Annual Reports, AY 1998-2001

UCLA
César E. Chávez
Center for Interdisciplinary Instruction in
Chicana & Chicano Studies

fall 2001
[September 22, 2001 (10:19am)]
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Introduction

In the late 1960s, the nature of scholarship on the Chicano community was fairly limited–Chicanos were an invisible group to many of the researchers writing in the academy. What little research there was on the Chicano community seemed to be plagued by distortion, stereotypes, fragmentation, unrealistic portrayals of events, one-sidedness, and often, linguistic bias and prejudice. In the cauldron of social activism of the time–the Chicano Movement, the Farm worker’s unionizing Causa, the civil rights movement, anti-war sentiment, and counter cultural challenges–a new area of studies was created and developed to right these intellectual and scholarly absences and errors–Chicano Studies. The five goals this new area of study adopted were:

1. Create new knowledge about the diverse Chicano community
2. Reformulate old knowledge
3. Apply research knowledge to the improvement of the material conditions of the Chicano community
4. Support the cultural renaissance within the community; and
5. Support social changes through a critical awareness and commitment to equity, and social justice

Research centers and academic degree programs were established throughout the country around Chicano Studies. At UCLA this took the form of a research center established in 1969 and an inter-departmental program established in 1974, drawing on faculty and courses from different departments and disciplines to constitute a major and a specialization in Chicano Studies.

In the 1980s, the rise of Chicana Studies added to these efforts several other goals focused around gender and sexuality.
6. Place the Chicana as a central construct in the study of this community
7. Challenge patriarchy within and outside the Chicano community
8. Support the pursuit of Chicana dreams and aspirations and
9. Recognize the diversity of sexuality in the community.

However, times were tough all over. The retrenchments in social and budget policies during the 1980s and the recession of the early 1990s left California higher education in a tight financial situation. Chicano Studies reflected this in lowered enrollments, majors and graduates. In 1992, the interdepartmental program at UCLA was in danger of being closed. In spring of 1993, students and faculty undertook civil disobedience, and a non-violent hunger strike to underscore their demands for greater support of the program and the establishment of a department of Chicana and Chicano Studies. The result of the subsequent compromise was the development of a new academic unit—a center for interdisciplinary instruction—and six new full-time faculty positions within this unit. It was named in honor of César E. Chávez—in memory of his leadership for social change, fair treatment of farmworkers, his support of nonviolence, and his use of the hunger strike as a tool to prick the moral conscience of the nation and the world.

In the following year, 1993-94, the University hired three new junior faculty who started work on July 1, 1994 (Alicia Gaspar de Alba; Otto Santa Ana; Abel Valenzuela). The following year, three additional senior faculty were hired, and they started work July 1, 1995 (Camille Guerin-González; Aida Hurtado; Judith Baca). In 1997-98, two of the senior faculty left UCLA and were replaced by two junior faculty (Eric Avila in July 1997; María Cristina Pons in July 1998). In Fall 1998, with the mid-year hire of a new senior faculty member (Reynaldo F. Macías), the total number increased to seven full-time faculty. Despite initial problems and growing pains, the Center is established in 7th floor offices in Bunche Hall, and adopted 10 goals in winter 1999 to guide its development between 1999 and 2005.

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 servs for faculty, staff, students, 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-organizing 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 full-time academic advisor
10. Create and pursue a development plan for the center which will include:
    • creation of two endowed chairs—one in labor studies and political economy; the other in cultural studies ($1 million each)
    • a discretionary fund for student support and scholarships.

The Center will report its progress in meeting these goals to its various constituencies on a regular basis. This annual report, covering 1998-99, 1999-00, and 2000-01, is one of the mechanisms for this reporting. The rest of this report on the “state of the art” is organized into four sections: (1) faculty; (2) curriculum; (3) enrollments and students; and (4) administration.
Faculty

The Center has changed somewhat between 1998 and 2001 regarding faculty staffing. In Spring 1998, there were six core faculty. In winter 1999, one additional senior faculty member brought the Center to seven full-time core faculty. In addition, the joint appointment of Diego Vigil (Professor, Anthropology) to the Chávez Center took place in 1999-00. 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, went from 19 in 1998-99 to 18 in 1999-2000 (James Diego Vigil, Anthropology, was appointed a joint professor), and back to 19 in 2000-01.

Visiting or part-time faculty varied each year, with 5 in 1998-99, and 6 in 1999-2000, including the Center’s first Distinguished Community Scholar (former U.S. Representative Esteban Torres who taught fall 1999), fulfilling one of the elements of the 1993 agreement ending the hunger strike that catalyzed the creation of the Center. In 2000-01, the visiting faculty numbered 11, including two visiting faculty from surrounding colleges who taught during the summer session (June 25-August 3, 2001).

The progress towards the goals involving faculty has been in several areas. Greater attention to building courses, enrollments and program has allowed us to document growth in these areas. This is helping make the case for greater faculty resources. We have added one joint faculty member and are reviewing others for such appointments in the near future.

In addition, we have been successful in strengthening the security of the current faculty. In Spring 1998, only one of the six faculty (Judith Baca) had tenure. A second senior appointment, Reynaldo F. Macías, was made in 1998-99 (starting full-time in winter 1999). In June 2001, five of the seven core faculty (Alicia Gaspar de Alba, Otto Santa Ana, Abel Valenzuela, Judith Baca and Reynaldo F. Macias) had tenure. Gaspar de Alba was internally promoted with tenure beginning July 1999. A second internal promotion to associate professor with tenure, Otto Santa Ana, began July 2000, beginning the new academic year with four tenured faculty. Abel Valenzuela gained promotion and tenure beginning January 2001. Every core faculty member successfully underwent merit reviews or their two, four or six year review/evaluation. There were also three occasions in which retention actions were warranted and accomplished (December 1998, May 2000, and winter 2001). In all, the core faculty were retained as a group, progressed in their career work, and were secured with
promotions and tenure.

The movement toward the development of endowed chairs has been cautious and deliberative during these two years.

In general, the Chávez faculty has slightly grown in number, rank and tenure. It is stable in membership and includes its core faculty, affiliated teaching faculty and temporary faculty/visiting scholars. Their contributions to the Center, the University, scholarship and the community also blossomed from 1998 to 2000. Research undertaken by our faculty, for example, has resulted in learning more about day laborers in Los Angeles, community assets in Boyle Heights, Pico Union and Pacoima; the development of new digital art techniques on aluminum metals in public art; the recovery of our community memory through the restoration of public art in the Siqueiros mural at the Placita; a detailed historical intellectual and sexual exposition of Sor Juana Ines de la Cruz, through the form of a historical novel; an analysis of the use of
metaphors in public discourse around California propositions 187, 209 and 227, and the stereotypes they promote of the Chicano and Latino communities. 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.
Curriculum & Program
At the beginning of the 1998-99 academic year, there were 37 Chicana/o Studies courses in the catalogue, approved for instruction. Many of the Chicana/o Studies courses scheduled during the school year, however, were offered as Special Topics courses (CS 197A-Z), rather than as specifically numbered and approved courses for the catalogue. There was a major and a specialization offered by the Chávez Center, with 77 majors and 30 specializations at the end of the academic year 1997-98. No graduate program was developed, and there were no summer session offerings.

Curriculum and program development
The major curricular goal established in winter 1999, was to develop the curriculum of the major and minor by adding a focus on: Experiential and service learning; Pro-seminar/senior thesis; courses taught in Spanish in support of the language requirement; and to develop a graduate program.

The strategies to achieve progress towards these goals were several, including conversion of the special topics courses which had been taught more than once into regularly numbered and approved undergraduate courses. In 1998-99, 5 courses were approved by the CUCC. In 1999-2000, another 9 courses were approved by the CUCC and were added to the catalogue of courses. In 2000-01, three courses were revised and another new course added, and three submitted for review. These courses provided stability to the program and schedule and provided an opportunity for the Chávez Center faculty to review new courses with an eye toward their contribution to and coherence with the major and minor programs. Included as part of these new course proposals was one to specifically address the language requirement. The course was to be taught bilingually, with a focus on bilingual media topics. The course would help students develop and use the
Spanish language in academic and professional ways with an emphasis on writing and speaking. Several other courses included significant units in field studies or service learning.

The University adopted a policy in 1996-97 to phase out “specializations” in favor of “minors.” The Chávez Center faculty reviewed the Chicana/o Studies specialization and successfully submitted a proposal for converting it to a minor in spring 1999.

The progress towards the development of graduate programs has been slow during these three years. The reasons for this are several: a priority was given to the undergraduate program; it took a while to discover the procedures for creating graduate programs; the attention to stabilize administrative and other procedures of the Center also took priority. In these three years we have established what the procedures are that we must follow, the forms to be used, we have discussed the strengths and weaknesses of a number of other graduate programs in other institutions, and monitored the progress of the establishment of doctoral programs at other institutions and developed a draft proposal for Chicana/o Studies graduate degrees at UCLA. We fully expect to submit a proposal for graduate programs in 2001-02.

*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 1998-99, the Chávez Center offered 47 courses which enrolled a total of 1,104 students during the academic year. This was an increase of 6 courses over the previous year, but represented a decline of 1% in the total student enrollments for the year (down from 1,115). The average course enrollment for the year was 23 students (down 15% from the 27 of the previous year) (see appendix 3). No summer courses were offered in 1999.
In 1999-2000, the Chávez Center offered 56 courses with a combined enrollment of 1,294 students—a 19% increase in the number of courses, and a 17% increase in total annual student enrollments over the 1998-99 academic year. The average student enrollment per course was maintained at the same level as the previous year (n=23). Forty of these courses were exclusively Chicana/o Studies and another 16 courses were cross-listed with other departments. No summer courses were offered in 2000.

In 2000-01, the Chávez Center offered 54 courses with a combined enrollment of 1,485 students—a 3.6% increase in the number of courses, and a 14.8% increase in total annual student enrollments over the previous academic year. The average student enrollment per course was 28. Forty-three of these courses were exclusively Chicana/o Studies and another 11 courses were cross-listed with other departments. In addition, six summer courses were offered in 2001, with 99 students enrolled, marking the first time Chicana/o Studies has participated in summer sessions. One of the summer session courses (CS 197D–Image of the Chicana/o in Mexican Cinema and Literature) was also taught bilingually.

The number of majors and minors increased slightly during these three years. In 1998-99, there were 119 declared majors and minors at the end of the school year (spring 1999), about an 11% increase from the 107 of the 1997-98 year (see Appendix 4). At the end of the 1999-2000 school year, the number of declared majors and minors was 128, a slight increase of 8% over the prior year. In 2000-01, there were 101 majors and 64 minors for a total of 165. This was a tremendous 28.9% increase over the previous year, reflecting the hard work of the student advisor, other staff, faculty, and students in outreach, promotion and support.

There were other bright spots regarding the declarations of majors. The 1999-2000 school year, was the first time that students came into UCLA already having declared their major as Chicana/o Studies, both as first year students and as transfer students. We also had two international European students on their education year abroad studying with us in 1999-2000.

Many of our students double major with...
other disciplines, and of course, our minors major in other departments. In 1999-00, there were 29 double majors with Chicana/o Studies. The top 4 other majors that students declared were: history (n=8), sociology (5), American Literature and Cultures (3), and Political Science (2). The 42 Chicana/o Studies minors were distributed across 14 majors. The top 6 declared majors were: sociology (12), Political Science (8), History (7), Psychology (3), American Literature and Cultures (2) and World Arts and Cultures (2).

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. 1998-99 saw the largest graduating group of majors (28) and minors (42) in the history of the program. In the following year there were 35 majors and 31 minors who graduated, the first time that there were more majors than minors graduating (see Appendix 5). In June 2001, another 80 majors (35) and minors (45) graduated from UCLA as undergraduates.

**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. In fall 1998, the Chávez Center faculty re-affirmed it’s faculty By-Laws, which identified the Student Departmental Senate (SDS) and outlined the participation of students in the governance of the Center. The By-Laws call for SDS representation and involvement in each of the Standing Committees of the Center–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 1998-99 and continued in 1999-2000 and 2000-01.
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: Latinas Guiding Latinas and UCLA Ballet Folklórico.
Administration

The strengthening of the administration of the Center was a foundational goal; that is, one which was necessary to support the achievement of other goals. In particular, the Center had two full-time staff positions vacant at the beginning of 1998-99 (the Management Services Officer and the Student Advisor—the latter position having been deemed not necessary at full-time the previous year. The position was redefined by a faculty-student ad hoc committee, which turned in its recommendations in Spring of 1998¹). The student advisement was undertaken half-time by a graduate student in 1998-99, 1999-00, and 2000-01 (Eleuteria Hernández). A successful search for an MSO brought Olivia Díaz to the Center in October 1999. This hire achieved one of the goals set for the administration of the Center in stabilizing its staff and administrative procedures. The hiring of a career, full-time “student advisor” with revised job duties is expected in 2001-02, after establishment of revised curricular and academic procedures for an advisor to follow, and a clear determination of the other job duties (e.g., computer skills, event planning, and internet abilities).

Another administrative goal was to stabilize our facilities by re-organizing our office; networking departmental printers; supporting the Chávez Digital Mural Laboratory; creation of a Teaching Assistant office; and upgrading computers throughout the Center. In 1998-99, several of the office computers were upgraded, a re-assignment of space allowed for some faculty moves within the department. In 1999-2000, the department printers were made available to the faculty through the department intranet; temporary faculty were assigned an office with a telephone and access to the internet; teaching assistants were able to have a dedicated office with internet access, a printer and a phone; and a web tech station was established in the main office in spring 1999.

To increase and facilitate communications within and without the Chávez Center, several list servs were established in spring of 1999:

Chavez-news general information sent out on 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 includes all non-academic staff in the Center

Chavez-faculty communications between and among the core faculty of the Center
Chavez-allfaculty communications between all teaching/affiliated faculty within the Chávez Center

In addition to these list servs, we established an electronic address for the Chávez Center: *Chavez-info*. The web site for the Center in 1998 was moribund and had not been updated in two years. A part-time web tech (Tammy Ho) was hired to update and maintain the Center web site, as well as assist in the creation and maintenance of all instruction related web sites. An electronic calendar was developed and has been in operation since spring of 1999. This web site is also being developed to host historically-important documents in Chicana/o Studies, e.g., the full text of the *Plan de Santa Bárbara*; the recent hunger strike agreement of spring 1993.

The Chávez Center also increased its visibility through co-sponsorship of activities on campus, several public lectures, and expanding its open-houses (see Appendix 6). There were 14 such activities in 1998-99, 36 in 1999-00, and 32 in 2000-01. The Center published a brochure on Chicana/o Studies degrees in spring of 1999, to promote and advertise the program. A bookmark with a brief outline of the degree requirements was also designed and printed. About 1,000 copies of these brochures and another 1,000 bookmarks were distributed in spring 1999, another 3,000 copies of each (6,000) were distributed in 1999-00, and a similar number in 2000-01.

The Chávez Center made slower progress on two other goals: seeking departmental status and establishment of community advisory committees. Departmental status was an important issue to all stakeholders of the Center. The hunger strike agreement left open the subsequent review of departmental status for the Center. The strategy for departmentalization is to complete the undergraduate curriculum and program work, develop a proposal for graduate programs, and then request departmental status. This strategy should place a proposal for departmental status in 2001-2002.

The establishment of community advisory committees, has also moved very slowly. The main reason for this has been the need to stabilize the Center, its structure, organization and procedures, so that we can decide the purposes of these committees. At the same time as this is being done, the Center has been working with community organizations in different ways to maintain and develop relationships with the larger community of Los Angeles.
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, 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 March of 2000, the Chávez Spirit Award was given to Martin Sheen for his support of the United Farmworkers Union, his work in civil rights, in protection of the environment and against nuclear weapons. His contributions in these areas have reflected the same intense commitment to equity, non-violence and even civil disobedience in response to a higher moral calling that is a reminder of César Chávez and his work. In March of 2001, the Chávez Spirit Award was given to Deborah and Carlos Santana, for the work they have accomplished through their Milagro Foundation, in support of children, literacy, and education. The funds raised through this event go to the support of Chicana/o Studies majors and minors.

We plan to provide a scholarship to students who have also demonstrated a strong commitment to activism in the Chicano/Latino community, who have demonstrated a commitment to the spirit of César Chávez, and have maintained a commitment to education, reflected in maintaining at least a 3.0 average. These scholar-activists will be selected by a committee of faculty, students, staff and alumni; and they will reflect our best and our brightest.

The development of a campaign for an endowed chair (in labor studies and political economy) was explored throughout 1999-2000. The structure for such a campaign is developing but not yet launched.
Summary & Conclusion

During the two years covered by this report, 1998-99, 1999-00, and 2000-01, the Chávez Center for Interdisciplinary Instruction has stabilized, grown and developed a vision of where it should develop. The Center had 7 core faculty, 1 joint faculty member, 19 affiliated faculty in other departments, and 11 visiting or part-time faculty, who taught 54 courses and 1,485 students in the 2000-01 academic year (summer session added another six courses and 99 students). The 1999-2000 school year was the first year that new students came 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 of these indicators 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, as noted below.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Progress</th>
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<tbody>
<tr>
<td>1. Academic staffing–increase to 10 FTE over 5 years</td>
<td>In progress</td>
</tr>
<tr>
<td>2. Guide and support the junior faculty so that they will be promoted and tenured</td>
<td>Three of five junior faculty promoted and tenured during these three years</td>
</tr>
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<td>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</td>
<td>Created or modified 15 courses in three years, including one taught bilingually, increased community based courses, implemented a senior thesis and seminar, and drafted a proposal for graduate programs</td>
</tr>
<tr>
<td>4. Seek departmental status</td>
<td>In progress. Slated for 2001-02</td>
</tr>
<tr>
<td>5. Increase our visibility and public image through: a speaker series; a newsletter; a WWW site; and list servs for faculty, staff, students, public</td>
<td>Updated web site, established 5 list servs for internal and public electronic communications, a speaker series and other public academic and informational events; increased student outreach and program promotion. Designed, printed and distributed brochures and bookmarks on programs</td>
</tr>
<tr>
<td>6. Seek stakeholder advice, possibly through community advisory committees</td>
<td>In progress</td>
</tr>
<tr>
<td>7. Increase student participation through the student departmental senate (SDS)</td>
<td>Re-affirmed the Student Departmental Senate and student participation in the standing committees of the Center as well as representation on other ad hoc committees. Regular consultation during the school year</td>
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<td>Goals</td>
<td>Progress</td>
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<tr>
<td>8. Stabilize our facilities by re-organizing our office to improve the work environment; network printers; support digital lab; TA office; upgrade computers</td>
<td>Upgraded computers, printers in the faculty, teaching assistant and administrative offices as well as the Digital Mural Lab. Improved space for copy machine, equipment storage and coffee machine.</td>
</tr>
<tr>
<td>9. Stabilize staffing for the Center: hire an MSO; hire full-time academic advisor</td>
<td>Hired a full-time MSO, increased hours for the part-time student advisor.</td>
</tr>
<tr>
<td>10. Create and pursue a development plan for the center which will include:</td>
<td>Have begun to place the infra-structure (accounts, mailing lists, etc) in place for pursuit of this goal. Established one of two annual events to promote development.</td>
</tr>
<tr>
<td>● creation of two endowed chairs—one in labor studies and political economy; the other in cultural studies ($1 million each)</td>
<td>In progress</td>
</tr>
<tr>
<td>● a discretionary fund for student support and scholarships.</td>
<td>In progress. Supported, in part, by the annual Chávez Spirit Award and Scholarship Event.</td>
</tr>
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</table>

In addition, the research undertaken by our faculty during the three year review period resulted in learning more about day laborers in Los Angeles, community assets in Boyle Heights, and Pacoima; the development of new digital art techniques on aluminum metals in public art; the recovery of our community memory through the restoration of public art in the Siqueiros mural at the Placita; a detailed historical intellectual and sexual exposition of Sor Juana Inés de la Cruz, through the form of a historical novel; an analysis of the use of metaphors in public discourse around propositions 187, 209 and 227, and the stereotypes they promote of the Chicano and Latino communities.

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.
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Appendix 1—Faculty

1998-99

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1999-2000

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AFFILIATED FACULTY
Rosina M. Becerra, Ph.D. (Social Welfare)
Juan Gómez-Quíñones, Ph.D. (History)
David Hayes-Bautista, Ph.D. (Medicine)
Fernando M. Torres-Gil, Ph.D. (Social Welfare)
José Luis Valenzuela, B.A. (Theater)
Héctor Calderón, Ph.D. (Spanish)
Leobardo Estrada, Ph.D. (Urban Planning)
Guillermo Hernández, Ph.D. (Spanish)
Steven J. Loza, Ph.D (Ethnomusicology)
José Monleón, Ph.D. (Spanish)
Chon A. Noriega, Ph.D. (Film and Television)
Vilma Ortiz, Ph.D. (Sociology)
Raymund A. Paredes Ph.D. (English)
Sonia Saldívar-Hull, Ph.D. (English)
Daniel G. Solórzano, Jr. Ph.D. (Education)
Edward E. Telles, Ph.D. (Sociology)
Edit Villarreal, M.F.A (Theater)
Raul Hinojosa-Ojeda, Ph.D. (Urban Planning)
Kris Gutiérrez, Ph.D. (Education)

LECTURERS/VISITING FACULTY
Rafael Alarcón, Ph.D. (City and Regional Planning, UC Berkeley)
Max Benavidez, B.A. (University Communications, UCLA)
Adolfo Bermeo, Ph.D (Academic Advancement Program, UCLA)
Fernando Gapasin, Ph.D. (Center for Labor Research & Education, UCLA)
Anthony F. Macias, ABD (American Studies, U. Michigan)
Paule C. Takash, Ph.D. (Anthropology, UC Berkeley)
Allan Wernick, J.D. (Law, Loyola Law School)

Distinguished Community Scholar
Honorable Esteban Torres (Former U.S. Representative, 34th Congressional District)

TEACHING ASSISTANTS
Richard Espinoza (Film & TV)
David Martínez (English)
Michelle Parra (Education)
Terri R. Patchen (Education)
Katy Pinto (Sociology)
Genaro Sandoval (Urban Planning)
David Saravia (Comparative Literature)
Priscilla Veres (Education)

READERS
Carlos Ramos (Sociology)
PROFESSORS
Judith F. Baca, M.A. (Art, CSU Northridge)
Reynaldo F. Macías, Ph.D. (Linguistics, Georgetown U.), Chair
Joint Professor
James Diego Vigil, Ph.D. (Anthropology, UCLA)

ASSOCIATE PROFESSORS
Alicia Gaspar de Alba, Ph.D. (American Studies, U. of New Mexico)
Otto Santa Ana, Ph.D. (Linguistics, U. of Pennsylvania)
Abel Valenzuela, Jr., Ph.D. (Urban and Regional Studies, M.I.T.)

ASSISTANT PROFESSORS
Eric Avila, Ph.D. (History, UC Berkeley)
María Cristina Pons, Ph.D. (Spanish, USC)

AFFILIATED FACULTY
Rosina M. Becerra, Ph.D. (Social Welfare)
Juan Gómez-Quíñones, Ph.D. (History)
David Hayes-Bautista, Ph.D. (Medicine)
Fernando M. Torres-Gil, Ph.D. (Social Welfare)
José Luis Valenzuela, B.A. (Theater)
Héctor Calderón, Ph.D. (Spanish)
Leobardo Estrada, Ph.D. (Urban Planning)
Guillermo Hernández, Ph.D. (Spanish)
Steven J. Loza, Ph.D (Ethnomusicology)
José Monteón, Ph.D. (Spanish)
Chon A. Noriega, Ph.D. (Film and Television)
Vilma Ortiz, Ph.D. (Sociology)
Raymund A. Paredes Ph.D. (English)
Sonia Saldívar-Hull, Ph.D. (English)
Daniel G. Solórzano, Jr. Ph.D. (Education)
Edward E. Telles, Ph.D. (Sociology)
Edit Villarreal, M.F.A (Theater)
Raúl Hinojosa-Ojeda, Ph.D. (Urban Planning)
Kris Gutiérrez, Ph.D. (Education)

LECTURERS/VISITING FACULTY
Max Benavidez, B.A. (Philosophy, UCLA) (University Communications, UCLA)
Adolfo Bermeo, Ph.D. (Latin American History, UCLA) (Academic Advancement Program, UCLA)
Fernando Gapasín, Ph.D. (Educational Leadership and Organization, UC Santa Barbara) (Center for Labor Research & Education, UCLA)
Deena J. González, Ph.D. (History, UC Berkeley) (History & Chicana/o Studies, Claremont Colleges)
Anthony F. Macias, ABD (American Studies, U. Michigan) (Chicana/o Studies, UC Riverside)
Mónica Palacios, B.A. (Film, San Francisco State University)
Javier Rangel (Spanish & Portuguese, UCLA) (Spanish, Whittier College)
Yolanda Retter, Ph.D. (American Studies, University of New Mexico)
José Rósbel López-Morín Ph.D. (Spanish & Portuguese, UCLA) (Chicana/o Studies, CSU Dominguez Hills)
Paule C. Takash, Ph.D. (Anthropology, UC Berkeley)
Allan Wernick, J.D. (Law, Loyola Law School) (CUNY)

TEACHING ASSISTANTS
Gil Contreras (Urban Planning)
Ralph de Urámnuno (American Indian Studies)
Rachel Estrella (Education)
Terri R. Patchen (Education)
Marisol Pérez (Spanish & Portuguese)
Katy Pinto (Sociology)
Carlos Ramos (Sociology)
Anita Revilla (Education)

READERS
Terri R. Patchen (Education)
Kathleen S. Lee (Urban Planning)
Ralph de Urámnuno (American Indian Studies)
Manuel Espinoza (Education)
Appendix 2–Chicana/o Studies Courses in Catalogue

CHICANA/O STUDIES COURSES—1998-99
(new courses are in italic boldface)

Lower Division
10A. Intro to Chicano Life and Culture
10B. Chicanos in American Society

Upper Division
101. Theoretical Concepts In Chicana/o Studies
M102. The Mexican American and the Schools
M103C-M103D-M103H. Chicano Theater
M105A-M105B. Chicana/o Literature
M108A. Music of Latin America
109. Chicana/o Folklore
M110. Chicana Feminism
111. Chicana/o & Latina/o Intellectual Traditions
M114. Chicanos in Film/Video
M115. Musical Aesthetics in Los Angeles
M116. Chicano/Latino Music in the U.S.
120. Immigration and the Chicano Community
121. Issues in Latina/o Poverty
122. Planning Issues in Latina/o Communities
123. Applied Research Methods
125. U.S./Mexico Relations
127. Farmworker Movements, Social Justice & AFL-CIO
128. Race, Gender, & U.S. Labor
129. Field Research Methods in Labor & Workplace Studies
131. Barrio Popular Culture
132. Border Consciousness
M133. Chicana Lesbian Literature
134. Exhibiting Cultures
M145A-M145B. Intro to Chicano Literature
M146. Chicano Narrative
M147A. Ethnic Politics: Chicano/Latino Politics
M154. Contemporary Issues Among Chicanas
M155. Latinos in the U.S.
M159A-M159B. History of the Chicano Peoples
160. Intro to Chicana/o Speech in America
161. Chicano Sociolinguistics
162. Language Research in the Barrio
165. Language in Education
168. Representations of Latinos in Print Media
169. Representations of Indigenous Peoples in the Americas
M172V. Culture Change and the Mexican People
180. History of Chicana/o Los Angeles, 1848 until 1945
181. History of Chicana/o Los Angeles, Twentieth Century
182. Whiteness in American History and Culture
M186A-M186B-M186C. Beyond Mexican Mural: Muralism & Community Development
M188. Whose Monument Where? A Course on Public Art
197A-197Z. Special Topics in Chicana/o Studies
M197B. Topics in Chicana/o Literature
CHICANA/O STUDIES COURSES—1999-2000
(new courses are in italic boldface)

Lower Division
10A. Intro to Chicano Life and Culture
10B. Chicanos in American Society

Upper Division
101. Theoretical Concepts in Chicana/o Studies
M102. The Mexican American and the Schools
M103C-M103D-M103H. Chichano Theater
M105A-M105B. Chicana/o Literature
106. Health in the Latino Population
M108A. Music of Latin America
109. Chicana/o Folklore
110. Chicana Feminism
111. Chicana/o and Latina/o Intellectual Traditions
M114. Chicanos in Film/Video
M115. Musical Aesthetics in Los Angeles
M116. Chicano/Latino Music in the U.S.
120. Immigration and the Chicoano Community
121. Issues in Latina/o Poverty
122. Planning Issues in Latina/o Communities
123. Applied Research Methods
124. From Latin America to the U.S.: Immigration & Latino Identity
125. U.S./Mexico Relations
126. Politics of Crisis: Migration, Identity & Religion
127. Farmworker Movements, Social Justice & AFL-CIO
128. Race, Gender, & U.S. Labor
129. Field Research Methods in Labor & Workplace Studies
131. Barrio Popular Culture
132. Border Consciousness
M133. Chicana Lesbian Literature
134. Exhibiting Cultures
141. Chicana & Latin American Women’s Narrative
142. Meso-American Literature
M145A-M145B. Intro to Chicano Literature
M146. Chicano Narrative
M154. Contemporary Issues Among Chicanas
M155. Latinos in the U.S.
M159A-M159B. History of the Chicano Peoples
160. Intro to Chicana/o Speech in America
161. Chicano Sociolinguistics
162. Language Research in the Barrio
163. Bilingual Advantage: Spanish Language Topics on Chicana/o & Latin American Cultures
165. Language in Education
168. Representations of Latinos in Print Media
169. Representations of Indigenous Peoples in the Americas
M172V. Culture Change and the Mexican People
177. Latino Social Policy
180. History of Chicanas/o Los Angeles, 1848 until 1945
181. History of Chicanas/o Los Angeles, Twentieth Century
182. Whiteness in American History and Culture
184. Identities in Space & Time: Regional Histories of the U.S.-Mexican Borderlands
M186A-M186B-M186C. Beyond Mexican Mural: Muralism & Community Development
M188. Whose Monument Where? A Course on Public Art
M190. Bilingual Writing Workshops
197A-197Z. Special Topics in Chicana/o Studies
M197B. Topics in Chicana/o Literature
CHICANA/O STUDIES COURSES—2000-01
(new courses are in italic boldface)

Lower Division
10A. Intro to Chicana/o Studies: History and Culture (5 units)
10B. Intro to Chicana/o Studies: Social Structure & Contemporary Conditions (5 units)

Upper Division
101. Theoretical Concepts In Chicana/o Studies
M102. The Mexican American and the Schools
M103C-M103D-M103H. Chicano Theater
M105A-M105B. Chicana/o Literature
106. Health in the Latino Population
M108A. Music of Latin America
109. Chicana/o Folklore
M110. Chicana Feminism
111. Chicana/o and Latina/o Intellectual Traditions
M114. Chicanos in Film/Video
M115. Musical Aesthetics in Los Angeles
M116. Chicano/Latino Music in the U.S.
120. Immigration and the Chicano Community
121. Issues in Latina/o Poverty
122. Planning Issues in Latina/o Communities
123. Applied Research Methods
124. From Latin America to the U.S.: Immigration & Latino Identity
125. U.S./Mexico Relations
126. Politics of Crisis: Migration, Identity & Religion
127. Farmworker Movements, Social Justice & AFL-CIO
128. Race, Gender, & U.S. Labor
129. Field Research Methods in Labor & Workplace Studies
130. Barrio Popular Culture
131. Border Consciousness
M133 Chicana Lesbian Literature
134. Exhibiting Cultures
141. Chicana & Latin American Women’s Narrative
142. Meso-American Literature
M145A-M145B. Intro to Chicano Literature
M146. Chicano Narrative
M154. Contemporary Issues Among Chicanas
M155. Latinos in the U.S.
M159A-M159B. History of the Chicano Peoples
160. Intro to Chicana/o Speech in America
161. Chicano Sociolinguistics
162. Language Research in the Barrio
163. Bilingual Advantage: Spanish Language Topics on Chicana/o & Latin American Cultures
164. Language in Education
165. Representations of Latinos in Print Media
169. Representations of Indigenous Peoples in the Americas
M172V. Culture Change and the Mexican People
177. Latino Social Policy
179. Language Policies & Politics in the U.S.
180. History of Chicana/o Los Angeles, 1848 until 1945
181. History of Chicana/o Los Angeles, Twentieth Century
182. Whiteness in American History and Culture
184. Identities in Space & Time: Regional Histories of the U.S.-Mexican Borderlands
M186A-M186B-M186C. Beyond Mexican Mural: Muralism & Community Development
M188. Whose Monument Where? A Course on Public Art
M190. Bilingual Writing Workshops
197A-197Z. Special Topics in Chicana/o Studies
M197B. Topics in Chicana/o Literature
Appendix 3–Enrollment Patterns for Chavez Center, 1993-94 to 2000-01

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Totals</th>
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<td>CCC</td>
<td>Other*</td>
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<tr>
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<td>355</td>
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<td>Courses</td>
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<tr>
<td>Enrollment</td>
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<td>57</td>
<td>417</td>
<td>396</td>
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</table>

* The other courses are owned by other departments but cross-listed with Chicana/o Studies. Most of these are the older established courses from the prior Inter-departmental Program (IDP) in Chicano Studies.
Appendix 4-Number of students declared as a Major or Minor at the beginning of the quarter, 1982-2001

<table>
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<tr>
<th>Year</th>
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<td>1995-96</td>
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* The University Registrar did not aggregate and report the number of minors until our request in 1999-2000. The number of minors prior to 1999-2000 are based on departmental counts. The Registrar reports these counts to departments on the third week of every quarter.
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<thead>
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<th>Year</th>
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<th>Spring</th>
<th>Summer</th>
<th>Totals</th>
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<td>2000-01*</td>
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</table>

TOTALS 9 1 11 32 15 0 12 23 34 9 62 151 20 5 25 56 91 20 127 307 545

Source: UCLA Registrar’s Office provided the data at the request of the Chávez Center for Interdisciplinary Instruction in Chicana/o Studies.

* The numbers for 2000-01 were obtained from the departmental graduation celebration program for June 2001. The final numbers and distribution by quarter have not yet been generated by the Registrar’s Office.
## Appendix 6–Activities sponsored or co-sponsored by the Chávez Center, 1998-2001

### 1998-99

<table>
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<tr>
<th>Date</th>
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<tr>
<td>10/29/98</td>
<td>Raza Graduate Student Event</td>
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<tr>
<td>2/27/99</td>
<td>Semana de La Raza (LASA)</td>
</tr>
<tr>
<td>3/1/99</td>
<td><em>Chicano: History of the Mexican-American Civil Rights Movement, Screening</em></td>
</tr>
<tr>
<td>5/1/99</td>
<td>CCC Spring Open House</td>
</tr>
<tr>
<td>5/22/99</td>
<td>&quot;Excellence in Education&quot;, Henry Cisneros, TIYM, Anuario Hispano,</td>
</tr>
<tr>
<td>5/25/99</td>
<td>&quot;An Evening of Chicana/o Literature&quot;, Raza Graduate Student Association</td>
</tr>
<tr>
<td>5/29/99</td>
<td>6th Annual Raza Youth Conference (M.E.Ch.A.)</td>
</tr>
<tr>
<td>6/2/99</td>
<td>Latinas Guiding Latinas Conference</td>
</tr>
<tr>
<td>6/1/99</td>
<td>Raza Graduation (Program)</td>
</tr>
<tr>
<td>June-99</td>
<td>Department Graduation Celebration</td>
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### Spring 1999

- *La Gente* Ads

### Grad 1999

- *La Gente* Ads

### 1999-2000

<table>
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<tr>
<th>Date</th>
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<td>9/27/99</td>
<td>Fall Open House</td>
</tr>
<tr>
<td>10/16/99</td>
<td>NALFOO Conference</td>
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<tr>
<td>1/14/00</td>
<td>MLK Jr. Celebration, featuring keynote speaker Reverend Nelson Johnson</td>
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<tr>
<td>1/28/00</td>
<td>Raza Graduate Students Cultural Night</td>
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<tr>
<td>2/15/00</td>
<td>&quot;Chicana/os &amp; the Prison Industrial Complex&quot; Prop 21 Informational workshop</td>
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<tr>
<td>2/8/00</td>
<td>Alicia Gaspar de Alba, <em>So Juana’s Second Dream</em>, Book reading and signing</td>
</tr>
<tr>
<td>2/26/00</td>
<td>NACCS-Socal Conference, CSULB</td>
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<tr>
<td>3/1/00</td>
<td>Alma López Reception</td>
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<tr>
<td>3/1/00</td>
<td>Winter Open House/Raza Mixer</td>
</tr>
<tr>
<td>3/2/00</td>
<td>Carmelita Tropical, <em>I, Carmelita Tropical</em>, performance, book reading and signing</td>
</tr>
<tr>
<td>3/2/00</td>
<td>Chon Noriega, <em>Shot in America: Television, the State and the Rise of Chicano Cinema</em>, Book signing and reading</td>
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<tr>
<td>3/3/00</td>
<td>Law Review Symposium, UCLA Law School</td>
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<tr>
<td>3/9/00</td>
<td>Sandra Cisneros Book Reading</td>
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<tr>
<td>3/31/00</td>
<td>Chávez Spirit Award Luncheon</td>
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<tr>
<td>4/17/00</td>
<td>&quot;Women for Change Conference&quot;</td>
</tr>
<tr>
<td>4/25/00</td>
<td><em>The Struggle of the Bus Rider Union</em>, Film</td>
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<tr>
<td>5/3/00</td>
<td>Santitos Film Screening &amp; Q &amp; A w/ Maria Amparo Escandón</td>
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<tr>
<td>5/4/00</td>
<td>John Philip Santos, <em>Places Left Unfinished at the Time of Creation</em>, Book reading and signing</td>
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<tr>
<td>5/4/00</td>
<td>Cristina Vásquez, &quot;Organizing Immigrant Workers&quot;</td>
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<tr>
<td>5/5/00</td>
<td>Lecture, Rolando Hinojosa-Smith</td>
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<tr>
<td>5/10/00</td>
<td>Spring Open House</td>
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<tr>
<td>5/12/00</td>
<td>&quot;Hispanics in the Dawn of a New Millenium,&quot; Congressman Xavier Becerra, TIYM, Anuario Hispano</td>
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<tr>
<td>5/15/00</td>
<td>&quot;Nuestro Paraiso,&quot; LASA Annual Event</td>
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<tr>
<td>5/19/00</td>
<td>8th Annual Chicana/Latino Film Festival, UCLA</td>
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<tr>
<td>5/20/00</td>
<td>UCLA Ballet Folklorico, &quot;Nuestra Herencia,&quot; Concert</td>
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<tr>
<td>5/23/00</td>
<td>Lecture, Denise Segura, &quot;Navigating Between Two Worlds: Chicanas in Higher Education&quot;</td>
</tr>
<tr>
<td>5/29/00</td>
<td>Raza Youth Conference</td>
</tr>
<tr>
<td>5/30/00</td>
<td>David Bacon Photo Exhibit, Labor Center</td>
</tr>
<tr>
<td>6/1/00</td>
<td>Yolanda Nava, <em>It’s All in the Frijoles</em>, Book reading and signing</td>
</tr>
</tbody>
</table>

### Spring 2000

- Chicana Artist Series: Yriena Cervantes, Maria Elena Gaitan, Carmen Lomas Garza, Amalia Mesa Bains and Patsi Valdez

### Grad 2000

- *La Gente* Ads

### Fall 1999

- *La Gente* Ads

### Winter 2000

- *La Gente* Ads

### Spring 2000

- *La Gente* Ads

### Grad 2000

- *La Gente* Ads
<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>7/21/00</td>
<td>Southwest Voter Registration Project (SWVRP), Latino Vote 2000 Luncheon &amp; Banquet</td>
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<tr>
<td>9/27/00</td>
<td>Fall Open House, Chavez Center</td>
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<tr>
<td>9/28/00</td>
<td>Transfer Welcome Reception</td>
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<tr>
<td>10/18/00</td>
<td>Ana Castillo, booksigning and reading, <em>Peel My Love Like an Onion</em></td>
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<tr>
<td>11/2/00</td>
<td>Tish Hinojosa, tejano bilingual music artist.</td>
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<tr>
<td>11/9/00</td>
<td>José Galvez, book presentation and signing, <em>Vatos</em>,</td>
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<tr>
<td>11/14/00</td>
<td>Prof Enrique Hamel, UAMetropolitana, &quot;How P'urhepecha &amp; Otomi Teachers in Mexico Integrate Schools and Communities</td>
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<tr>
<td>11/16-19/00</td>
<td>14th Annual Latina/o College Leadership Institute</td>
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<tr>
<td>11/21/00</td>
<td>Rigoberta Menchu Tum</td>
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<tr>
<td>2/2/01</td>
<td>Conference on Transnational Communities</td>
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<tr>
<td>2/9-10/01</td>
<td>Otro Corazón Conference: Queering the Art of Aztlán</td>
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<tr>
<td>3/13/01</td>
<td>Open House/SDS Raza Mixer</td>
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<tr>
<td>3/24/01</td>
<td>NACCS Southern California Foco Meeting, UCLA</td>
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<tr>
<td>3/28/01</td>
<td>Chávez Spirit Award &amp; Scholarship Dinner Carlos and Deborah Santana honored for Milagro Fndh.</td>
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<tr>
<td>4/5/01</td>
<td>Comisión Femenil de Los Angeles celebration of their archival donation to the CSRC</td>
</tr>
<tr>
<td>4/9-14/01</td>
<td>Semana de la Raza, UCLA</td>
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<td>4/20/01</td>
<td>2nd Annual Raza Day, MEChA de UCLA.</td>
</tr>
<tr>
<td>4/26/01</td>
<td>Soyapango Benefit Reception and Dinner with Martha Elena de Rodrigues, Mayor of Soyapongo, San Salvador. Co-sponsored with Conciencia Libre</td>
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<td>4/26/01</td>
<td>Teach-in: &quot;War on Drugs in Colombia.&quot; Co-sponsored by MEChA de UCLA and Consciencia Libre.</td>
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<tr>
<td>5/1/01</td>
<td>Jimmy Santiago Baca, Chicano Poetry Reading</td>
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<tr>
<td>5/12/01</td>
<td>Raza Youth Conference</td>
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<tr>
<td>5/16/01</td>
<td>TIYM-Anuario Hispano Reception</td>
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<tr>
<td>5/20/01</td>
<td>&quot;Nuestra Herencia Concierto.&quot; Grupo Folklorico de UCLA</td>
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<tr>
<td>6/7/01</td>
<td>Simón Silva, book reading and signing, <em>Hometown Brownie</em></td>
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<tr>
<td>6/8/01</td>
<td>Workshop on New Approaches to Transnational Immigration Policy: Perspectives from Texas and California</td>
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<tr>
<td>6/8-9/01</td>
<td>Folklore on Borders: A Symposium on the Legacy of América Paredes</td>
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<tr>
<td>6/16/01</td>
<td>César Chávez Center Departmental Grad Celebration</td>
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<td>6/17/01</td>
<td>Raza Graduation</td>
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<tr>
<td>Fall 2001</td>
<td>La Gente de Aztlán ad</td>
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<td>Winter 2001</td>
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<td>Spring 2001</td>
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<tr>
<td>Spring 2001</td>
<td>La Gente de Aztlán, ad in Special Graduation Issue</td>
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