as CSUSB;
- e) 2001: Five students transferred to universities such as UC Riverside, and CSUSB and are attending their respective institutions.

In conclusion: Limited funding prevented offering the program in 2002 and 2003. But the low cost of the program (\$15,000 per year) averages to \$3,000 per student including stipend, graduate student support, dorm resident costs, and materials. This is a considerable savings in relation to the successful academic outcome.



Courses to teach about Latinos living and working in the U.S.

Ciudadanías y Diásporas Latinas: Iberoamericanas en las Américas: Conceptos, Prácticas, Educación y Comunicación Virtual (Latina/Latino Citizenships and Diásporas in the Americas: Concepts, Practices, Education and Virtual Communication)
Ines Hernandez-Avila, Chicana/Latina Research Center, UC Davis

The Chicana/Latina Research Center at the UC Davis, is creating a binational, multidisciplinary specialization in Latina/Latino citizenships. The course would explore issues that particularly affect that portion of the population who are citizens of the United States, whether or not they have the legal paperwork to support that reality. In addition to serving those who work with that population, information that results from research within this group would be of great interest to Latin American countries who are members of the Organización de Estados Iberoamericanos and are very interested in how their immigrant populations are faring in the United States.

Prospective students – who might be undergraduates, graduate students, professionals, policy-makers or anyone who is interested — would access an online course composed of a core curriculum with areas of specialization such as education, public health, policy, culture and the arts. Even teachers, who get credits for taking enhancement courses, would be able to gain more expertise in the area of Latina/Latino citizenships.

The study program, which also would make use of a video-documentary series and CDs, would lead to certification in Latina/Latino citizenships. The plan is to make the courses available in both English and Spanish. The research components would contribute to the Latina/o Social/Cultural studies area.

With seed-grants from the UC Davis Office of International Relations and Outreach and SCR43 funds, the Research Center is collaborating with the Department of Native American Studies, the Hemispheric Institute on the Americas, the Davis Humanities Institute, and the UCD Pacific Regional Humanities Center, as well as with faculty from the departments of human and community development, music, Spanish, anthropology, history and Chicana/o studies.

The principal partner institutions in Mexico are the Organización de Estados Iberoamericanos and faculty from COLEF (Colegio de la Frontera/Tijuana



EDUCATION

HERNÁNDEZ-AVILA: BINATIONAL LEARNING

along with Centro de Investigación y de Estudios Superiores en Antropología, Universidad La Salle México, Universidad Autónoma Metropolitana-Unidad Xochimilco, and LVII Legislatura del Congreso Local del Estado de Tlaxcala.

The Research Center is coordinating and administering the project; Center Director Inés Hernández-Avila is the lead investigator with graduate studies staff support funding for a year-long graduate assistantship for 2002-2003 and 2003-2004.

The project grew out of meetings on interculturalism and diversity in Latin America in 2000 between The Chicano/Latino Research Center and Organización de Estados Iberoamericanos. A pilot research project spearheaded last year by Chicano/Latino Research Center and Organización de Estados Iberoamericanos looked at Chicana/Chicano and the Latina/Latino immigrant (often indigenous) populations in the United States.

During 2002-2003, the Chicano/Latino Research Center organized several working meetings with faculty from the Davis campus culminating in a June meeting in Mexico City with representatives from Organización de Estados Iberoamericanos, including Director Patricia Pernas and other partner Mexican institutions. Prof. Inés Hernández-Avila, Native American Studies and the CLRC; Prof. Stefano Varese, Native American Studies and the Indigenous Research Center of the Americas, Prof. Tom Holloway, history department and director of the Hemispheric Institute on the Americas; James Grieshop, Human and Community Development, and Yvonne Cárdenas, a graduate student working on the project, also attended.

The Mexico City meeting produced the theoretical and conceptual framework for the courses, which can be used to apply for collaborative grant proposals. Participants sketched out main content (virtual/pedagogical and scholarly/theoretical) as well as the method for presenting workshops in those areas during the 2003-2004 academic year. They also generated a preliminary list of scholars with expertise in the desired areas, discussed strategies to start up the courses and an academic calendar.



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UCCLR FACULTY RESEARCH IN EDUCATION

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Group project, Chicano/Latino Research Center, UC Santa Cruz
Hemispheric Dialogues 2: Redefining Area/Ethnic Studies

Group project, Center for the Study of Race and Ethnicity, UC Santa Barbara
Enlace y Avance Program

Group project, Ernesto Galarza Applied Research Center, UC Riverside
An Inquiry Into the Successful Transition of Latino Students from Junior College to Four-Year Institutions: How Did We Do It and Where Do We Go from Here?

Group project, Chicano/Latino Research Center, UC Santa Cruz
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Sonia E. Alvarez, Politics, UC Santa Cruz
Hemispheric Dialogues: Rethinking Area/Ethnic Studies

Alexander W. Astin, Education, UC Los Angeles
Degree Attainment Among Latino Undergraduates

Frank Bonilla, Center for Puerto Rican Studies, Hunter College-CUNY
New Latino Digital Website (NLDW)

Joseph I. Castro, Joint Program in Educational Leadership, UC Santa Barbara
Strengthening School Leadership and Enhancing Teacher Professional Development in Fresno and Kern County Schools

Mitchell J. Chang, Education, UC Los Angeles
Latino Students' First-Year College Experience: Implications for College Success

Gabriela Chavira, Psychology, UC Santa Cruz
Latino Adolescents' Academic Achievement: The Role of Family Involvement

Dolores Delgado-Bernal, Center for Latino Policy Research, University of Utah
A Portrait of Chicana and Chicano Students: Academic Achievement and College Participation

Dolores Delgado-Bernal, Center for Latino Policy Research, University of Utah
A Portrait of Chicana and Chicano Students: Obstacles, Supports, and Strategies for College

Concha Delgado-Gaitán, Education, UC Davis
Latina Student Mentor Project

Robert Fairlie, Economics, UC Santa Cruz
Latino Flight from Public Schools into Private Schools

Robert W. Fairlie, Economics, UC Santa Cruz
Latinos and the Digital Divide



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Yvette Flores-Ortiz, Chicana/o Studies Program, UC Davis

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Patricia Gándara, Education, UC Davis

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Paul Green, Education, UC Riverside

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Carl Gutiérrez-Jones, English, UC Santa Barbara

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Susan D. Holloway, Education, UC Berkeley

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Kris Gutierrez, Education, UC Los Angeles

Studying New Assessment Policies and Practices for English Language Learners

Hugh Mehan, Sociology, UC San Diego

The Power of Knowledge: Developing Effective Parental Involvement Programs for Low-income Spanish-speaking Parents

Russell Rumberger, Education, UC Santa Barbara

The Characteristics of Effective Elementary Schools for California Latino Students

Russell Rumberger, Education, UC Santa Barbara

Promoting Early Academic Achievement of English Language

Russell Rumberger, Education, UC Santa Barbara

The Impact of Residential and Educational Mobility on the Educational Achievement of Latino Youth

Daniel Solorzano, Education, UC Los Angeles

Latinos and Education in Los Angeles

Daniel Solorzano, Education, UC Los Angeles

The Los Angeles Education Project

Michael Strong, Education, UC Santa Cruz

An Investigation of the Effects of Teacher Experience and Teacher Preparedness on the Performance of Latino Students in California

Omar S. Valerio-Jimenez, History, Southern Methodist University

Coming from the Americas: Latino History in the Public Schools

Olga Vázquez, Center for the Study of Race and Ethnicity - UC San Diego

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Katherine Elliot, Education, UC Santa Barbara

The Relationship between Acculturation, Family Functioning and School Performance of Mexican American Adolescents

Julie Figueroa, Graduate School of Education, UC Berkeley

Out of the Neighborhood and Into the Ivory Tower: Latino Male Undergraduate Experiences in Higher Education

Yolanda Loza Marquez, Graduate School of Education, UC Santa Barbara

La Universidad, la Promesa del Futuro: A Case Study of the University of California Santa Barbara Department of Chicano Studies

Verónica Miranda Prado, Spanish, UC Berkeley

Chicano/o Latina/o Teacher Documentary

Sara M. Paredes, Graduate School of Education, UC Berkeley

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Elvia Ramírez, Sociology, UC Riverside

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Robert Ketner Ream, Education, UC Riverside

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Deidre Sessoms, Education, UC Riverside

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Rosalva Vargas-Reighley, Community and Human Development, UC Davis

Predictors of Academic Resilience and Persistence in an Adolescent Cross-Cultural Sample

Ann-Marie Wiese, Graduate School of Education, UC Berkeley

Diverse Students: An Ethnographic Study of Policy Enactment in Teachers' Work

Tara J. Yosso, Education, UC Riverside

Critical Race Theory and Visual Micro aggressions: The Influence of a Critical Media Literacy Curriculum on Chicana and Chicano Community College Students

LATINO RESEARCH CENTERS AT THE UNIVERSITY OF CALIFORNIA



MULTI-CAMPUS
RESEARCH

The University of California has developed an internal infrastructure to encourage and strengthen Latino-issues research at the ten campuses. This includes infusing targeted funds into established UC research and policy organizations, providing grants for campus-based projects that develop faculty research interests, and improving the ability of the University library system to support Latino research.

Universitywide Programs

Three Universitywide organizations, UC MEXUS, UC Linguistic Minority Research Institute, and the California Policy Research Center support multi-campus and interdisciplinary projects and programs.

THE UNIVERSITY OF CALIFORNIA INSTITUTE FOR MEXICO AND THE UNITED STATES

The University of California Institute for Mexico and the United States (UC MEXUS) was established in 1980 to identify, focus, and augment the resources of the ten campuses of the University of California as they relate to research, education, creative activity and public service concerning Mexico and people of Mexican origin.

The Institute's broad objectives are to increase the quantity, visibility and effectiveness of University Mexico-U.S. projects; to strengthen and develop research exchange programs and teaching; to support and coordinate interdisciplinary and intercampus projects; to encourage and enable collaborations between UC and Mexican scientists and scholars on issues that affect both nations; to act as a source of information for University-sponsored Mexico-United States activities; to develop new resources in support of research and instructional programs, and to promote a better understanding between the two countries.

In support of these objectives, the Institute conducts competitive grant and research exchange programs for the development of research, education and creative activities in Mexican and Latino studies; Mexico- U.S. relations in historical and contemporary contexts; issues critical to both Mexico and the United States; topics that affect Mexican-origin populations in the United States, and collaborative research programs between the Mexico and the University of California.

UC MEXUS also works closely with the UC Committee on Latino Research and receives annual funding to administer programs associated specifically with issues related to Latinos in California. Institute programs generally are open to all academic disciplines, including basic and applied sciences, humanities and the arts.

UC MEXUS



MULTI-CAMPUS RESEARCH

UC LANGUAGE MINORITY RESEARCH INSTITUTE

CALIFORNIA POLICY RESEARCH CENTER

The Institute also sponsors workshops, conferences and publications that address Mexico-U.S. issues to bring research results to the attention of policy-makers, the public and the academic communities of both countries.

Contact: UC MEXUS, University of California, Riverside, CA 92521;
Tel: 909-787-3519; Fax: 909-787-3856; E-mail: ucmexus@ucr.ac1.ucr.edu;
Website: www.ucmexus.ucr.edu

THE UNIVERSITY OF CALIFORNIA LINGUISTIC MINORITY RESEARCH INSTITUTE

The University of California Linguistic Minority Research Institute (UC LMRI) was established in 1984 in response to the California Legislature's request that the University of California's Office of the President pursue "knowledge applicable to educational policy and practice in the area of language minority students' academic achievement and knowledge," including their access to the University of California and other institutions of higher education. The UC LMRI was first established as a research project and then became a Multi-campus Research Unit (MRU) in 1992.

To carry out its mission, the UC LMRI has undertaken a number of activities in three related areas:

- (1) Funding research of UC faculty and graduate students;
- (2) Providing research training for pre-doctoral and postdoctoral students;
- (3) Disseminating research findings to researchers, practitioners, and policymakers.

These activities include funding both small seed grants and larger thematic grants to faculty throughout the UC system. Since 1984, UC LMRI has awarded more than \$1,500,000 in grants to 100 faculty and students on eight UC campuses.

The UC LMRI is governed by a director and a faculty steering committee appointed by the Office of the President. The systemwide headquarters has been located at UC Santa Barbara since 1987. The UC LMRI established an Education Policy Center at UC Davis in 1997 with an associate director to synthesize and disseminate research findings to policymakers.

Contact: UC LMRI, Room 4722 South Hall. Santa Barbara, CA 93106-3220
Tel: 805-893-2250; E-mail: lmri@lmri.ucsb.edu Website: www.LMRI.ucsb.edu

THE CALIFORNIA POLICY RESEARCH CENTER UC OFFICE OF THE PRESIDENT

Program Mission and Description, Background and Objectives

The University of California (UC) established the California Policy Research Center (CPRC) in 1977 as a research, training and public service program charged with applying university-based expertise to the development, implementation, and evaluation of state policy as well as federal and interna-



tional policy issues that affect California. CPRC activities and projects benefit policy makers, community leaders, and the general public.

Governance

The UC President, the Governor, the Speaker of the Assembly, the Assembly Minority Leader, the President Pro Tempore of the Senate and the Senate Minority Leader convene CPRC. Conveners appoint a 25-member steering committee to oversee the work of the Center. Advisory boards or committees made up of stakeholders, public officials and researchers also govern CPRC special programs, including the California-Mexico Health Initiative (CMHI), the California Program on Access to Care (CPAC), the Welfare Policy Research Project (WPRP) and the UC Latino Policy Institute.

Constituencies Served and Focus

CPRC provides technical assistance to California state decision makers, community leaders, and local officials by commissioning applied policy research, evaluations, and implementation analysis of major state programs and policies. CPRC also oversees legislatively mandated projects and task forces involving the participation of key stakeholders in a wide variety of policy areas, including public health, social services, education, natural resource management, land use, transportation, energy, and others. CPRC disseminates findings and policy recommendations through publications, special briefings and other activities co-sponsored with University-based programs, public interest groups, local officials and state government entities. CPRC draws from the expertise of all UC campuses, Cooperative Extension and the UC-managed national laboratories as well as other universities and research centers. State and local government officials and policy analysts regularly participate in CPRC-sponsored projects.

Contact: California Public Policy Research Center, 1950 Addison Street, #202, Berkeley, CA 94720-7410; Tel: 510-642-5514/Fax: 642-8793; E-mail: cprc@ucop.edu; Website: <http://www.ucop.edu/cprc/>



CAMPUS -BASED RESEARCH

BERKELEY: CENTER FOR LATINO POLICY RESEARCH

Each campus also houses a research center that funds projects on issues of importance to the Latino community using SCR-43 funds.

CENTER FOR LATINO POLICY RESEARCH (ISSC)

Responding to the research and policy challenges of limited educational and economic opportunities facing the Chicano and Latino population, the Center for Latino Policy Research (CLPR) was founded in 1989 to promote collaborative research, develop mechanisms for an effective exchange of ideas, provide training and research opportunities for faculty, undergraduate and graduate students, disseminate policy-relevant research publications, and conduct outreach meetings for public officials, non-profits, advocacy groups and the public.

PROJECT ACTIVITIES — CLPR is committed to sponsoring research efforts that have direct policy impact on the Latino population in the United States. CLPR's current research foci are in higher education access, immigration and political participation. CLPR, however, will support policy research in any field with strong faculty or student interest. At present, CLPR supports initiatives and research efforts in the following manner:

MINI-GRANT PROGRAM AND WORKING PAPER SERIES — The Center launched its Faculty Mini-Grant program in 1991 to support research development grants for campus faculty who are working on policy issues related to the state's Latino population. Campus faculty may submit proposals for funds to conduct preliminary research that would lead to larger research proposals for extramural funding to be administered by the CLPR. A similar mini-grant program for UC Berkeley students allows CLPR to support the scholarly development of graduate students and upper-division undergraduate students. Faculty and graduate student grant recipients may publish their findings in the Center's *Working Paper Series* or present it in the Colloquium series. CLPR awards Faculty and Student Mini-Grants in the fall and spring semesters.

COLLOQUIUM SERIES — CLPR initiated the Faculty Colloquium Series in 1992 to provide an opportunity for students, staff, faculty and community members to engage in discourse with prominent researchers. Each semester, distinguished scholars conducting research in the Center's areas of interest are invited to present their work. Public policy advocates are also invited to share their experiences and viewpoints.

CONFERENCE AND SEMINAR SPONSORING — CLPR sponsors seminars, symposia and conferences that address issues of importance to Latino researchers, policy makers and community organizations. The Center, in collaboration with other policy organizations or units such as the California Policy Research Center or La Raza La Journal of UC Berkeley Boalt Hall School of Law, sponsors symposia.

STUDENT PROGRAMS — CLPR provides undergraduate students interested in public policy an opportunity to receive academic credit through internships. Students work with CLPR staff in designing projects and setting timetables for



CAMPUS -BASED RESEARCH

their work. Students are also hired for office administrative positions. Graduate students use CLPR resources to conduct research related to their programs. They are often hired as paid researchers to explore the effects of legislative actions on Latinos and California's economic livelihood and social fabric.

PUBLICATIONS — Through its *Working Paper Series*, begun in 1993, CLPR publishes the research findings of faculty and graduate students on topics of importance to the Latino community. Additionally, in order to assist policy makers in reaching informed decisions, the Center prepares and disseminates Policy Profiles that provide timely information on important policy questions. Finally, the occasional Center newsletter News Briefs, shared with contacts on and off campus and throughout the country, lists current projects undertaken by CLPR, policy information and research findings in abbreviated form. Upcoming events and research opportunities are also advertised in this publication. In the near future, most of these materials will be available through the Center's Webpage.

Contact: CLPR, 2420 Bowditch St., #5670, Berkeley, CA 94720-5670; Tel: 510-642-6903; E-mail: clpr@ulink4.berkeley.edu; Website: <http://clpr.berkeley.edu>

CHICANA/LATINA RESEARCH CENTER

The Chicana/Latina Research Center (C/LRC) fosters and supports scholarship on Chicana/Latina issues, including the development of theory, methodology and pedagogy pertinent to Chicanas and Latinas in contemporary society. The Center is dedicated to the development and promotion of Chicana/Latina scholars and scholarship on Chicana/Latina issues covering a broad range of disciplinary and interdisciplinary interests.

The C/LRC accepts proposals from UC Davis faculty, academic staff, graduate students and undergraduate students to support ongoing research, thesis, dissertation and other scholarly work or conferences specifically on Chicana/Latina issues. It also considers comparative studies of Chicanas/Latinas and indigenous women in the United States. Individual research grants are for a maximum of \$2,000 per grant period; collaborative research cluster projects are for a maximum of \$2,500. Travel to conferences is supported to a maximum of \$500. Research awards are granted twice a year.

The Chicana/Latina Dissertation Fellowship awards a \$21,000 stipend and \$1,500 for research and conference travel, in support of emerging, non-UC Davis scholars whose research focuses on issues of concern to Chicanas/Latinas. The Center invites comparative studies of Chicanas/Latinas and indigenous women.

The C/LRC fosters the development and preparation of future generations of Chicana/Latina scholars by hosting seminars, colloquia, information/cultural programs and workshops.

Contact: C/LRC, 2221 and 2223 Social Science and Humanities, One Shields Avenue, UC Davis, CA 95616; Tel: 530-752-8882; E-mail: clrc@ucdavis.edu; Website: <http://cougar.ucdavis.edu/chi/clrc/index.html>

DAVIS:
CHICANA/LATINA
RESEARCH
CENTER



CAMPUS -BASED RESEARCH

IRVINE: CHICANOS/LATINOS IN A GLOBAL SOCIETY

LOS ANGELES: LATINO RESEARCH CENTER

CHICANOS/LATINOS IN A GLOBAL SOCIETY

Interdisciplinary research in Chicano/Latino Studies at UC Irvine is conducted under the auspices of the Center for Research on Latinos in a Global Society (CRLGS). Its manifold goals are:

- (1) To examine the emerging role of Latinos as actors in global economic, political, and cultural events;
- (2) To promote Latino scholarship;
- (3) To enhance the quality of research in Latino studies;
- (4) To provide a forum for intellectual exchange and the dissemination of research findings; and
- (5) to promote the participation of undergraduate and graduate students in research on Latino issues.

The use of the term "global society" underscores the faculty's perception that, as a society, the United States is becoming "globalized," meaning that it is increasingly affected by worldwide economic, political, demographic, and cultural forces and that Latinos are at the center of this. Latinos in the United States, individually and as a socio-political group, play important roles in the immigration, trade, international capital flow, and international political movements, which are changing the traditional demarcation between domestic and foreign, and national and international politics, economics and society.

Research conducted by participating faculty and other scholars is expected to help guide policy-makers in their decisions regarding societies that are experiencing a growing Latino presence. One example of this growing diversity is the State of California, which has become ethnically and linguistically more diverse than many nations — more than 100 languages are spoken in the public schools of Southern California alone. This research will contribute to the understanding of cultural, social, and political dimensions of demographic change such as that experienced by California. Although the research will focus on the population of Latinos within California and the U.S., it will do so within the context of the United States in a global society. Research focus areas are: Transnationalism and Local Politics; Images, Migrancy, and Culture; Labor Identity and Community; Poverty and Social Services

Contact: Latinos in a Global Society, Department of Social Science, 4269 Social Science Plaza B, UC Irvine, Irvine, CA 92697-5100; Tel: 949-824-7602; 949-824-4717; E-mail: lhavez@uci.edu Website:

<http://hypatia.ss.uci.edu/crlgs/index.htm>

THE LATINO RESEARCH PROGRAM — A PROJECT OF UCLA CHICANO STUDIES RESEARCH CENTER

The Latino Research Program, funded by the University through the UC Committee on Latino Research, promotes policy-relevant research on Chicano and Latino issues in California. The Chicano Studies Research Center provides a home, institutional and research-development support for the Program, and the campus provides the principal investigator with release time,



CAMPUS -BASED RESEARCH

administrative and research assistance.

The Program supported eleven projects during 2002-2003: the continuation of five ongoing faculty research projects and seed funds for six new faculty projects. Most of the funds were used for research assistance, resulting in the hiring and training of twenty-two students. Several of these projects will receive funding through 2003-2004:

- Vilma Ortiz and Edward Telles, Sociology, *The Mexican American People: A Generation Later*
- Raymond Rocco, Political Science, *Formation of Latino Communities in Los Angeles*
- Abel Valenzuela Jr., Chavez Center for Chicano Studies, *Day Laborer Project*
- Daniel Solorzano, Education, *The Los Angeles Education Project*
David Lopez, Sociology, *Latino Diversity in California*

LRP also selected four new projects for funding beginning June 2003 through a competitive review process and two additional faculty projects were reviewed and approved for first-time funding effective March 2003.

The six new grants are:

- Eric Avila, Chavez Center for Chicano Studies, *Race and the City: Los Angeles and the Geography of White Racial Formation*
- Ruben Hernández-León, Sociology, *Metropolitan Origin Migration and Inter-Metropolitan Circuits Between Mexico and U.S.*
- Diane De Anda, Social Welfare, *Violence Prevention Curriculum for Middle School Students*
- Kris Gutierrez, Education, *Parent Involvement in an Urban Los Angeles Elementary School*
- Deborah Koniak-Griffin and Evelyn Gonzalez-Figueroa, Nursing, *Ethnic Identity and HIV Prevention Among Young Latino Parents*
- Donald E. Morisky, Public Health, *Health Related Behaviors of Latino Adolescents*

Policy-oriented research was disseminated through a new Chicano Studies Research Center publication, *Latino Policy and Issues Brief*, which highlights UCLA faculty and researchers' policy-related research, placing an emphasis on Latinos living in California. As of 2003-04, LRP grantees are required to make research findings available for publication in the brief series. During 2002-03, six policy briefs were produced and 5000 copies of each were distributed broadly to local and state officials, relevant community-based organizations and the news media. These reports appear on the CSRC Website: <http://www.sscnet.ucla.edu/csrc>.

Contact: Latino Research Program: Chicano Studies Research Center, 193 Haines Hall, Los Angeles, CA 90095; Tel: 310-206-5218; Fax: 310-825-2363; E-mail: vilma@soc.ucla.edu



CAMPUS -BASED RESEARCH

RIVERSIDE: ERNESTO GALARZA APPLIED RESEARCH CENTER

ERNESTO GALARZA APPLIED RESEARCH CENTER

MISSION

- To develop applied research, training, projects and programs that contribute to the intellectual growth and social well-being of Mexican/Latino populations;
- To initiate and improve the formation and implementation of local, state national, and transnational practices and policies that contribute to the educational, economic, ecological, health, labor, and technological advancement of Mexican/Latino communities of the United States and transnationally when possible;
- To provide maximum opportunities for faculty and students to become engaged in the research, training, teaching and application of policy and practices on topics central to the Center.

RESEARCH AREAS

The Ernesto Galarza Applied Research Center has concentrated on the following research areas:

Culture and Education

This section focuses on using proven research projects at the K-12 level to improve the linguistic, academic, intellectual and technical strengths of Mexican/Latino children. A major goal is to develop the most effective linguistic and cognitive programs directed towards bilingual/bicultural learners, and use household strengths to improve the pedagogical interaction between school and home. These projects are part of the "funds of knowledge" designs developed by Center Director Carlos Vélez-Ibáñez that have proven quite successful.

Labor, Institutions and Economy

This section organizes its research and application goals based on the developments of evolutionary economics and concentrates its focus on monitoring changes in political economy, technological developments, public policy and in migration as these affect the ability of Mexican/Latino communities to respond in adaptive ways. The Center focuses on both urban and rural Mexican/Latino population regionally, nationally and transnationally.

Health, Culture and Policy

This section focuses on research programs designed to monitor the changing health needs of the Mexican/Latina population and implement applied programs of training and development. Information is available on the Website: <http://clnet.ucr.edu/community/promotoras/>

Communities for Virtual Research Laboratory, Community Digital Initiative

This section develops and implements research, training, and development programs that mitigate problems posed by the digital divide. It also establishes university-designed "community digital centers," carries out teaching and training programs for faculty, students and community members and develops policies that cross the gaps in technology accessibility, substantive learning, and familiarity and mastery of computer-assisted resources. Information available at the Websites: <http://clnet.ucr.edu/cvr/> and <http://cdi.ucr.edu>

Contact: Ernesto Galarza Applied Research Center, 2203 Watkins Hall, 600 University Ave., Riverside, CA 92521; Tel: 909-787-2196; 909-787-3888; E-mail: carlos.velez@ucr.edu; Website: <http://clnet.ucr.edu/research/EGARC/index.html>



CAMPUS -BASED RESEARCH

SAN DIEGO: CENTER FOR THE STUDY OF RACE AND ETHNICITY

CENTER FOR THE STUDY OF RACE AND ETHNICITY

The Center for the Study of Race and Ethnicity (CSRE) at UC San Diego, is a research unit that brings together faculty, visiting scholars, undergraduates, graduates and postdoctoral fellows interested in comparative, analytic, and theoretical studies on race and ethnicity in a national and global context. Established in May 1990, CSRE offers an intellectual and institutional site for the study of Chicanos and Latinos and their relationships with other ethnic groups in the state of California, in the United States, and internationally. Inquiries are rooted in changing paradigms of research in the humanities and social sciences and seek to inform the state's public policy concerns.

CSRE serves as a center, clearing-house, and generator of interdisciplinary research on Chicanos and Latinos at UC San Diego. Scholars, students and residents from the nearby community meet regularly for discussion, debate and the presentation of cutting-edge research and, by so doing, mentor students, set agendas for future research and expand the knowledge base on Chicanos and Latinos in this hemisphere, and their relationship to other racialized groups.

As the titles of work groups listed below indicate, the Center studies the complicated ways Latino immigrants are integrated into the U.S. economy; how the global market for such workers is changing; the legal status these laborers enjoy, and the complicated and divergent ways immigrants are racialized, stigmatized, and marginalized for the work they do. These are the central social, political, and cultural activities CSRE engages as policy questions.

During the 2002-03 academic year CSRE promoted several research, teaching, and community outreach activities through faculty-directed study groups. These activities fell into four major thematic areas, each with a lead mentor:

- 1) Language Socialization in Latin@ Families, Communities and Schools: Anthro-Political Perspectives (directed by Prof. Ana Celia Zentella);
- 2) Fair Housing and Racial Justice in San Diego (organized by Prof. George Lipsitz);
- 3) Mexican and Chicano Labor Along the U.S.-Mexico Border (organized by Prof. Robert Alvarez), and
- 4) Chicanos in Global Context (organized by Prof. Ramón Gutiérrez).

These groups meet independently, and from time-to-time gather as a group at CSRE weekly seminars, from 3 to 5 p.m., Wednesdays. Seminar attendance hovers between 30 and 75, composed of UCSD faculty, postdocs, graduates, undergraduates, staff and guests from nearby communities. Each study group sponsored student outreach, faculty-student research mentoring, symposia, and conferences, and community outreach.

Contact: Center for the Study of Race and Ethnicity, Department of Ethnic Studies, 232 Social Science Building, UC San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0522; Telephone: 858-534-2136; E-mail: rgutierr@weber.ucsd.edu



CAMPUS -BASED RESEARCH

SAN FRANCISCO: LATINO MENTAL HEALTH RESEARCH PROGRAM

SANTA BARBARA: CENTER FOR CHICANO STUDIES

LATINO MENTAL HEALTH RESEARCH PROGRAM

The Latino Mental Health Research Program is a UC San Francisco research group established in 1993 by the Latino Task Force at San Francisco General Hospital. It is funded by a grant from the Committee on Latino Research of the University of California Office of the President.

The mission of the Latino Mental Health Research Program (LMHRP) is to conduct research relevant to the health and mental health needs of the Latino populations of California.

The Latino Mental Health Research Program fulfills this mission by:

- Developing, evaluating and implementing preventive and treatment interventions in Spanish and English;
- Conducting culturally sensitive and linguistically appropriate research with the Latino community in the San Francisco Bay Area and beyond;
- Training and supporting the career advancement of Latinos(as) and other mental health professionals dedicated to working with underserved populations in English and Spanish; and
- Collaborating with other researchers nationally and internationally.

Recent work by the LMHRP has focused on developing health and mental health interventions in Spanish and English and making them available to groups throughout California, the USA. and internationally.

Current projects include

- "The Mothers and Babies: Mood and Health Project" focused on the prevention of depression in pregnant women using public sector prenatal care
- Group cognitive-behavioral treatment for depression, and
- Helping Spanish- and English-speaking smokers quit smoking via the World Wide Web

Contact: UCSF/SFGH Latino Mental Health Research Program, Box 0852, SF GH 7M, San Francisco, CA 94143; Tel: 415-208-8426; E-mail: munoz@itsa.ucsf.edu
Websites: General information: <http://som.ucsf.edu/SOM/faculty/lmhrp/>. Manuals: <http://som.ucsf.edu/SOM/faculty/lmhrp/manuals.asp>; Stop Smoking/Dejarde Fumar information: www.stopsmoking.ucsf.edu; www.dejardefumar.ucsf.edu

LABORING TOWARD THE 21ST CENTURY: RETHINKING INTERDISCIPLINARY RESEARCH ON THE WORKING POOR

The Center for Chicano Studies at UC Santa Barbara, through its project, "Laboring Toward the 21st Century: Rethinking Interdisciplinary Research on the Latina/o Working Poor," has supported research on Chicana/o and Latina/o working poor communities in California as mandated by the California State Legislature.

This project has pursued six objectives:

- (1) To form a work group of faculty engaged in developing interdisciplinary research on Chicano/Latino working poor populations;
- (2) To develop individual and collaborative policy-relevant research on these communities;
- (3) To mentor graduate and undergraduate students interested in the



CAMPUS -BASED RESEARCH

study of Chicanas/os and Latinas/os in the U.S.;

- (4) To disseminate research on the Chicano/Latino working poor and to stimulate research development through a series of lectures, workshops, conferences and courses;
- (5) To strengthen campus commitment to the development of the research infrastructure of the Center for Chicano Studies; and
- (6) To support the development of extramural proposals on Chicano/Latino working poor populations.

Incorporating faculty and professional researchers from a wide variety of fields, as well as dozens of student researchers each year, this project has led to significant extramural awards from the Kellogg and Rockefeller foundations.

Contact: Center for Chicano Studies, 4515 South Hall, UC Santa Barbara, Santa Barbara, CA 93106-6040; Tel: 805-893 3895; 805-893-4622; E-mail: carlgj@ucsb.edu; Website: <http://omni.ucsb.edu/ccs/>

CHICANO/LATINO RESEARCH CENTER

Located at Casa Latina and founded in 1992, the Chicano/Latino Research Center engages in cross-border (re)conceptualization and research. Its interdisciplinary work spans empirical social scientific with interpretative approaches within cultural studies and the humanities.

Being in California, in the borderlands between the first and third worlds, the Center focuses on studying the changing local demographic and cultural panorama, mainly including people of indigenous, Mexican and Central American origin who have links to other regions in las Americas.

Center researchers historicize and theorize about constructions of identity and social formations, particularly transformations of working class, ethnic and gendered subjectivities in California's *fin del siglo* multiethnic society.

The Center studies how subjects negotiate complex lives in the context of economic restructuring, globalization and neoliberal policies in the United States and Latin America, which create new forms of impoverishment and dis-entitlement. The Center's approach also includes interpreting how the nation-state is being redefined through contestation of exclusionary practices by social movements or cultural expressions which may have transnational ties.

The Center co-sponsors conferences and workshops with Mexican universities (UAM, UNAM), research centers (COLEF, Tijuana) and scholars. There are ten research clusters that work on various aspects of this cross-border perspective: Borders, Nations and Regions; Brazilian Study Group; Chicana Latina Feminisms; Feminist Translations in the Latin-Americas; Hemispheric Dialogues: Rethinking Area Studies; Inter-Ethnicity; Latinos in California; Mexico in Transition; Transnational Imaginaries; Transnational Popular Culture.

Contact: Chicano/Latino Research Center, Anthropology Department, Social Sciences I, 1156 High St., UC Santa Cruz, Santa Cruz, CA 95064; Tel: 831-459-4677, 831-459-3789; E-mail: olga@cats.ucsc.edu; clrc@cats.ucsc.edu; Website: <http://lals.ucsc.edu/clrc/>

SANTA CRUZ: CHICANO/LATINO RESEARCH CENTER



CHICANO RESEARCH RESOURCES: CHICANO/LATINO NET (CLNET)

CHICANO DATABASE

CLNet serves as a general Latino Internet site. It is organized into the following areas:

- A virtual museum of Latino art, music, theater and photography;
- Profiles of library, archival, and bibliographic collections;
- Access to Latino publications on the Internet;
- Profiles of student organizations;
- Profiles of local and national community organizations; and
- An extensive research section covering a variety of fields.

CLNet has continued to develop and maintain Websites for local, regional and national Latino research organizations such as:

- The UC Committee on Latino Research (UCCLR);
- The National Association for Chicana and Chicano Studies (NACCS)

and professional associations such as:

- The National Association for Chicano Studies, and
- REFORMA, (the National Association to Promote Library and Information Service to Latinos and the Spanish Speaking).

Contact: Cesar E. Chavez Center in Interdisciplinary Chicana/o Studies, 7349 Bunche Hall, UCLA, Los Angeles, CA 90024. Telephone: 310-206-7696; fax 310-825-2449; E-mail: Reynaldo@chavez.ucla.edu; Website: <http://clnet.ucla.edu>



UNIVERSITY OF CALIFORNIA

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Address inquiries to the designated researcher at the department and campus address listed below:

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University of California Office of the President,
1111 Franklin Street, Oakland, CA 94607
<http://www.ucop.edu>

University of California, Berkeley, Berkeley, CA 94720
<http://www.berkeley.edu>

University of California, Davis, CA 95616
<http://www.ucdavis.edu>

University of California, Irvine, Irvine, CA 92697
<http://www.uci.edu>

University of California, Los Angeles, Los Angeles, CA 90095
<http://www.ucla.edu>

University of California, Merced, Merced, CA 95344
<http://www.ucmerced.edu>

University of California, Riverside, Riverside, CA 92521
<http://www.ucr.edu>

University of California, San Diego, La Jolla, CA 92093
<http://www.ucsd.edu>

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COVER ART:

LUPE DE GUADALUPE, USED BY PERMISSION OF THE ARTIST, JUDITH F. BACA
1988, OIL STICK ON CARVAS. ORIGINAL: 28 X 22 INCHES