

# CHICANO STUDIES INSTITUTE

## ANNUAL REPORT

### 2014/15

*University of California, Santa Barbara*



Prepared by:

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## ***CSI Mission Statement***

The Chicano Studies Institute (CSI) is dedicated to advancing knowledge on cultural practices, the historical development, the experiences of immigrants and related socio-economic conditions, education, and the health of the Chicano-Latino population. The CSI accomplishes its mission by supporting research across disciplines focused on the Mexican and Mexican American experience, as well as the broader Latino experience. Scholars and students from all disciplines pursue work that helps policy makers, fellow researchers, educators, service providers and the interested public better understand the most pressing issues pertaining to Chicana/o and Latina/o populations. Of crucial importance is the Institute's role in training future generations of scholars equipped to tackle these fundamentally important issues.



## ***Director's Statement***

During the 2014-15 academic year, CSI business activities included helping with grant submissions, administering grants awarded to faculty and students, running a competitive dissertation grant program, and overseeing a graduate student affiliate program. The CSI also conducted undergraduate workshops to enhance the students' knowledge about the meaning of UCSB's status as a Hispanic Serving Institution, which resulted in the formation of a CSI undergraduate affiliates group.

### **Submitted grants:**

Our dedicated staff assist with many aspects of the

grant submission process. Faculty apply for research funds from federal agencies, private organizations, and extramural research units. This year the CSI staff assisted with six grant applications \$5,339,626 to the National Institute of Health, UC Mexus, and the UC Multi-campus Research Program Initiatives.

### **Managed grants:**

Professors Romo, Okamoto, Bianchini, and Lee from the Gevirtz Graduate School of Education completed their third year of funding from a National Institute of Health Science Education Partnership Award. The goal of the project is to design and test the efficacy of a preschool science program that teaches low-income Latino children about health concepts related to cold/flu prevention and nutrition. This project is being conducted in collaboration with the Franklin Children's Center in Santa Barbara. The science program addresses the need to provide Latino children with enriching experiences in early childhood that enhance their cognitive and language development. This is important because low-income Latino children begin kindergarten at a significant disadvantage compared to European American children in multiple subject areas. Latino children stand to benefit from exposure to instructional materials that foster critical thinking and enhance science inquiry skills in the early years of their educational trajectory.

Professors Rebeca Mireles-Rios and Laura Romo from the Gevirtz Graduate School of Education received an academic senate grant award to examine factors that contribute to Latina undergraduate students' persistence in a STEM major. Research shows that half of second-year college students end up declaring a different major than they had planned in high school. In this study, the investigators will track Latina high school seniors who have intentions to enroll in science majors and follow them through their first and second year of college. The research question to be addressed is what contributes to girls' persistence in an STEM major, and how do they

## ***Director's Statement Continued***

differ from girls who switch to a non-STEM major. Findings from this study will help explain why Latinas represent a small percentage of all women who earn bachelor degrees in STEM.

Professor Mario Garcia was awarded an Academic Senate grant to support the development of a book "Latino Physicians: A Collective Testimonio." The book consists of stories with Chicano doctors in Santa Barbara County, in hopes that they will be an inspiration to the younger generations of Chicanos to go to medical school to serve their people.

Professor Carlos Morton received a UC MEXUS Faculty Small Grant to support the development a new play dealing with the life of Chicano activist Oscar Acosta, author of the Autobiography of a Brown Buffalo and prominent figure in Chicano Letters.

Carlos Jimenez's received a UC MEXUS Grant to support his dissertation entitled "The Digital Divides in the Fields: Mexican Migrants, Tactics, and Transnationalism." The project uses an interdisciplinary approach that brings together media studies and ethnography to examine how the social, cultural, and economic constraints produced by industrial agriculture and immigration cause farm workers to engage with media in unexpected, innovative, and creative ways at work, home, and in public.

Professor Victor Rios from the Sociology department is in his last year of funding from the William T. Grant Foundation. The aim of the study was to address the needs of young men who are labeled as gang members to understand what conditions these young people become caught up in crime and under what conditions they are able to abandon crime. A major component of the study is the assessment of how mentoring contributes to how much progress young men can achieve with support from

community members. Findings will be published in an upcoming book.

### **CSI Graduate Student Research Grant Awards**

The CSI runs a yearly dissertation grant competition to support the Latino-focused research, scholarship and creative work of graduate students from all departments. These grants range up to \$2,500. This past year, we awarded grants to 11 students from the departments of Linguistics, Religious Studies, Feminist studies, Sociology, and English. Topics include: (1) How immigrants sustain connections with relatives through long distance communication; (2) The rise of obesity and dissemination of information about obesity in the United States as it affected the Mexican population; (3) How "accents" are heard and read differently across various media forms; (4) The legal, social, and cultural ramifications of the Latino Repatriation, the forced return to Mexico of people of Latino descent from the United states, on their second and third generation descendants. At the completion of the award period, the students will present their work at a symposium hosted by the CSI Advisory Board Committee.

### **Undergraduate HSI workshop**

Last year, UCSB qualified as a Hispanic Serving Institution with Latino students accounting for 25% of undergraduate enrollment. Latino undergraduate students from various student organizations requested more information about the meaning of the HSI status. As a response, the CSI created informational workshops, which were attended by approximately 65 undergraduate students. Through small focus groups led by Latino and African American graduate students, the undergraduates shared their opinions on how UCSB could be "truly serving" to the needs of ethnic minority students. Five students who attended the workshop expressed a desire to be involved in future events. In response to this, we created a "CSI Undergraduate Affiliates" group whose mission is to advise the CSI about the types of future events that will enhance the UCSB

undergraduate school experience. This is a first step toward the goal of increasing undergraduate student involvement in CSI activities.

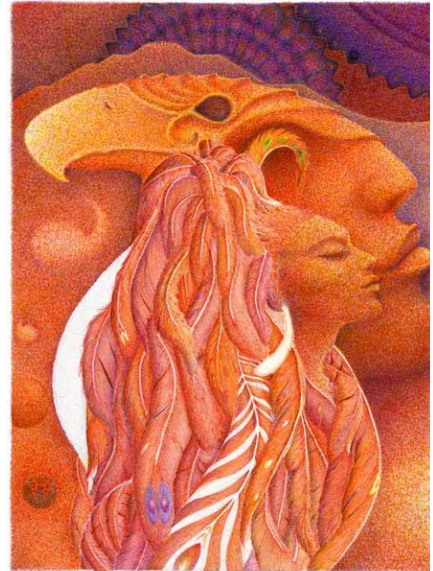
### **Sponsorship of events**

We fulfilled requests from faculty and students to co-sponsor campus events and conferences, including the Sal Castro Memorial Lecture, Raza College Day, an undergraduate event teaching at-risk junior high and high school students on how to become eligible to apply to a UC, The Luis Leal Award for Distinction in Chicano/Latino Literature, and a talk by Deborah Santiago, Chief Operating Officer and Vice President for Policy at Excelencia in Education.

### **Our staff and advisory board**

We look forward to new opportunities coming forth in the newyear. With the submission of several grants this year, and with the creation of graduate student and undergraduate affiliates program, we hope to strengthen the presence of the CSI on the campus and the larger community. Our goals cannot be met without the dedication and leadership of Raphaëlla Nau, our Business Officer, who plays a major role in carrying out the functions of the CSI. We also appreciate our staff member, Jazmin Gomez, whose assistance is invaluable to the CSI operations. We are fortunate to have an Advisory Board made up of mostly Latino faculty from various disciplines who meet quarterly to oversee the management of the CSI and participate in decisions to enhance its programs. All of us are committed to the common goal of supporting the mission of the CSI.

As we have stated for many years, we could not have accomplished our goals without the generous supported by both the Office of Research and the Executive Vice Chancellor's Office. All of us affiliated with the CSI deeply appreciate the financial commitments made to the unit.



Nagual I by Sergio Cruz

## Other Projects & Activities

The CSI also sponsored and co-sponsored a wide variety of conferences and events during the academic year.

- A symposium on indigenous cultures and languages, organized by the Mexican Consulate. UCSB Lead Organizer – AVC Maria Herrera-Sobek

### Symposium of Mexican Cultures & Arts



UNIVERSITY OF CALIFORNIA, SANTA BARBARA  
MOSHER HOUSE-ALUMNI HALL  
October 15<sup>th</sup>, 2014  
11:00 am - 2:30 pm


Co-sponsors: Mexican Consulate, Chicano Studies Institute,  
Office of the Executive Vice Chancellor & Office of the Associate Vice  
Chancellor for Diversity, Equity and Academic Policy at UC Santa Barbara and "Artes de México, Magazine  
Special thanks to the staff: Yarema Marrero, Lisa Chelms, Raphaela Niu



- Luis Leal Writer Award for Distinction in Chicano/Latino Literature presented to Stella Pope Duarte, Latina American novelist and 2009 American Book Award winner. Lead Organizer – Professor Mario T. Garcia

The University of California Santa Barbara presents

*The Luis Leal Award  
for Distinction in Chicano/Latino Literature 2014*



**Stella Pope Duarte**

Stella Pope Duarte is the award-winning author of "Let Their Spirits Dance" (2002) and "If I Die in Juárez" (2008) among many other fictional writing.

**Wednesday October 29, 2014  
4:00 pm McCune Conference Room, 6020 HSSB  
UCSB**

Sponsored by:  
Chancellor Henry Yang  
Executive Vice Chancellor  
Chicano Studies Institute  
The Luis Leal Endowment Fund  
Department of Chicano and Chicana Studies  
Associate Vice Chancellor for Diversity and Equity  
Office of Equal Opportunity & Sexual Harassment

For more information, contact Prof. Mario T. Garcia in the Department of Chicano and Chicana Studies at Garcia@history.ucsb.edu

- Public Lecture by muralist Norma Montoya on Chicano Movement murals and their effects on future generations. Lead Organizer – Jonathan Gomez, Graduate Student, Sociology

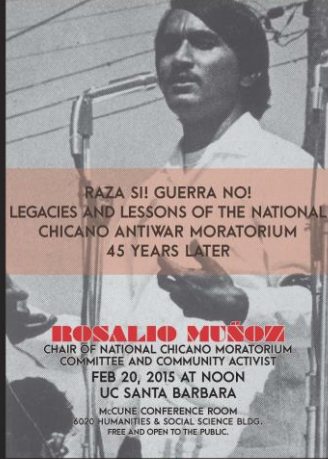
**LECTURE: MURALIST NORMA MONTOYA**  
SOCIOLOGY 144-CHICANA/O STUDIES 144: CHICANA/O COMMUNITIES

The art and story of a Chicana muralist whose collaboration with children and veterans added a unique element to the 1970's mural movements of Los Angeles and San Diego. A mother as well, she shares her story with her muralist daughter, Yami Montoya Duarte, and poses the question: How will the murals of the Chicano Movement help the next generation? What does the future hold for today's muralists?

Wednesday, July 23rd 12:30pm-1:55pm Broida Hall 1640 University of California, Santa Barbara 93106  
Co-Sponsors: Office of the Executive Vice Chancellor and the Office of the Associate Vice Chancellor for Diversity, Equity, and Academic Policy; Chicana/o Studies Institute; California Ethnic and Multicultural Archives

- The Sal Castro Memorial Lecture to celebrate the 45<sup>th</sup> Anniversary of the National Chicano Moratorium, with guest lecturer Rosalio Munoz, the key organizer of the Chicano anti-war movement during the Chicano Movement of the '70s. Lead Organizer – Professor Mario T. Garcia

**SAL CASTRO  
MEMORIAL LECTURE**



**RAZA SI! GUERRA NO!**  
LEGACIES AND LESSONS OF THE NATIONAL  
CHICANO ANTIWAR MORATORIUM  
45 YEARS LATER

**ROSALIO MUÑOZ**  
CHAIR OF NATIONAL CHICANO MORATORIUM  
COMMITTEE AND COMMUNITY ACTIVIST  
FEB 20, 2015 AT NOON  
UC SANTA BARBARA  
McCune Conference Room  
6020 HUMANITIES & SOCIAL SCIENCE BLDG.  
FREE AND OPEN TO THE PUBLIC

SPONSORED BY:  
DEPT. OF CHICANO AND CHICANA STUDIES; CHICANO STUDIES INSTITUTE;  
LUIS LEAL ENDOWMENT CHAIR, DEAN OF SOCIAL SCIENCE;  
EXECUTIVE VICE CHANCELLOR'S OFFICE; INTERDISCIPLINARY HUMANITIES CENTER;  
OFFICE OF EQUAL OPPORTUNITY & SEXUAL HARASSMENT.

Contact: Garcia@history.ucsb.edu or (805) 893-4024

## CSI Grant (Seed) Funding Awards

### 2014/15 GRADUATE AWARDS

Lynnette Arnold (Linguistics)  
Natalie Avalos Cisneros (Department of Religious Studies)  
Janett Barragan Miranda (Department of Chicana and Chicano Studies)  
Sandibel Borges (Department of Feminist Studies)  
Juan Sebastian Ferrada (Department of Chicana and Chicano Studies)  
Sara Hinojos (Department of Chicana and Chicano Studies)  
Jessica Sophia Lopez Lyman (Department of Chicana and Chicano Studies)  
Marla Ramirez (Department of Chicana and Chicano Studies)  
Sarah Rios (Department of Sociology)  
Jeb Sprague (Department of Sociology)  
Roberta Z Wolfson (Department of English)

## Research Summaries & Awards

**Mario T. Garcia** *Professor, Department of Chicana and Chicano Studies – Academic Senate Faculty Research Grant – Latino Physicians: A Collective Testimonio- \$4500*

This proposal concerns the crisis in health care among Latinos in the United States. Diseases such as diabetes, heart problems, and obesity are major health problems for Latinos. Complicating this is the lack of health insurance for about half of all Latinos. In part these health issues are further exasperated by the death of Latino physicians. Culture including language especially for Latino immigrants is often one of the reasons why many do not have a primary care doctor. Only 6.4% of students coming out of medical schools in the country are Latinos and Latino doctors represent only 5% of all U.S. doctors. My research project concerns how Chicano Studies can address such

health and medical issues. I am currently engaged in an oral history project focused on interviewing the small number of Latino physicians in Santa Barbara County to examine how they have succeeded in becoming doctors and how their experiences may help in developing better outreach programs to recruit Latinos into medical school. My hope eventually with the aid of extramural grants is to do a wider oral history of Latino doctors in other Southern California communities such as Los Angeles and San Diego. I envision a book of some 15-20 life stories that can provide information on how these Latinos became doctors and also serve as an inspiration for students to consider the medical profession inspired by these stories. I received an initial grant from CSI and am applying for additional support.

**Carlos Morton**, Professor, Theater and Dance - UC MEXUS Faculty Small Grant - *In Search Of The Brown Buffalo*, 03/01/2014 - 02/28/2015 - \$990

Writing a play about a real person can be difficult, especially when dealing with a controversial character like Oscar "Zeta" Acosta (1935-1974). The source material for my play "Brown Buffalo" is inspired by the work of Acosta, a Mexican American attorney, political activist, and author who wrote two books, The Autobiography of a Brown Buffalo (1972) and The Revolt of the Cockroach People (1973). In 1974 Acosta disappeared in Mexico and his body was never found.

"Brown Buffalo" has been selected for another staged reading in New York City this coming March as part of the IATI Cimientos Reading Series. This is a critical "stage" in the development of the play as it will be read by professional actors with potential producers present. I would like to work with a competent director and creative actors to "show" rather than "tell." Another area of concern is the protagonist's quest, namely to "find his body" as per the advice of the *Abuelos* who represent his family and indigenous self. This can be interpreted in different ways; to discover his true calling, the different professions he chooses -- charismatic

preacher, a lawyer who fought for the civil rights of Chicanos, a political activist who ran for Sheriff of Los Angeles, and finally a novelist who is considered by many critics to be a seminal figure in Chicano literature. Currently the protagonist's quest or "plan" is often submerged along with the climax – the grisly autopsy of a Chicano youth slain by the Los Angeles Police.

**Rios, Victor**, Professor, William T. Grant Foundation - *Understanding Processes of Crime and Desistance Among Gang Associated Delinquent Youths*, 7/1/2011-12/31/2014, \$305,019

Objectives for this three-year field study are to make contributions to social science's understanding of the relationship between youth settings and gang related crime. This project will advance current theory on the processes in which gang associated youths become involved in crime and the conditions in which they abandon crime. I will accomplish the research objectives by studying neighborhood effects among a group of delinquent, gang-associated youths. The central questions in this study are, *Under what conditions do delinquent gang associated youths commit crime? And under what conditions do they desist from committing crime?*

The study of neighborhood effects attempts to uncover how individuals experience local setting processes and how these shape individual action and perception. One central question in the study of youth settings is, who has the power to determine what cultural frames are appropriate for garnering resources? By studying the quality of interactions between youths and authority figures I seek to examine the expectations that authority figures and youths have of each other and to analyze the processes by which these expectations affect educational, labor market, health, and discipline and incarceration outcomes.

**Romo, Laura**, Professor, National Institutes of Health - *Integrating Health and Biology in a Science Curriculum for Latino Preschoolers*. 7/1/2012 - 6/30/2017

Children from low-income language minority backgrounds begin kindergarten at a significant

disadvantage compared to their English-speaking peers, highlighting the need to provide them with enriching educational experiences in early childhood. Many state readiness standards now highlight preschool science as a key domain in the preparation of young children for the transition into formal schooling (Head Start, 2007). Yet, the lack of studies with rigorous research designs to evaluate the effectiveness of preschool science curricula has prevented researchers from drawing conclusions about best practices. In addition, preschool science curricula have been designed for classrooms made up of European American children from middle income backgrounds and the effectiveness of these programs have not been tested with low-income Latino preschool children from Spanish-speaking backgrounds. The overall goal of the proposed study is to design and test the efficacy of a preschool science curriculum for low-income Latino children that focuses on improving their conceptual understanding of germ contagion and contamination, and food and nutrition, an area of interest to NIH related to developing creative and innovate research education to deliver information about healthy living in science to children. Our study is novel in that it integrates health and biology concepts in a multi-unit science curriculum, instead of introducing health information as a stand-alone topic outside of science, typical of preschool programs. In the proposed research, 40 preschool classrooms will be assigned randomly to one of two experimental groups: 1) a treatment group that receives the biology-based health science curriculum; 2) an attention control group that receives a standard health curriculum from published, on-line materials. Within each experimental group, half of the classrooms will receive the curriculum in Spanish and the other half will receive the curriculum in English. All children, ages 4 and 5, will participate in pre- and post-test

assessment sessions. We expect that relative to control group, children will show an increase in conceptual understanding of health concepts related to biological process, and science inquiry skills as measured by their capacity to ask questions and generate explanations. There will be significant increases on measures of science understanding and inquiry skills for both groups of children (those receiving the instruction in Spanish and those in English) although the overall effects of the experimental curriculum will be stronger for children receiving the instruction in their primary language (Spanish). This study will provide vital information for the development and dissemination of a biology-based preschool health science program particularly for low-income Latino children from Spanish-speaking backgrounds, but appropriate for different types of learners.



## ***Principal Investigators & Co-Investigators***

**Barvosa, Edwina**, Associate Professor,  
Department of Chicana and Chicano Studies  
**Bianchini, Julie**, Professor, Gevirtz Graduate  
School of Education

**Fuentes, Francisco**, Graduate Student,  
Department of Chicana and Chicano Studies-  
Faculty Advisor Ralph Armbruster-Sandoval

**Garcia, Mario**, Professor, Department of  
Chicana and Chicano Studies

**Hurtado, Aida**, Professor, Department of  
Chicana and Chicano Studies and Luis Leal  
Endowed Chair

**Lee, Jin Sook**, Professor, Gevirtz Graduate  
School of Education

**Morton, Carlos**, Professor, Department of  
Theater and Dance

**Okamoto, Yukari**, Professor, Gevirtz Graduate  
School of Education

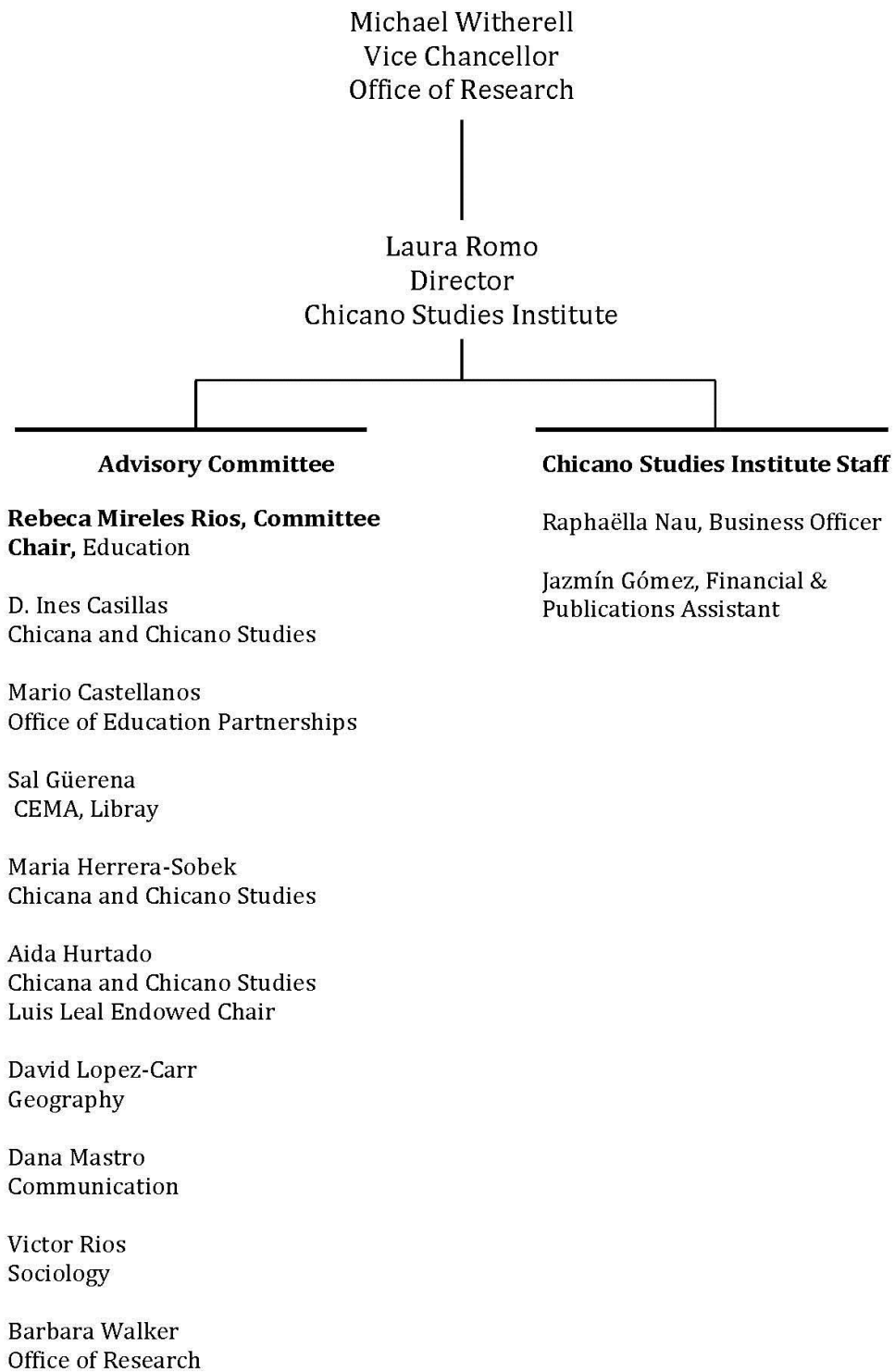
**Rios, Victor**, Associate Professor, Department  
of Sociology

**Romo, Laura**, Associate Professor, Gevirtz  
Graduate School of Education



# ORGANIZATION CHART

## CHICANO STUDIES INSTITUTE, 2014-2015



## ***Individuals Engaged in Research***

<b><u>Undergraduate Students</u></b>	<b><u>Graduate Students</u></b>	<b><u>Faculty Engaged in Research</u></b>
1 Acuna, Sonia	1 Arnold, Lynnette	1 Aldana, Gerardo
2 Aguilar, Mariela	2 Avalos Cisneros, Natalie	2 Barvosa, Edwina
3 Alamillo, Nathan	3 Bancroft, Corinne	3 Bianchini, Julie
4 Anguiano, Rebecca	4 Barragan Miranda, Janett	4 Casillas, Ines
5 Azevedo Reis, Cristina	5 Bax, Anna	5 Chavez-Garcia
6 Barajas, MaryJane	6 Bermudez, Rosie	6 Garcia, Mario T.
7 Bidwell, Victoria	7 Borges, Sandibel	7 Gutierrez-Jones, Carl
8 Chillin, Christina	8 Brake, Sherice	8 Herrera-Sobek, Maria
9 Contreras, Brenda	9 Bravo, Magali	9 Hurtado, Aida
10 De La Cruz, Omar	10 Chavez, Marina	10 Lee, Jin Sook
11 Diaz, Sasha	11 Ewing, Tracy	11 Lomeli, Francisco
12 Esparza, Monica	12 Ferrada, Juan Sebastian	12 Mireles Rios, Rebeca
13 Estevez, Claudia	13 Fuentes, Francisco	13 Morton, Carlos
14 Feria, Carolina	14 Hallowell, David	14 Okamoto, Yukari
15 Flores-Abid, Zuleima	15 Harmon, Lois	15 Poot-Herrera, Sara
16 Garcia, Jazmin	16 Hinojos, Sara V	16 Rios, Victor
17 Gonzalez, Adriana	17 Ibarra, Tiffany	17 Romo, Laura
18 Gonzalez, Deyanira	18 LaJoy, Jonna	18 Sandoval, Chela
19 Guzman, Gloria	19 Lopez Lyman, Jessica	19 Segura, Denise
20 Hurtando, Stephanie	20 Maldonado, Maria	20 Talamantez, Ines
21 Lepe, Jacqueline	21 Melgarejo, Melina	21 Yosso, Tara
22 Nelson, Nabrashaa	22 Mojarro, Allina	
23 Ovando, Yashua	23 Pieng, Patrick	
24 Paredes, Jaqueline	24 Ramirez, Marla A	
25 Pineda, Cecilia	25 Rangel, Salvador	<b><u>Other Personnel</u></b>
26 Reyes, Maria	26 Rios, Sarah M	1 Figueroa Sanchez, Teresa
27 Reyes, Ruth	27 Rodriguez, Liliana	2 Gutierrez-Serrano, Gabriell
28 Rodriguez, Alberto	28 Salinas, Marisa	3 Marquez, Marisela
29 Rodriguez, Janette	29 Russo, Chandra	4 Reyes-Corona, Jasmin
30 Urenda, Jackie	30 Sprague, Jeb	
31 Valera, Jessica	31 Toriche, Gloria	
32 Vasquez, Melissa	32 Williams, Charles	
33 Vega, Evelyn	33 Wolfson, Roberta	
	34 Workman, Amber	