



ANNUAL REPORT, AY 2002-03

UCLA CÉSAR E. CHÁVEZ

CENTER FOR INTERDISCIPLINARY INSTRUCTION

IN

CHICANA & CHICANO STUDIES

Reynaldo F. Macías, Chair

The academic year rushed by in the swirl of activities undertaken this past year. Chicana and Chicano Studies at UCLA continued to grow, broaden its scope and solidify programs. Curricular development, petition for departmental status, new faculty, academically highlight the year's activities. The campus and off-campus communities also recognized the 10th year commemoration of the 1993 UCLA hunger strike that gave rise to the Chávez Center through a series of events that were held throughout the year and culminated in a day-long event in June at the site of the "tent city" on campus.

This report provides a summary of the growth and the many activities of the Chávez Center and of Chicana and Chicano Studies at UCLA during the academic year 2002-03. It is organized and presented around the ten goals established by the Center's faculty, students and stakeholders in winter/spring 1999 to guide the Center's development over the next five years.

1. Academic staffing—increase to 10 FTE over 5 years
2. Guide and support the junior faculty so that they will be promoted and tenured
3. Develop the curriculum of the major and minor by adding a focus on: (a) Experiential and service learning; (b) Pro-seminar/senior thesis; (c) to teach courses in Spanish in support of the language requirement; (d) courses on indigenous languages and groups; and (e) the development of a graduate program
4. Seek departmental status
5. Increase our visibility and public image through: a speaker series; a newsletter; a WWW site; and list serves for faculty, staff, students, and the public
6. Seek stakeholder advice, possibly through community advisory committees
7. Increase student participation through the student departmental senate (SDS)
8. Stabilize our facilities by re-orga-

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- nizing our office to improve the work environment; network printers; support digital lab; TA office; upgrade computers
9. Stabilize staffing for the Center: hire an MSO; hire a full-time student affairs officer
10. Create and pursue a development plan for the center which will include:

- 2 endowed chairs—1 in labor studies and political economy; the other in cultural studies (\$1 million each)
- a discretionary fund for student support & scholarships.

The Center reports its progress in meeting these goals to its various constituencies on a regular basis. This annual report, covering 2002-03, is one of the mechanisms for this reporting. The rest of this report on the "state of the art" is organized into three sections: (1) curriculum & program; (2) faculty; and (3) administration.

CURRICULUM & PROGRAM

The major curricular goals established in winter/spring 1999, were to develop the curriculum of the major and minor by adding a focus on experiential and service learning; develop a pro-seminar/senior thesis; create and offer courses on indigenous studies and courses taught in Spanish in support of the language requirement. In addition, we committed to develop a graduate program. Progress was made in each of these areas during 2002-03.

Undergraduate curriculum

In 2002-03, we continued to develop new courses, revise old ones and cross-list courses with other departments to strengthen the undergraduate curriculum. One course was added, and 3 Chicana/o Studies courses cross-listed with other departments. The new course added to the catalog was on "barrio service learning."

These courses provided breadth to the academic program, stability to the program by taking advantage of existing courses in other departments and a continuing recognition in other departments about the value of our courses. The Chávez Center faculty continued to review new courses with an eye toward their contribution to and coherence with the major and minor programs. The special topics courses provided an opportunity to offer courses in the performance arts (mask and movement; acting; presentation of self; music composition; and bilingual autobiographical writing).

Another major curricular development was in the area of field studies, by which our majors are required to engage in service learning for one quarter. We hired a dedicated field studies teaching assistant to coordinate the placements and the reflective part of the learning—Citlali Sosa-Riddell (doctoral student in History). The usual practice in the previous several years was for majors to satisfy the requirement through enrollment in an independent studies course with a faculty member of choice in the Chávez Center. It was difficult for students to bear the brunt

of finding their own placements, not being able to share different field experiences with other students, and, with the growth of the number of majors, a difficulty in managing the distribution of the students by faculty member for independent studies.

As part of the faculty's review of the field studies requirement, a refinement of the curricular specific learning goals were identified for this requirement. In part, these were satisfied through a focus group seminar, led by a dedicated teaching assistant in bi-weekly seminars, while still maintaining their independent studies relationship with specific faculty. The field studies coordinator also helped increase communication to create a more effective relationship with community partners. There were a total of 21 non-profit organizations with which we partnered in 2002-03, including the Mexican American Legal Defense and Education Fund, the Pico Youth Family Center, Korean Immigrant Workers Advocates, Self-Help Graphics, the California Association for Bilingual Education, the Coalition for Humane and Immi-

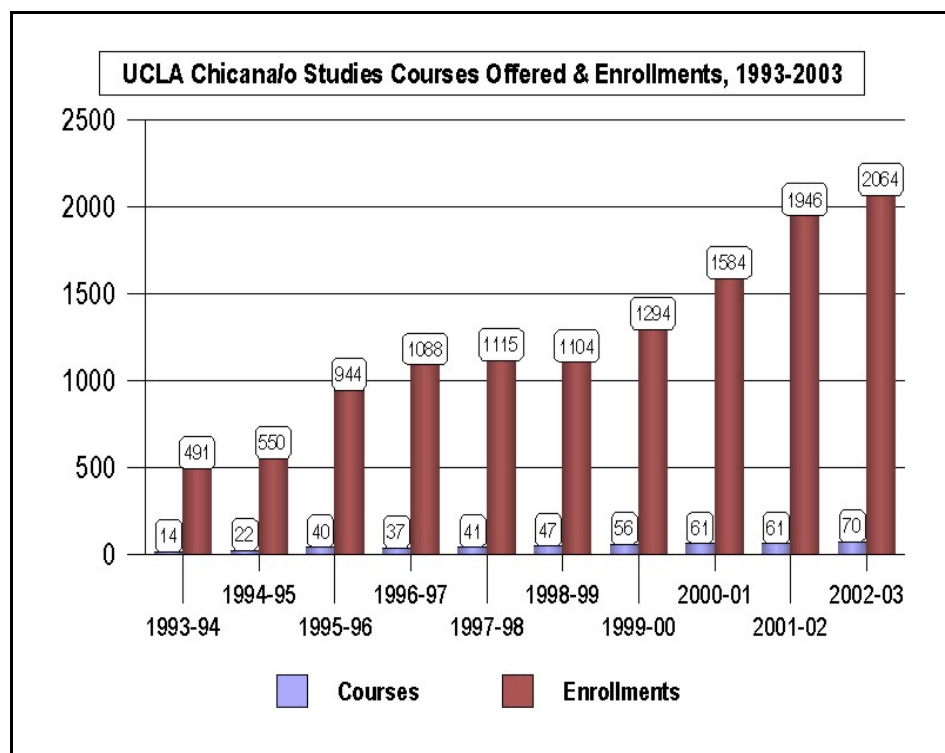
grants Rights of Los Angeles, the United Farm Workers, and others. We will continue to develop options to meet the field studies requirement for the major in the 2002-03 academic year.

Courses on indigenous cultures remain under development. We added two courses (on representation of indigenous populations in the Americas, and Meso-American literatures), and have offered several special topics courses on this subject. Courses being taught in Spanish or bilingually in Spanish and English increased to 3.

Enrollments, majors and graduates

The Chicana/o Studies undergraduate program continues to grow in several dimensions—the number of courses offered during the academic year, the total Chicana/o Studies enrollments for these courses, the numbers of declared Chicana/o Studies majors and minors, and the numbers of majors and minors who graduate yearly.

In 2002-03, the Chávez Center offered 70 courses with a combined enrollment of 2,064 students. This reflected a 12% increase in total annu-

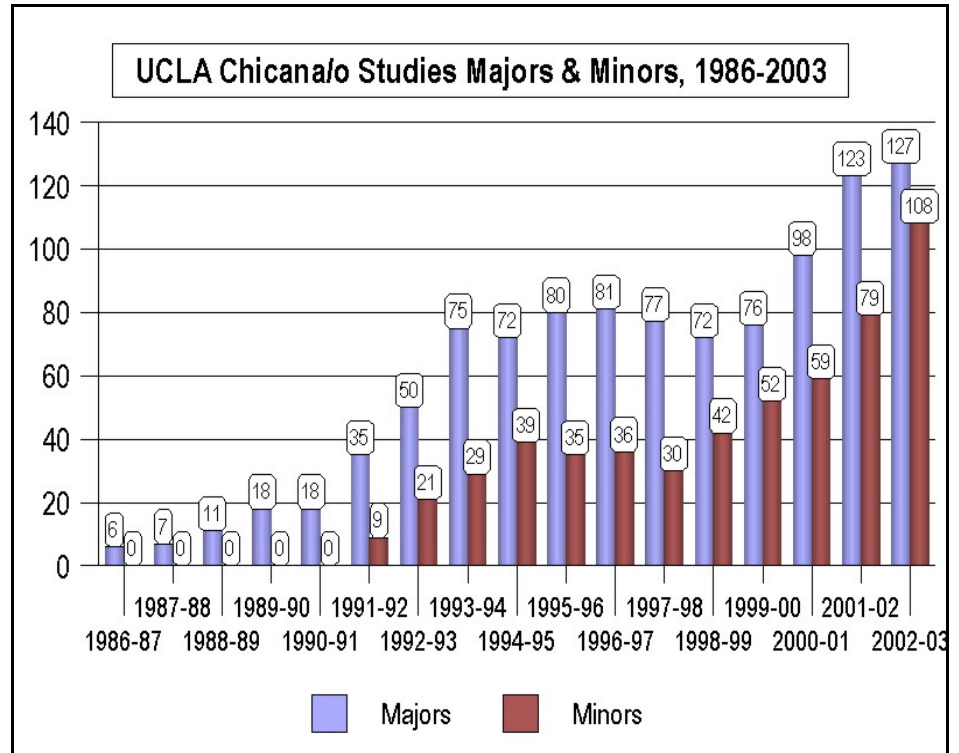


al student enrollments over the previous academic year (55 courses and 1,848 total enrollment for 2001-02). The average student enrollment per lower division course was 246, and for upper division courses was 26. Fifty-eight of these courses were exclusively Chicana/o Studies and 12 courses were cross-listed with other departments. In addition, 4 summer courses were offered in 2003, with 72 students enrolled, compared to 7 courses and 101 total enrollments in summer 2002.

The number of majors and minors continued to increase. In 2002-03, there were 127 majors and 108 minors for a total of 235. This was a 3% increase over the previous year for majors and 37% for minors (123 majors and 79 minors), reflecting the hard work of the student advisor, faculty, students, and student organizations in outreach, promotion and support.

The number of entering students declared as a Chicana/o Studies major has increased each of the last 3 years. In 2002-03, they remained steady. For the fall 2002 entering class, there were 21 students declared as Chicana/o Studies majors (3 first year students, and 18 transfer students), and an additional 3 transfer students entering in winter 2003, totaling 24 for the year.

Many students double major with other disciplines, and of course, our minors have a major in other departments. In 2002-03, there were 56



double majors with Chicana/o Studies. The top 4 other majors that students declared were: History (n=18), Sociology (n=9), Political Science (n=7), and Spanish (displacing American Literature and Cultures from the previous year) (n=6). The 108 Chicana/o Studies minors were distributed across 33 majors. The top 5 majors were: History (n=13), Sociology (n=11), Political

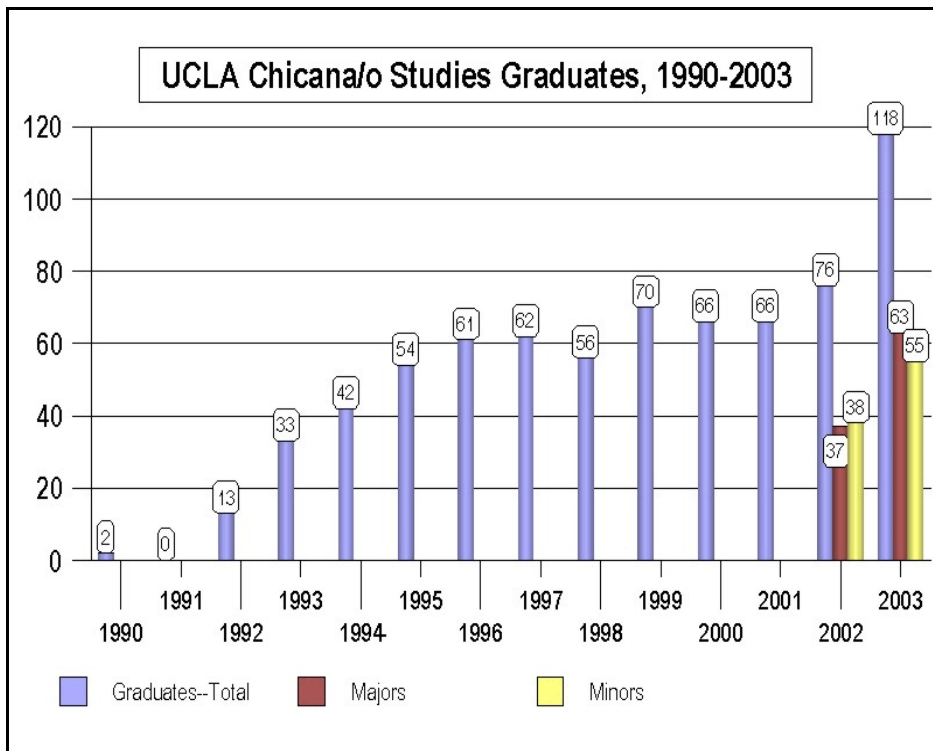
Science (n=11), English (n=6), and Biology (n=5).

Our graduates have gone on to become leaders in many different occupations. Those that have continued in higher education have been accepted at U. Of Michigan, Stanford, Cornell, MIT, UC San Francisco Medical Center; and various schools of law and of education. In 2002-03, an estimated 63 majors and 55 minors (total 118) graduated; an increase of 55% over the 37 majors and 38 minors (total 76) who graduated in 2001-02.

Graduate program development

The progress towards the development of a graduate programs proposal was substantial during the past year, including more faculty investment in developing the proposed programs. It began with a faculty retreat in late Summer of 2001, and continued in faculty meetings throughout 2002-03.

There were important changes and additions to the draft proposal over the year, including changes in the proposed program structure and requirements, a list of proposed specializations and graduate courses. We missed our target of submission in fall 2002, but fully expect to submit a proposal for graduate programs in early fall 2003.



FACULTY

There were two goals related to faculty—increasing the number of core, full-time faculty within the Chávez Center to 10 within 5 years, and to provide support to all these faculty to maximize their promotion and tenure. Each of these goals was advanced during the 2002-03 year. One person was added to the faculty and all of those faculty who were presented for merit review were successful in their cases.

Assistant Professor Maylei Blackwell (Ph.D., History of Consciousness, UC Santa Cruz), was hired to begin July 1, 2003.



Assistant Professor Maylei Blackwell will begin her UCLA career in July of 2003. [Photo by Maylei Blackwell]

Professor Blackwell has several research interests: (1) Feminist & Queer Theories (Chicana Feminism; U.S. Women of Color Feminism; Latin American Feminism and Queer Social Movements; and Sexuality and Queer Studies); (2) Globalization and Transnational Social Movements; (3) Popular Cultural Studies (Cultural Studies and Race and Ethnicity; Latin American Cultural Studies and Popular Culture; and Visual Culture, Media Activism, Film and Video, and Third Cinema); and (4) Oral History and Ethnography. Her dissertation was titled "Geographies of Difference: Mapping Multiple Feminism Insurgencies and Transnational Public Cultures in the Americas." It focused on the negotiation of race and gender within international social movements in the Americas, and connected to previous work done with Chicanas in the U.S. After completing her degree,

she was awarded the UC President's Postdoctoral Fellowship between 2000 and 2002 at UC Berkeley in Ethnic Studies.

Professor Blackwell will contribute in the areas of social movement theory and transnational work. We have relied on visiting faculty in the past to contribute in the area of social movement theories, so having a core faculty member in this area strengthens the curriculum quite a bit. In addition, the empirical and theoretical work on transnational linkages between social change activists in the U.S., Mexico and Latin America will complement the work of affiliated faculty members.

In addition, the four core faculty that were reviewed for merits and/or reappointments all were approved. Seven affiliated faculty were approved by the Chávez Center faculty for joint appointments in the Center: Leo Estrada (Urban Planning), Kris Gutiérrez (Education), Steve López (Psychology), Chon Noriega (Film and Television), Daniel Solórzano (Education), Eddie Tellez (Sociology), and José Luis Valenzuela (Theater). Each of these joint appointments will be at 0% compensation, and all but Professors Estrada and Noriega waived their personnel voting rights within the Center.

The number of affiliated teaching faculty, which is comprised mainly of the faculty who made up the earlier Inter-Departmental Program (IDP) in Chicana/o Studies, remained consistent at 20 in 2002-03.

Roberto Rodríguez and Patricia Gonzales, noted journalists and nationally-syndicated columnists, were appointed as the Distinguished Community Scholars for 2003. They taught a course in spring 2003 on "Sacred Geography" sharing their multi-year quest of the concept and "locations" of Aztlán—Project Aztlanahuac.

Lecturers or visiting part-time faculty vary each year. During the 2002-03 year 19 well-known and beginning scholars and professionals helped strengthen the curriculum of the Chávez Center.

Our temporary faculty included: *Ofelia Cuevas* (Ethnic Studies, UC San Diego), *Javier Rangel* (Chicana/o Studies, CSU Fullerton), *Harry Gamboa* (Artist), *Fernando Gapsin* (Labor organizer, SEIU), *Edwina Barvosa-Carter* (Chicano Studies, UC Santa Barbara), *Graciela Limón* (Author), *Irene Vásquez* (Social Sciences, East Los Angeles Community College), *Jennifer White* (Public Policy, UCLA), *Claudia Rodríguez* (Writing, UT El Paso), *Richard Verches* (Law, UCLA), *José Alamillo* (Ethnic Studies, Washington State University), *Octavio Pescador* (Education, UCLA), *Saúl Duarte* (Education, UCLA), and *Paule Cruz Takash* (Anthropology, UC Berkeley), *Juan Carlos Paz y Puente* (Composer, México City, D.F.), *Paulina Sahagun* (World Arts & Cultures, UCLA), *James Lawson* (civil rights activist).

Reverend James Lawson, renowned for his role in civil rights movement of the 1950s and 1960s and still active in the contemporary non-violence and social justice movements, again taught a course on "Non-violence and Social Movements." This course was hosted by the Chávez Center in 2002, but was joint-listed with Public Policy in spring 2003. Again, it was organized by the UCLA Center for Labor Studies.

Juan Carlos Paz y Puente, a professional composer and musician from México City, again taught a course on



Roberto Rodríguez and Patricia Gonzales, nationally-syndicated columnists as Distinguished Community Scholars in Chicana/o Studies [Foto by JoAnna Ley]

"Composition of Popular Songs." The UCLA Chicano Studies Research Center initiated and collaborated on this course, which included a focus on different genres of popular music along the frontera.

Magaly Lavadenz, Education professor from Loyola Marymount University and President-Elect of the California Association for Bilingual Education, returned to UCLA to teach the course on Chicano Education and Language.

The instructional support provided by teaching assistants and readers also continued strong during 2002-03, although the numbers of persons dropped from 16 teaching assistants the previous year to 12 in 2002-03. This drop in numbers represented the Center's ability to support and appoint six teaching assistants for the full academic year, rather than the previous quarterly appointments. The teaching

assistants were:

Eden Flynn, Latin American Studies
Stacy Macías, Urban Planning
Alma Martínez, Urban Planning
María Muñoz, Film & TV
Hector Negrete, Film & TV
Gabriel Pérez, Urban Planning
Henry Pérez, Education
Antonio Sandoval, Urban Planning
Citlali Sosa-Ridell, History
Joyce Fortune, History
Gilbert Contreras, Urban Planning
Emily Hinton, Public Health

The readers were:

Pedro Mojica, Urban Planning
Henry Pérez, Education

In general, the Chávez faculty has slightly grown in number, rank and tenure since its initial appointments. It is stable in membership and includes its core faculty, affiliated teaching faculty, temporary faculty/visiting scholars. Their contributions to the Center,



TAs for 2002-03 included Henry Pérez (Education), Gil Contreras (Urban Planning), Alma Martínez (Urban Planning), Gabriel Pérez (Urban Planning) & Citlali Sosa-Ridell (History).
 [photo by JoAnna Ley]

the University, scholarship and the community continued to blossom during this academic year. With a stable and secure faculty the Center and its programs will continue to grow and contribute to the university, its students, scholarship and society.

The operational strengthening of the administration of the Center continues to increase and supports the achievement of the other goals. It was because these were "enabling" goals that they numbered seven out of the

ten consensus goals established in winter/spring 1999. Four of these goals have been completed, while three are still in progress. The administrative goals that have been achieved (complete staffing, improve space, equip-

ment, and facilities, reaffirm student involvement in governance, and establish a visible, public image and communications system) now operate to assure the general administration of the Center, especially the support of the academic programs. The three that are still in progress include seeking departmental status, development activities, and solicitation of stakeholder input to Center planning and activities.

We continued throughout the year with a stabilized staff and facilities, continued to network and improve departmental printers; and upgraded computers throughout the Center.

Student support and participation in governance

A critical element of support for the creation and development of Chicana/o Studies has always been student involvement. The Chávez Center faculty By-Laws outline the participation of students in the governance of the Center through the Student Departmental Senate (SDS). The By-Laws call for SDS representation and involvement in each of the Standing Committees of the Center—



2003 César E. Chávez Spirit Award recipient, Luis Valdez (front & center, third from right), with members of the Planning Committee. From left to right, back row: Manuel Urrutia, Letisia Márquez, Belinda Barragán, Ramona Cortes Garza, Alfred Herrera, Olivia Díaz, Santiago Bernal, Ronald Garduño. Front row: Reynaldo Macías, Eleuteria Hernández, Diana de Cárdenas, Blanca Chavoya, Guadalupe Valdez, Luis Valdez, Tomasa Rosales, and Carlos Haro. [photo by Jaime Macias]

ADMINISTRATION

Executive, Curriculum and Admissions, and Community Relations and Development. In addition, the three elected SDS representatives are invited to faculty meetings, and are often involved in departmental ad hoc committee assignments. The Chair and the Management Services Officer of the Center attend the meetings of the SDS during the academic year. This mutual exchange has led to increased student participation through the Student Departmental Senate, one of the more important goals set in 1999 and that continues as such to the present.

The Chair also meets with the MEChA Board once a year to coordinate activities, receive suggestions, and to maintain open lines of communications between the principal student organization and the leadership of the Center. In addition, the Center hosts or sponsors other student organizations: Hermanas Unidas, UCLA Ballet Folklórico, and the Raza Graduate Students Association.

Student participation in the life of the Chávez Center continued to be important—not only to its growth and expansion, but its health and vitality.

Facilities & equipment

In 2002-03, we were again able to take advantage of the campus policy of redistributing equipment from computer laboratories. These computers helped some of the visiting faculty and teaching assistants to do their jobs.

The old copy machine was replaced with a more efficient, quicker machine with a workload capacity more appropriate to the work level of the Center faculty and staff.

An abandoned, small, former public telephone booth became a small storage room for the Center.

Communications & Visibility

The communications within and outside the Chávez Center were maintained through our five list serves:

Chavez-news—activities of the Center or of interest to Chicana/o Studies and communities.

Chavez-students—specific information for all of the Chicana/o Studies majors and minors.

Chavez-staff—all non-academic staff in the Center.

Chavez-faculty—the core faculty of the Center.

Chavez-allfaculty—all teaching/affiliated faculty within the Center.

The Chavez-News list serv has grown to 1,400 people at UCLA and in the local community.

One additional list serv was created in 2002-03—*UCLARaza*—designed to inform interested individuals on campus of events of interest.

In addition to these list serves we have maintained and enhanced the Center's website, adding academic and historical documents and other items of interest. Support for Chicana/o Studies classes was also maintained in collaboration with Social Sciences Computing.

The Chávez Center also continued its co-sponsorship of activities on campus, and several public lectures. There were 36 sponsored or cosponsored activities in 2002-03. We also updated our brochure to include new Chicana/o Studies courses, and changes in faculty.

2002-03 was also the 10th year anniversary of the hunger strike that resulted in the Chávez Center. We integrated the two annual open houses with commemoration activities. The winter open house was converted to a public forum on the history and future of Chicana/o Studies at UCLA. A slide show was created to provide a profile of this history. It was posted to the web site, as well as distributed to all of the 2003 Chicana/o Studies graduates.

Departmental Status

The Chávez Center faculty formally submitted in March 2003, the proposal to change the status of the Chávez Center from a "Center for Inter-disciplinary Instruction" to a "department." Departmental status was an important issue to all stakeholders of the Center. The 1993 Hunger Strike agreement left open the subsequent review

of departmental status for the Center. The Faculty Executive Committee of the College began its review and will continue it in fall of 2003. The Academic Senate committees will take it up in the early fall of 2003.

Development

There were two goals related to development—endowed chairs and student support. Each has been pursued with deliberation and in stages. The more advanced is the development of activities for student support. In consort with the UCLA Latino Staff and Faculty Association and several other offices within UCLA, an annual award commemorating the spirit of César E. Chávez is given to a worthy individual(s) on or about Chávez' birthday on March 31. In April of 2003, the Chávez Spirit Award was given to Luis Valdez for his role in the United Farm Workers Union, as founder and director of the Teatro Campesino, his struggle in labor organizing, and the use of theater and other entertainment media in support of the pursuit for social and economic justice. Past recipients of the award include Martin Sheen (2000), Deborah and Carlos Santana (2001), and Dolores Huerta (2002).

The funds raised through this event support Chicana/o Studies majors and minors. Our goal is a \$50,000 endowment to support an annual scholarship of \$2,500. We had a balance of \$17,000 by the end of June 2003. We plan to provide scholarships to students who demonstrate a strong commitment to academic work and to activism in the community.

The Center also received a dedicated contribution for scholarships from Latinos for Education & Achievement Program (LEAP). Three scholarships were given to two Chicana/o Studies majors (Elizabeth Serna and Fabían Rentería) and one minor in the field (Iliana Andrade). These "scholar-activists" were selected by a committee of faculty, students, staff and alumni, and they reflect some of our best and our brightest students.

A contributions campaign in winter netted a commitment of \$5,840, bringing the scholarship fund total to \$22,840. The development of a campaign for an endowed chair (in labor studies and political economy) continues to be developed.



Panel during the "Forum on the History and Future of Chicana/o Studies at UCLA." Held February 2003, in the Chancellor Young Grand Salon, Kerckhoff Hall.

[Photo by JoAnna Ley]

SUMMARY & CONCLUSION

During 2002-03, the Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies has continued to stabilize, grow and expand a vision of where it should develop. The Center now has 8 core faculty, 20 affiliated faculty in other departments, and 17 visiting or part-time faculty, who taught 70 courses and 2,064 students in the 2002-03 academic year (summer session added another four courses and 98 students).

Each year there has been an increase in the number of new students coming into UCLA already having

declared their major as Chicana/o Studies, both as first year students and as transfer students. Our graduates have gone on to become leaders in many different occupations. Those that have continued in higher education have been accepted at Stanford, Cornell, MIT, UC San Francisco Medical Center; various law schools, and schools of education. Each indicator reflects growth but also the quality of the academic programs.

All of the 10 goals established in early 1999 have not been reached, but

there is substantial progress on each one. Not only are we—the faculty, students and staff—pursuing the goals of Chicano and Chicana Studies, but we do so cognizant of the contributions to social change that comes with self-sacrifice, dedication to social justice and equity. We recognize that the use of methods of nonviolence and civil disobedience strengthen the heart and deepen our soul. It is in our work, after all, that the spirit of César E. Chávez is reflected. It is in our students in which it is lived.



Goal Status at the end of 2002-03

Goals	Progress
1. Academic staffing—increase to 10 FTE over 5 years	The core faculty increased by one faculty member this year. Eight joint appointments were initiated this year and should be completed by fall 2003.
2. Guide and support the junior faculty so that they will be promoted and tenured	Three Assistant Professors have been promoted to Associate Professors with tenure. Two Assistant Professors successfully completed 6 th year reviews, and a Professor a merit review.
3. Develop major & minor curriculum by adding a focus on: (a) Experiential and service learning; (b) Pro-seminar/senior thesis; (c) to teach courses in Spanish in support of the language requirement; (d) courses on indigenous languages and groups; and (e) the development of a graduate program	(a) Stronger and more focused—new course entitled Barrio Service Learning (b) 3 senior theses accepted in 2002-03 (c) 3 courses created and taught in Spanish or bilingually (d) 2 courses developed; 2 taught as special topics in 2002-03 (e) Proposal development with submission target in fall 2003
4. Seek departmental status	Formally submitted proposal for departmentalization to the Academic Senate. The Faculty Executive Committee of the College of Letters, Arts and Sciences began its review in spring 2003 and will continue into the fall of 2003. The Undergraduate Council will begin its review of this proposal in the fall of 2003.
5. Increase our visibility and public image through: a speaker series; a newsletter; a WWW site; and list servs for faculty, staff, students, public	Completed; now working on regular annual planning and execution: Lecture series of 10 speakers 37 events sponsored or co-sponsored in 2002-03 Growth of public list serv to 1,400 email addresses
6. Seek stakeholder advice, possibly through community advisory committees	In progress
7. Increase student participation through the student departmental senate (SDS)	Completed with regular SDS elections and participation Regular consultation during the school year with other groups
8. Stabilize our facilities by re-organizing our office to improve the work environment; network printers; support digital lab; TA office; upgrade computers	Completed. In 2002-03—upgraded computers, furniture and space re-organization.
9. Stabilize staffing for the Center: hire an MSO; hire a full-time student affairs officer	Completed.
10. Create and pursue a development plan for the center which will include:	
<ul style="list-style-type: none"> ● creation of two endowed chairs—one in labor studies and political economy; the other in cultural studies (\$1 million each) 	In progress
<ul style="list-style-type: none"> ● a discretionary fund for student support and scholarships. 	In progress. Supported, in part, by the annual Chávez Spirit Award and Scholarship Event—current level of \$22,840, with \$50,000 endowment as target.

For more information about the
UCLA César E. Chávez Center for Interdisciplinary Instruction for Chicana & Chicano Studies,
please visit our web site at <http://www.chavez.ucla.edu> .
You can also reach us through email at chavez-info@chavez.ucla.edu ,
by phone at 310-206-7695, or stop by our main office at 7349 Bunche Hall on campus.