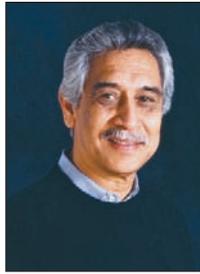




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CENTER FOR MEXICAN AMERICAN STUDIES
Noticias

FROM THE DIRECTOR



Dr. Tatcho Mindiola

In this issue we once again feature research currently being conducted by Latino faculty at the University of Houston. The discovery, production and dissemination of knowledge are a primary responsibility of a professor. For Latino professors this obligation is especially critical given the stereotypes, misinformation and lack of knowledge that has long been prevalent about our community. As the articles illustrate, Latino research at the University of Houston is varied and timely.

Sandra Guerra Thompson's article discusses how immigration issues have now become entangled with the criminal legal system. Her research finds, as has other research, that undocumented immigrants are living in fear and if caught, face detention, an immigration hearing, and deportation. The entire process, she says, resembles the criminal justice system but without the basic constitutional rights that are given to criminals. As a criminal law professor she readily admits that she knew very little about immigration law but as undocumented immigration became criminalized

she has had to incorporate immigration law into her criminal law course. She refers to immigration law as the "missing chapter in American criminal law."

Psychologist Arturo Hernandez studies how the brain functions when learning a second language. He states that little is known about this area but that the growth of the immigrant population not only in the U.S. but in Europe as well, makes the discovery of this knowledge a necessity rather than a luxury. Professor Hernandez' research specifically focuses on how the brain adjusts in bilingual children and adults, and how the difference in age affects the learning of another language. His research has taken him to Germany where he is learning new techniques to use in his research, especially with children. Not only is Professor Hernandez discovering new knowledge, he is also training future researchers as well.

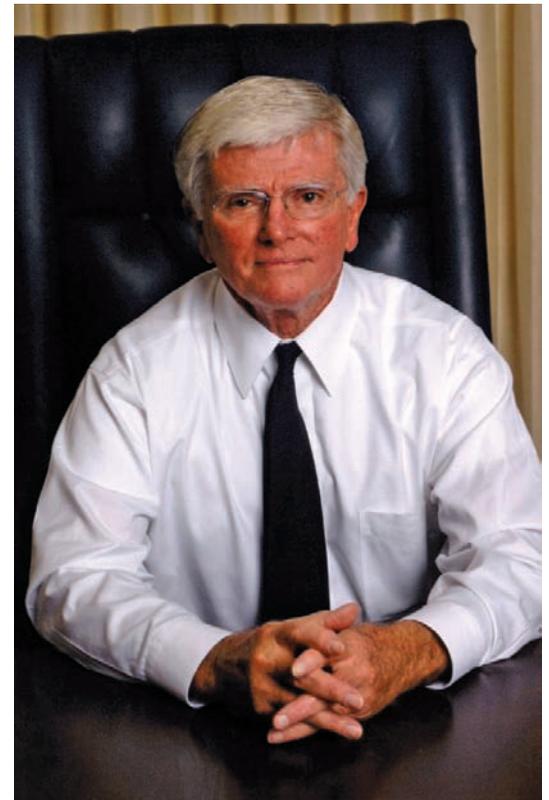
Gabriela Baeza Ventura is a literary critic whose article analyzes the writing of Mexican intellectuals who came to the U.S. during the Mexican Revolution of 1910. These intellectuals fostered the ideal of "Mexico de afuera" which held that Mexicans who fled Mexico were the real and true Mexicans, and therefore had an obligation to uphold

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Bob Perry, Endowment Board Member; Philanthropist and CMAS Friend

It is difficult to imagine a longer-term supporter of the CMAS programs than Mr. Bob Perry, a successful Houston homebuilder and founder of Perry Homes. This relationship was initially forged through the efforts of UH accounting graduate Raymond Palacios, who began working for Perry Homes years ago. Mr. Perry's love for education and respect for those who choose to go to college, along with the CMAS successes have deepened the bond through the years.

When asked how he acquired his love of education, Mr. Perry told of his family's rural community northwest of Waco. Both of his parents attended country schools. From this humble beginning, his father, W. C. Perry, went on to college, overcoming many difficulties. But when he graduated from college, he returned to teach at a small country school. Even though he loved the teaching job, W.C. Perry kept going to school, and graduated with his master's degree in Education from Baylor in 1945. He had become the principal of Meridian high school in 1943, and later became dean of men and vice-president of student affairs at Baylor University. Mr. Bob Perry remembers his father's love of education and deep-seated commitment



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Bob Perry, Endowment Board Member.

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MISSION STATEMENT

The Center for Mexican American Studies (CMAS) at the University of Houston was established in 1972, as an interdisciplinary academic program encompassing the liberal arts, education, and social sciences focusing on the Mexican American and broader Latino experience in the U.S. Its mission is to advance knowledge, promote critical thinking, and foster the value of service to the community. This involves designing a broad spectrum of public and scholarly programs. Located within the College of Liberal Arts and Social Sciences, CMAS has evolved into an academic unit with several major components: teaching, research and publications, recruitment and retention, leadership training, academic advising, and community service.

Arturo Hernandez, Ph.D. The Bilingual Brain

The study of bilingualism is no longer a luxury. The immigration wave of the twenty-first century is not only evident in the United States but also across the Atlantic, as the white European population is overtaken in its majority by immigrants from Eastern Europe and Africa. With all of the individuals who are learning a second language at various ages, there is a relative dearth of information on how language learning occurs in these populations. In the Laboratory for the Neural Bases of Bilingualism, under my direction, we are working to uncover how the brain adapts to learning two languages. To do this, we have made extensive use of functional magnetic resonance imaging (fMRI) which uses a special MRI scanner to observe the brain's hemodynamic response. The difference in this hemodynamic response caused by the drawing of blood to an area by the firing of the brain cells can be used to make inferences about differences that are of importance to bilingual language researchers. This is typically done by manipulating the language of the stimuli, i.e. the first or second language, or the subject characteristics, i.e. an early learner of language or a late learner. Work in our laboratory has used this approach with bilingual adults and more recently with children.

Before discussing more specific findings from our work, let me start by dispelling a myth. I often am asked whether bilinguals have different areas of activity in the brain for each language. My response is often a rhetorical one. I ask, "Do you think people grow a new arm or leg when learning a new sport?" The answer is usually a resounding, "No, of course not." As we all know, the same arm can deliver a tennis serve or pitch a baseball. The difference between the two activities emerges from a combination of joints and muscles organizing themselves differently in order to achieve different goals. This is not a perfect analogy, but it is illustrative. Remember that the brain is the organ of the mind. As such, every activity we undergo leads to a brain change. However, these changes can be seen as a "tweaking" of our existing brain to accomplish a new task. So, bilinguals use the same brain areas as monolinguals. The difference lies in how these areas may turn on and off, but not in the actual brain areas used.

Work in our laboratory has focused almost exclusively on which factors modulate neural activity in bilinguals. Many labs have focused on two specific factors: age of language acquisition and language proficiency. Interestingly, these two factors have effects on different aspects of language processing. The age of language acquisition affects neural activity during grammatical processing, whereas language proficiency affects activity during semantic processing. Work in our laboratory extends these findings. Specifically, we have found that late and



Arturo Hernandez, Ph.D., Associate Professor, Department of Psychology.

early learners of a language differ in their neural activity, but only for items that have irregular markings. In one experiment, participants were asked to make gender decisions to words which had grammatical gender marked with a regular ending, e.g. carro, casa, or an irregular ending, e.g. puente, arroz. Our results suggest that the brains of late learners have to work harder when processing irregular items such as these. More recent work, carried out by two of my students have found similar results when comparing early and late learners of English generating the regular past tense, e.g. walked, and the irregular past tense, e.g. slept. Thus our findings suggest that learning irregular grammar is particularly hard and leads to differences in neural activity between early and late learners of a language.

More recently, we have begun to study bilingual children. One project directed by my students has found that activity in bilingual children ranging between the ages of 9-12 depends on how well children can read in that language. However, I have always been intrigued by bilinguals who are just learning a second language at school age. One problem with doing neuroimaging studies with children stems from the difficulties in conducting fMRI research. Specifically, young children tend to move a lot which can show up as more neural activity when analyzing data. Testing younger children requires a technology that can measure the brain's hemodynamic response in a more child-friendly manner.

During last summer, I spent three months at the Charité Medical School in Berlin, Germany learning to use a new methodology called Near Infrared Spectroscopy (NIRS). Unlike MRI, NIRS measures brain vascular responses via light sensors that can be placed on the head. As a technology, it is quiet and much more child-friendly. My visit was sponsored by the Alexander von Humboldt Foundation and will include two more summers during which I will learn to use this technology. Then I will bring it back to UH in order to look at children who are at the beginning of acquiring a second language.

Finally, work with my collaborator and colleague Ping Li at the University of Richmond has begun to tie the different strands of research together. In a paper recently published in *Psychological Bulletin*, we argued that language learning in its essence is a sensorimotor skill. As such, it shares a great deal with other sensorimotor skills such as sports or playing a musical instrument. Occasionally, people ask me if there are things that one can do to improve learning a second language. The one thing I can say with certainty is that with language as with any other sensorimotor skill, practice makes perfect. By uncovering the neural indices of language learning and other forms of sensorimotor learning we can hope to make this link more explicit in the future. 

Sandra Guerra-Thompson, J.D. Immigration and the Law

I am a criminal law professor. I know about penal codes, police practices, sentencing, and the use of incarceration to punish criminals. Like most criminal law professors, I know precious little about American immigration law. I have always considered it to be a different part of the law school curriculum, and one that had little, if anything, to do with criminal law. Even in my federal criminal law course, immigration law played no part in the curriculum. Lately, however, it has become evident that things have changed. In today's world, immigration enforcement and criminal law enforcement activities are two sides of the same coin, at least for non-citizens. What criminal law professors and practitioners alike are discovering is that immigration law—including the practices of detention and deportation, as well as prosecution for re-entry and document fraud—has emerged as a key missing chapter in American criminal law.

My recent research focuses on the many millions of long-term residents of the United States who for one reason or another do not have citizenship, legal residency or visas. According to the Pew Hispanic Center, as of March 2005 the undocumented population had reached nearly 11 million including more than 6 million Mexicans, assuming the same rate of growth as in recent years. Although the current plight of long-term undocumented residents involves people from many countries, it is overwhelmingly a story about Latino people—men, women, and children. According to the Pew Hispanic Center, the vast majority of undocumented residents are citizens of Mexico and other Latin American countries. As a group, they are decent, hard-working people, and many have been in this country for many years. They have often raised their American-born children while working tough jobs to support their families here and in their native countries. They have served in the United States military, owned businesses and other property, and generally built thriving communities.

Yet today such people live with fear. My current research sheds light on the fact these people now often find themselves thrust into a process that has all the features of a criminal prosecution, and, in the end, they are likely to be prosecuted for a federal crime. There are two main avenues by which so many Latinos now find themselves in immigration detention centers: (1) the commission of minor crimes, and (2) worksite enforcement raids.

Once undocumented persons are caught in the immigration enforcement net, they are incarcerated in immigration detention centers pending immigration hearings at which a judge determines whether they can stay in the United States or must be returned to their native countries. The horrific conditions in



*Sandra Guerra-Thompson, J.D.,
Professor, Law Center.*

immigration detention centers termed by author Mark Dow in 2004 as “the American gulag”, and lack of rights at their immigration hearings do not resemble anything a criminal lawyer in a civilized democracy would recognize. The undocumented person goes through a process that has all the earmarks of our criminal justice system, except that it operates in an “Alice in Wonderland” type of inhumane and inefficient manner, explicitly denying basic constitutional rights and rarely relying on humanitarian reasons to allow individuals to remain in the United States, according to David Cole in the *Emory Law Journal* in 2002.

The sheer volume of undocumented people and the changes in law enforcement policy regarding persons found *within* national borders—as opposed to those found in transit while crossing the border—have serious criminal law implications. Anti-immigrant sentiment has led to policy changes that require police officers to enforce immigration law and engender tensions with immigrant communities. The integration of criminal justice and immigration enforcement also means that a defense attorney’s responsibilities in representing undocumented persons are more complex because even a minor crime can have dramatic consequences. It also alters the nature of a prosecutor’s plea bargaining position in cases that have immigration law implications, not to mention the sentencing authority of a trial judge.

Finally, the use of criminal prosecution for federal crimes related to immigration violations—a tool previously used judiciously for “real” criminals—is now increasingly used in cases involving individuals attempting to return to their families after deportation or who purchase phony documents for use in obtaining employment. The Bureau of Justice Statistics reports that from 1995 to 2003, the number of prisoners sentenced for immigration offenses grew 394% from 3,420 to 16,903. At present, federal prisoners under sentence for immigration offenses comprise 11.2% of the total inmate population or 20,970 of the 187,241 federal prisoners according to the U.D. Department of Justice, Federal Bureau of Prisons in 2005. As of 2004, immigration crimes “represent the single largest group of all federal prosecutions, about one third (32%) of the total.” By contrast, drugs comprise 27 percent, and weapons cases account for only nine percent.

The sum effect of these enforcement activities is to put millions of hard-working immigrants in fear of all law enforcement and in jeopardy of criminal prosecution on account of their undocumented status. The breakup of families due to the detention, deportation, and possible prosecution of family members also creates grave humanitarian issues. ❏

Luis Salinas, Ph.D. Researching Quinceañeras

As the population of Mexicans continues to grow in the U.S., so do their cultural traditions. For the past four years I have been researching the tradition of the *Quinceañera* in Texas. My research has included interviews, surveys, and attending *Quinceañera* and *Quinceañera* Expos.

Quinceañera have been variously described as the “coming of age” and a “rite of passage” for young Latina women. This ritual has its counterparts in the *Bar Mitzvah* coming-of-age ceremony for young Jewish women, in non-Hispanic “Sweet Sixteen’s”, and in debutante balls. Whereas the vast majority of *Quinceañera* and all *Bar Mitzvahs* begin with a religious service and then go to the social aspect, the other two celebrations are much more “social” in nature.

The majority of the young Latinas in the surveys wanted their own *Quinceañera*, primarily to celebrate a personal milestone with their family and friends. However, if given the opportunity to choose between a *Quinceañera*, a trip, or a car, surprisingly, many would choose the car. Perhaps this is because the study was done in Texas where cars are social status icons. The social nature of *Quinceañera* was evidenced in the respondents reporting that they had five to eight friends who had had a “*Quinceañera*.” The majority also reported having attended and participated in them. When asked why they participate in the *Quinceañera*, they responded they did it out of a sense of family duty and adherence to tradition.

The surveys indicated that the average attendance at a *Quinceañera* is two hundred people. An interesting trend was that those families with the highest incomes and those with the lowest incomes expressed a greater desire for a *Quinceañera* than those in middle income groups. The high income families could afford to sponsor lavish events for their daughter, while families with the lowest incomes tend to make it a group effort with many family members and friends cooperating to pull off the event.

Many participants chose to have a wide variety of items—dress, shoes, *ramo*, *corona*, rosary, earrings, limousine, doll, cushion, ring, and Bible. Some of the Latinas had separate outfits for a dance exhibit and a different tiara for the reception. Other expenses included the hall, food, beverages, music, and cake, among many others. We arrived at an average cost of \$8,500 for a *Quinceañera* excluding the widely varying costs of jewelry and alcohol. Not surprisingly, there was a linear relationship between social class and the amount spent on the event, with lower income families tending to spend less than higher income families.

A very interesting generational effect emerged in our research. The first three generations of young Latinas here



Luis Salinas, Ph.D., Adjunct Professor,
Department of Sociology.

in the U.S. tended to be very similar in their attitudes towards *Quinceañera*: they supported and had considerable knowledge about them. However, by the fourth generation, the support for and knowledge of *Quinceañera* dropped substantially.

A vast majority of young Latinas and Latinos stated that they would attend the *Quinceañera* of a friend or relative. Most of these young people also had attended at least one. A slight majority had participated as a *chambelan* (escort). However, most stated they would not want such an event for themselves. There was also a slight difference in musical preferences. Young Latinas preferred *Cumbia*, *Merengue*, Pop, and *Salsa*; Latinos preferred Hip-Hop, *Cumbia*, *Merengue*, and *Tejano*.

Another interesting trend is the emergence of the *Quinceañero*: the male counterpart of the *Quinceañera*. This marks a boy’s transition into young manhood, analogous to the *Bar Mitzvah* for young Jewish men. This practice appears to have started in the US and is still largely unknown in Latin America. My research found that Latinas (71%) were much more accepting of *Quinceañeros* than were Latinos (37%), who felt the event should primarily be for women rather than men. Only 12% of males said they would like to have their own *Quinceañero*. Also, Catholics (59%) tended to support *Quinceañeros* more than non-Catholics (39%). Typical reasons of Latinos for wanting a *Quinceañero* were: “I am celebrating turning into a man,” “My Dad and Mom want me to have one,” and “To have fun while getting older.” The reasons for Latinas approving of a *Quinceañero* were similar, “It is time for them to become young men,” and “They have every much a right as girls to have one.”

The difference in responses from males and females about the non-traditional *Quinceañero*, and the perception among Latinos that this “coming-of-age” event is mostly for women, indicate the retention of traditional attitudes toward male/female roles in the male-dominated Latino societies of the U.S. and Latin America. The famous *machismo* prevalent in Latin America may be an ongoing element in the negative perceptions of Latino males towards the idea of a *Quinceañero*. Further studies, surveys, and analyses of data must be conducted to establish a clearer picture of long-term changes in attitudes over the generations.

In my future research I intend to focus more on *Quinceañeros*. In particular, how different generations of immigrants respond to them and how the symbolism compares to the *Quinceañera*. I would also like to attend a *Quinceañero* and through participant observation observe compare and contrast it to its female counterpart. 

Gabriela Baeza Ventura, Ph.D. Latino Literature Past and Present

A significant portion of the literature produced by Latinos in the United States during the early part of the nineteenth century and into the twentieth century was printed in Spanish and English newspapers published on U.S. soil. Cities like New York, Tampa, Los Angeles, as well as San Antonio and El Paso in Texas became major intellectual and cultural centers. In San Antonio, for example, there was a group of Mexican intellectuals who had fled the Mexican Revolution in 1910. There they funded newspapers and publishing houses. These intellectuals, Nemesio García Naranjo, Ignacio E. Lozano, Rodolfo Uranga, María Luisa Garza and others, propagated the ideology of the “México de afuera” which maintained that Mexicans living outside of the Mexican Republic must uphold cultural traditions, maintain their Spanish language, and remain Catholic, above all. They believed that those Mexican citizens who had been forced to leave carried with them the “real and true” Mexico, and that the Mexico left behind was merely a semblance, i.e. a simulacrum, of what it had been. Therefore, it was the exiled citizens’ responsibility to protect the Mexico carried within themselves. When the Revolution failed, they would triumphantly travel back to the homeland and replant their true version of Mexico. So any Mexican who did not uphold traditions and who started to mix Spanish and English, or used Anglicized customs and did not respect the Catholic religion was considered a traitor. These “sellouts” were chastised by the entire community led by the intellectuals published in the newspapers.

Women endured a fierce attack due to their role as mothers who were responsible for imparting cultural and religious beliefs to their children. When women were thought to have lost their “Mexicanness”, they were harshly criticized and condemned within the U.S.-Mexican society which often referred to them as Evas or Pelonas (Eves or Short-haired women). These women were characterized by a changed appearance, wearing shorter skirts and shorter hair in the style of the flappers of the Roaring Twenties. Many Mexican women were also accused of being seduced by the mores of the U.S. where women had access to the freedom to reject the customs



*Gabriela Baeza Ventura, Ph.D.,
Associate Professor, Department of
Hispanic Studies.*

of a traditional Mexican wife. Mexican men were often depicted as losing of control over their wives, and consequently, losing control over their own cultural heritage. They were told that they would eventually lose their Mexican identity while in the United States.

In my book, *La imagen de la mujer en la crónica del “México de afuera”* (Women’s Image in the Chronicle of “Mexico outside”) published by the National Autonomous University in Ciudad Juárez, I analyze six writers who severely criticized women through chronicles – short, satirical commentaries – ridiculing women who did not maintain their Mexicanness and thus became too liberal by abusing the freedom accessible in the United States. Some of the writers, such as Quezigno

Gazavic and Jorge Ulica, depicted the emasculation of men who were now forced to change diapers, wash clothes, cook, and also work, while their wives dedicated their time to gossiping and learning the “American ways” including the cooking of clam chowder, and ham and eggs instead of the traditional Mexican meals of chicharrones and enchiladas. According to the satire presented by the chroniclers, Mexican men who refused to eat these new dishes were considered ignorant by their spouses and risked divorce or a comical death because they hindered women’s Americanization.

Nonetheless, the intellectual capital that the founders of Latino publishing houses and newspapers afforded the Texas cities left indelible marks in the literature published in later times. Even though much can be said about the lack of publishing opportunities for Latinos during the times when the United States was facing an economic crisis, many Latinos continued to write and self-publish. This is evident in the literary arsenal found in the Recovering the U.S. Hispanic Literary Heritage Project here at the University of Houston, which has served as a point of departure for many U.S. Latino scholars like myself. Through this project and through publishers like Arte Público Press, I was able to produce my anthology *U.S. Latino Literature Today* (Longman Press, 2005) presenting a variety of Hispanic authors of all nationalities. ❏

Sarah Cortez: Teaching and Editing Memoir

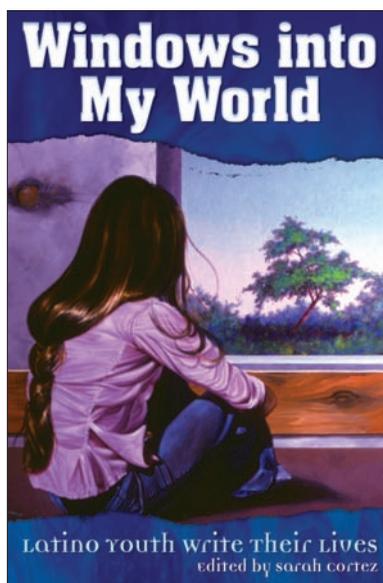
The backdrop for editing the recently published (Arte Público Press) anthology of memoir entitled *Windows into My World: Latino Youth Write Their Lives* is that six years ago I began teaching an undergraduate course at UH sponsored by CMAS entitled “Memoir and Mexican American Identity.” The course’s purpose was twofold: to acquaint the students with historical examples and to teach the writing of memoir. The concept for the course was born out of my conviction that college undergraduates could learn to write complex and compelling literary memoir. That one didn’t need to be middle-aged or beyond to engage in making sense out of one’s life experiences on the page in a way that would open one’s own understanding while also engaging the reader in a fascinating journey.

Memoir demands a strong narrative thrust while also affording the writer the opportunity for self-reflection without the veil of fiction. It is necessary that the memoirist not only tell an interesting story, but also choose the story, decide which parts of the story to tell, choose the most effective form, and show how this story functions in the writer’s own current life. The last imperative is where the reader begins to know the author, and this is memoir’s most radical act. By knowing the author, the reader comes to appreciate and (in good memoir) understand a world different than his/her own. In *Windows into My World* some of the authors chose such topics as the death of a beloved grandparent, the birth of a litter of malformed pups, the family’s struggle to deal with a parent who thinks no one in the family knows about his cigarette smoking, or the amusing and sometimes insulting actions of young men as the female author walks down their block in Brooklyn.

As the students in the classes wrote and revised, I found myself falling in love with their voices, their imagery. In their pages were stories of loss, of triumph, and of perplexity as they recorded past experiences with amazingly nuanced truthfulness. I already knew that there was no book on the national market of



Sarah Cortez, M.A., M.S., CMAS lecturer.



The cover of “*Windows into My World*.”

young Latinos writing memoir. So these essays told me I had to create such a book.

Five years later, we – the authors and I – have our book to share. There have been countless revisions based on my editorial feedback. While including many UH students, the book also contains many other young Latinos of either high school or college age from across the U.S. In total, there are thirty-six authors representing a wide array of Hispanics in the U.S. and their varied perspectives. One can read about the family of garment district parents in east Los Angeles, or the quieter life in Corpus Christi hemmed in by the beach and the cornfields. Indeed, one of the subtexts of the collection is how it functions as proof that all Latinos do not come from a particular type of neighborhood or the same socio-economic grouping.

Noted author Virgil Suárez says in his introduction to the book, “These lucid, well-written pieces are about family, about identity, about finding your way into maturity...it’s amazing how grown-up these teenagers and young adults sound to me. There’s hope, I say, and you read these pieces and know it is true.” Suárez continues, “I am intrigued by this amazing need to speak, to be heard, to be read, that all these writers possess...which is a great sign of hope, I would like to believe.”

As I have traveled throughout state, the book’s reception has been enthusiastic, particularly from the many dedicated teachers and librarians who desire the tools for meaningful classroom interchange with their growing populations of Latino students. However, the reactions of the students are the most telling. As I have read excerpts from the book, almost every student in each classroom has become more and more animated. They all want to write for the next book; they all realize their lives hold

not only events, but truths and wisdom that other readers might want to hear. This is the best payoff that the authors and I could hope to experience – seeing other young people, who often are not native English speakers, fired up about using language to reveal their reality on the page. 

Augustina H. Reyes, Ph.D. Innovative Educator

Augustina H. Reyes made an unusual decision in 1999. Even though she had already obtained tenure at Texas A&M, she left that institution to come to UH as an associate professor in the Department of Educational Leadership and Cultural Studies in the College of Education. To understand Reyes' decision is to understand much of the energy and focus that fuels her passion for working in the field of urban educational leadership. When asked about why she chose to leave a school like TAMU, whose resources enabled her to have benefits like a research assistant, she replies, "I love urban students and I love the people who work in urban school districts."

In her research Reyes focuses on several specific areas within the context of urban educational leadership in environments with diverse populations. These areas are: urban school finance; urban school leadership preparation; urban school behavioral policies, language issues, and race issues; and the role and responsibilities of principals in high poverty, one-race schools. Through the use of legal policy and quantitative research methods, Reyes has provided findings used nationally as reference material for law school courses in civil rights, criminal law and procedure, sexuality and the law, and law and education. Some of this work has been cited in such journals as *The Nation Magazine*, *Educational Horizons*, *Phi Delta Kappa*, and the *Harvard Law Journal*. Of Reyes work relating to urban finance and policy, articles have been published in such peer-reviewed journals as *Education and Urban Society*, *Fordham University School of Law Urban Law Journal*, *Journal of Gender, Race and Justice*, and *Urban Review*.

One of the projects Reyes designed and implemented was the Urban Principals Project. She explains the genesis of the project by saying, "When I arrived at UH, I didn't have funding for research, so I began writing grants to submit to federal funding sources and to private foundations such as the W. Sid Richardson Foundation." Through this process Reyes was able to raise a million dollars. This money funded the Urban Principals Project, the brainchild of Reyes, who placed bilingual educators working in high poverty schools into a program incorporating leadership skills and a business environment. In designing this program Reyes built on experience she had



Augustina H. Reyes, Ph.D., Professor,
Department of Curriculum and
Instruction.

gained at TAMU working in the Principals Institute as its director. The UH project focused on teachers who had at least three years of classroom experience. The average age of the participants was thirty years of age with a probable future career of about fifteen years. Among the students who completed the course work in the project, there are now an impressive array of education professionals including principals, assistant principals, an HISD area superintendent, instructional specialists, teacher resource consultants, and one TEA Region IV program director.

Reyes is involved in nonstop mentoring of students through coursework and dissertations. Since 2002 she has served as dissertation chair for nine students who have already completed the process and four who are still in progress. She has also served on eleven dissertation committees. She has also served as the candidacy paper chair for fifteen students, and a candidacy paper committee member for nine students. She is active in recruiting candidates for graduate work in educational leadership, having already brought over sixty students into the program.

When asked about her perception of the importance of the CMAS role at UH, Reyes first points out the "absolute necessity" of the Academic Achievers Program for the high school cohorts and the UH undergraduate cohorts. She says, "Programs like AAP have to be in place to facilitate the entry of first generation students into the educational system at the college level. And what about the second and third generation Hispanic students? They need support too. The financial help, the tutoring and mentoring at CMAS – all their programs help pave the way for a smoother transition into the university." Additionally, Reyes makes an eloquent plea for UH's future encouragement of Hispanic enrollment. She points out, "We are still losing tons of Latino students. For instance, this year we had a lower Hispanic enrollment. Should we, as a university be content, or should we reach out and help?"

In reflecting on the future of UH, Reyes states, "I love working with the diversity at UH. I came here by choice due to everything this great city has to offer. Really, the city is a gold mine for UH. With the growing population in Houston, UH will continue to attract really bright students." ❌

Perry *continued from page 1*

to an individual's power for self-betterment through education. When Bob Perry graduated from high school at age seventeen, his father sent him to Baylor University with a few succinct words that embodied both the mutual respect between father and son, and the precious gift of the opportunity to go to college. W.C. Perry's words to his young son reminded him of all that W.C. was paying for so that his son could go to go college, and ended with, "You make your grades."

Mr. Bob Perry's time at Baylor brought him a degree in history. After graduation he worked as a high school history teacher. He also coached football and other sports for approximately ten years in the San Angelo and Waco areas. His summer employment was working on construction crews and in 1965 he worked for established Houston homebuilders during the summer. Two short years later he moved to Houston to found Perry Homes, which is now the thirty-fifth largest home-builder in the U.S.

Throughout his life, Perry has worked hard. Not surprisingly, he respects others who work hard, especially when those efforts are directed towards a college degree. When Perry speaks of his visits with students in the CMAS Academic Achievers program through the years, he says, "I tell them how much I respect them for going to college because I know how it would be much easier not to go."

In addition to his generous contributions to CMAS through the years, Perry gives to many other worthwhile causes. In fact, his quiet and often behind-the-scenes contributions to a host of charitable causes are nothing short of inspiring. For instance, he helps orphanages in Mexico, giving frequently and graciously to help those in less fortunate circumstances. This value of helping those who cannot help themselves was established early in Perry's life. Remembering his father, Perry says, "My dad was always loving towards people who were down [on their luck], who were poor. He was loving towards everyone. What an example!"

Perry's contributions also reflect his deep belief that it is vitally important for those – like himself – who have gained financial success to reach out to help others. He explains, "We can help so many – those of us who are established and have a little bit of money. We can help the ones who don't have a chance because it's not their fault to be where they are in life."

CMAS is fortunate to have Mr. Bob Perry as a friend and supporter, for the list of organizations and people hoping for both of these is doubtlessly long. Yet, the sharing of the values of the importance of education coupled with hard work almost surely would have ensured the eventual pairing of the CMAS programs and Mr. Bob Perry.



Endowment Board Member Bob Perry with CMAS Director, Dr. Tatcho Mindiola.

Tatcho Mindiola, CMAS director says, "Not only is Mr. Perry a supporter of CMAS, he is also a personal friend with whom I have had many, many discussions covering a wide range of topics. He has helped more than 130 of our students graduate from the University of Houston. With his generous support we have been able to provide students with scholarships, tutors, mentors, and leadership training. Also, he always takes the time out of his busy schedule to meet and engage our students in discussions about their

lives and dreams. Currently, there are 75 students in our AAP that are beneficiaries of his generosity. I'm not sure he fully realizes the important role that he has played in altering the lives of so many of our students, but the students know that most of them would not have had the opportunity to gain a college education without his help. We owe him a tremendous amount of gratitude." 

From the Director *continued from page 1*

and perpetuate Mexican culture. Mexicanas were seen as critical to this process since they had the primary responsibility of socializing the children into Mexican culture. Those who did not meet this obligation suffered harsh criticism and were labeled as traitors. Her information comes from the Recovering the U.S. Hispanic Literary Heritage Project archives at the University of Houston.

Sociologist Luis Salinas' research focuses upon the tradition of the Quinceañera or coming of age fiestas for young women. He finds that immigration from Mexico has led to a growth of the tradition in the U.S. as well as changes. His research documents the size, cost, and attitudes towards the *Quinceañera*. One of his more interesting findings deals with the growth of *Quincerañeros*, or coming of age parties for males. He says that the practice appears to have started in the U.S. and has not yet caught on in Mexico or other Latin American countries. *Quincerañeros* will be the focus of his ongoing research in this area.

Writer and award-winning poet Sarah Cortez discusses her ideas about the writing of memoir, and her belief that one does not have to wait until late in life to write literary memoir. She has proven her point by teaching classes of Latino students to write memoir. She has not only taught them to engage in self-reflection and draw upon their experiences, but also how to write effectively in this genre. The result is a compelling book featuring the students' own life stories and wide range of experiences.

I trust that you will find these summaries of research conducted here at UH as exciting as I do. 
Tatcho Mindiola, Ph.D., *Director*

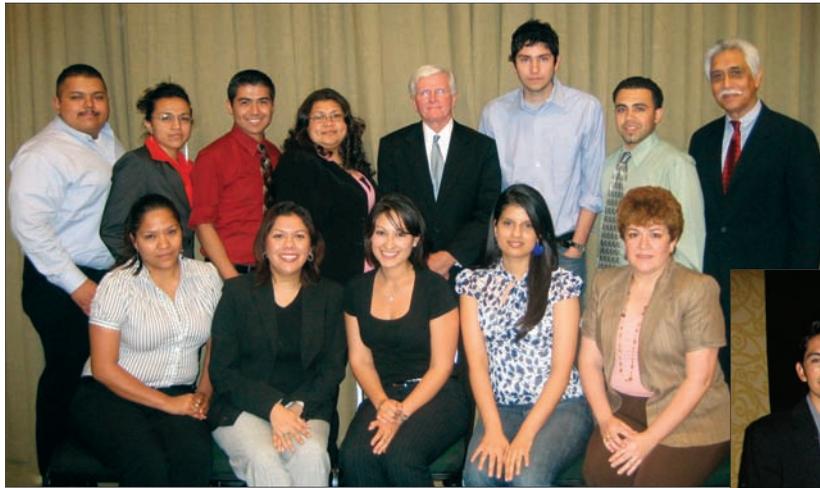
AAP-University of Houston

The AAP-UH program component headed by Mrs. Rebeca Treviño, Program Manager, began fall semester 2007 by admitting nineteen freshmen, all of whom graduated from Austin High School last May. These newly accepted students are: Blanca Alonso, Iris Avila, Beatriz Baxin, Eva Briones, Anthony Calderon, Pedro Cervantes, Elizabeth Garcia, Joel German, Ninive Gonzalez, Kelly Gorham, Laura Hernandez, Sara Mendoza, Claudia Paez, Diego Palomares, Abraham Parras, Hugo Perez, Karen Perez, Alice Valdez, and Jennifer Zamarron. The program graduated thirteen students in May 2007: Lourdes Aguinaco, Elizabeth Aleman, Flor Sifuentes, Ana Castillo, Maria Garcia, Efrain Lazo, Raymundo Mora,

Monica Padron, Tanie Puentes, Jorge Sanchez, Cindy Villarreal, Manuel Batrez, and Mayra Moreno.

During the summer Luis Garcia, an AAP-UH senior with a major in Computer Engineering was sponsored by CMAS to participate in the 2007 NASA Summer Internship Program at the Lyndon B. Johnson Space Center. Participation in this program is extremely difficult to achieve and the reward is an opportunity to obtain real life experience in the world of the aerospace industry.

The Society of Mexican American Engineers and Scientists Annual International Symposium and Career Fair was held in Albuquerque, New Mexico on October 25-27, 2007. Ten



AAP-UH graduating seniors with Mr. Bob Perry during an Appreciation luncheon at the UH Hilton Hotel.



Three photos: AAP-UH and Engineering students attend the 33rd Annual International Symposium and Career Fair sponsored by The Society of Mexican American Engineers and Scientists in Albuquerque, N.M.



AAP-UH students attended the conference with five of them sponsored by CMAS. Such topics as presenting research papers and a robotics bowl were presented with numerous professional and student workshops.

During last June, Bank of America’s Mr. Rick Jaramillo, Senior Vice President of Houston Market Development and the Bank of American’s Neighborhood Excellence Student Leader Program graciously sponsored a seminar in Professional Business Savvy attended by AAP-UH students along with additional UH students at the Hilton Hotel. Fifteen AAP-UH juniors and seniors attended the Professional Business Etiquette and Professional Dining Skills session presented by

Ms. Rebecca Stroupe Pitts, an Etiquette Consultant certified by the Protocol School of Washington.

In addition to these exciting activities, the regular tutoring sessions and mentoring proceeded throughout the semester with two visits by major supporters of the program. Mr. Bob Perry joined the AAP graduating seniors for a donor appreciation lunch and Ms. Trinidad Mendenhall Sosa, the President of the Trini and O.C. Mendenhall Foundation, joined the AAP graduating seniors and staff for another donor appreciation lunch.

Luis Garcia, Jr., AAP-UH student and Computer Engineering major, 2007 NASA Summer Internship Program.



AAP-UH students during etiquette class.

AAP-UH students with Ms. Rebecca Stroupe Pitts, Etiquette Consultant, Bank of America.



AAP-UH graduating seniors with Ms. Trinidad Mendenhall Sosa during an Appreciation luncheon at the UH Hilton Hotel.



AAP-UH graduating seniors, during the Mendenhall Sosa Appreciation luncheon.

AAP-High Schools

There is seldom a moment of rest for the extraordinary students recruited for the Academic Achievers Program or for their program head, Mrs. Maria Cobio, Special Programs Counselor for AAP-High Schools. This summer was no exception as the new cohort of twenty-six students attended the four-week summer session beginning last June 11th. The intensive workshops focused on skills and knowledge to empower the students in both high school and college studies. Classes were held in writing and in SAT mathematics. Representatives from places such as the Houston Area Womens Center, UH Wellness Center, UH Learning Support Services, and UH's Counseling and Psychological Services conducted workshop services covering such topics as gender socialization, anger management, exercise and nutrition, dating violence, teamwork, self-esteem, and positive self-image. In addition to acquiring skills in the classroom during presentations, the

students visited several UH venues, such as Blaffer Gallery, the Recreation and Wellness Center, Wortham Theater, and M.D. Anderson Library. Through tours and use of these facilities, the AAP students began seeing UH as a place of culture and recreation, in addition to being a place to attend classes.

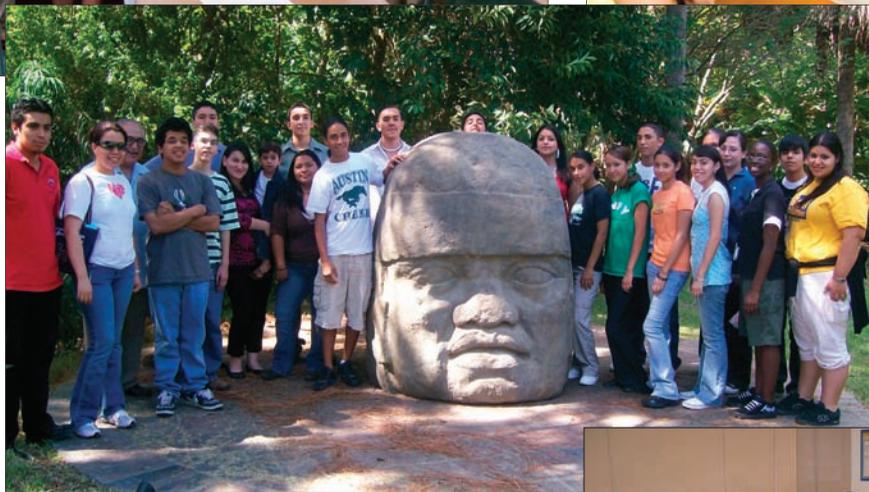
Only one week after the beginning of the fall semester, the students attended their first AAP meeting of the semester. Along with having the participation requirements, rules of conduct, and tutor session rules presented, the focus of the semester was introduced: GPA improvement.

The cohort is structured into five groups. Each group is led by a UH undergraduate employed by CMAS to mentor and tutor the students. While building a strong bond with his/her students, the mentor is also responsible for ensuring that the students participate in AAP activities. One of the ways that bonds are formed is through a T-shirt project early in the



AAP-Austin students with Dr. Jesus "Chuy" Negrete.

AAP-Austin students participating in a group activity on the first day of the summer session.



AAP-Austin students and staff standing by a replica of an Olmeca sculpture at the Museo Urbina de Historia de Mexico.



AAP-Austin students taking notes during a tutoring workshop.

semester. As each group designs and creates a special T-shirt reflecting that group's interests and personality, the mentor comes to know and appreciate each student. Ultimately, the T-shirt serves to build a group identity and trust within the group. As the students wear the T-shirt during AAP activities during the year, their sense of solidarity with their group increases.

Two cultural presentations were made for the AAP students during the fall semester. The first was entitled "Five Hundred Years of Chicano History" by Dr. Jesus "Chuy" Negrete. The students were captivated as Dr. Negrete performed several corridos and spoke about his field of musicology. The second cultural presentation was a visit to the private museum of Dr. Manuel Urbina II, a renowned lecturer and professor of history. Dr. Urbina spoke of Mexico's history beginning in the pre-Columbian period, covering each era until the Mexican revolution.

The former AAP student, Elizabeth Aleman, spoke to the AAP students about her experiences in both the high school and university components of AAP based on her own time at Austin High School in AAP (1998-2001) and her time at UH (2001-2006). Ms. Aleman graduated from UH in December 2006 with a B.A. in Education and is currently working on an M.A.

Since the value of giving back to one's community is stressed in AAP, the students participate in a community project each semester. This fall the AAP students assisted the Sigma Lambda Beta fraternity during a Halloween Extravaganza held at Ripley House on Navigation Drive.

Throughout the semester the students attend tutoring sessions and classes after school with other AAP students. By the last day of tutoring, December 18th, the students will be ready for their final exams. 



AAP-Austin students participating in a popular icebreaker.

Mr. Lorenzo Cano, Associate Director of the CMAS, presenting to the students in the AAP-Austin.



AAP-Austin students listening to Dr. Jesus "Chuy" Negrete.



AAP-Austin students on a field trip to Galveston Island's Moody Gardens.

CMAS Faculty Updates, Fall 2007

Adriana Alcantara, Associate Professor of Psychology, published the following article: Bao, H., Berlanga, M.L., Xue, M., Hapip, S.M., Daniels, R.W., Mendenhall, J.M. Alcantara, A.A., and Zhang, B. (2007). The Atypical Cadherin Flamingo Regulates Synaptogenesis and Helps Prevent Axonal and Synaptic Degeneration in *Drosophila*. *Molecular and Cellular Neuroscience*, 34, 662-678.

Ivan Bernal, Professor of Chemistry, published the following articles: The Composition, Charge and Architecture of Hydronium ions as Observed in the Crystalline State, to *Comptes rendus (French Academy of Sciences/Chemistry)* 9, 1454 (2006); U, Mukhopadhyay, C. M. Grünert, J. Kusz, S. Reiman, P. Gülich and I. Bernal, 57Fe Mössbauer Spectroscopy Predicts Superstructure for $0.08[\text{Cu}(\text{N},\text{N}'\text{app})\text{Cl}_2][\text{Fe}(\text{CN})_6]0.92(\text{H}_3\text{O}^+)\cdot 3\text{H}_2\text{O}$. *Chemical Communications*, 1444 (2007); Agata Bialonska and Ivan Bernal, A New Cyclic Hydronium Di-cation of Composition $\text{H}_18\text{O}_8^{2+}$ *Comptes rendus (French Academy of Sciences/Chemistry)* 10, 232, (2007).

Alice Cepeda, Assistant Professor, Sociology Department, published articles with Avelardo Valdez, Professor in the Graduate School of Social Work. For a complete list, please see citations under his name below.

Jeronimo Cortina, Assistant Professor in the Political Science Department, published the following articles: La unitalla No Les Queda a Todos: La Opinión Pública con Respecto a la Inmigración, *ISTOR VII Num. 28*, 2007; Rodolfo O de la Garza and Jeronimo Cortina. "Are Latinos Republicans But Just Don't Know it?: The Latino Vote in the 2000 and 2004 Presidential Elections" *American Politics Research*, 3 2007; vol 35: 2002-223.

Jose G. De Los Reyes, Assistant Professor in Modern and Classical Languages, published the following articles and book chapters: "The Cross and the Compass: The Influence of the Catholic Religion and Masonry in the Formation of the Mexican Political Thought." In *Recovering Hispanic Religious Thought and Practice of the United States*, Nicolás Kanellos, ed., Cambridge: Cambridge Scholars Publishing, 2007, pp. 8-24; "A Brief History of Male (Homo) Sexuality in Colonial Spanish America." *Journal of Homosexuality* Vol. 51 (3): 2006, pp. 249-266; Translating, Smuggling, and Recovering Books in Nineteenth Century Mexico: Thomas Smith Webb's *El Monitor de los Masones Libres: ó, Ilustraciones sobre la Masonería*." In *The Critical Importance of Region: Recovering the U.S. Hispanic Literary Heritage Project* Vol. VI. Antonia Castañeda and Gabriel Meléndez, eds. Houston: Arte Público Press, 2006, pp. 143-158.

Nicolás Kanellos, Brown Foundation Professor in Spanish and Director of Arte Público Press compiled, edited and introduced *Recovering US Hispanic Religious Thought and Practice*. Newcastle, UK: Cambridge Scholars Press, 2007. He also published "Early Twentieth-Century Hispanic Immigrant Print Culture in the United States." *American Literary History*. 19.2 (2007): 438-455, and "El Clamor Público: Resisting the American Empire." *California History* 84.2 (Winter 2006-2007): 10-18, 69-70.

Elizabeth Kessler, Lower Division Studies Administrator for the English Department published the following articles: "Searching for Sexual Identity in a Homophobic Society: *Hunger of Memory* and *Pocho*." *Beginning a New Millennium of Chicana and Chicano Scholarship: Selected Proceedings of the 2001 NACCS Conference*. Ed. Jaime H. Garcia. Berkeley: Inkworks P, 2006. 229-41; "she's the dreamwork inside someone else's skull": *La Malinche* and the Battles Waged for Her Autonomy." *Chicana/Latina Studies: The Journal of Mujeres Activistas en Letras y Cambios Sociales* 5.1 (Fall 2006): 76-109.

Delilah Montoya, Associate Professor of Art, participated in the following solo exhibitions: "Women Boxers: the New Warriors," Andrew Smith Gallery, Santa Fe, New Mexico, and "At the Center of Napanla," Redbud Gallery, Houston, Texas. She also participated in the following group exhibitions: "La Virgen de Guadalupe," Texas A&M university, Corpus Christi, Texas; "Aquí No Hay Virgenes: Queer Latina Visibility," The Village, Los Angeles, California; "Lifting the Veil: New Mexico Women and the Tricultural Myth," Institute of American Indian Arts Museum; "Second Annual New Mexico Pics: The State of Photography II," Harwood Art Center, Albuquerque, New Mexico.

Michael A. Olivas, William Bates Distinguished Chair of Law and Director of the Institute for Higher Education Law and Governance, published the following: *Education Stories* (Foundation Press, 2007) with R.G. Schneider; *The Law and Higher Education: Cases and Materials on Colleges in Court*, (Carolina Academic Press, 3rd ed., 2006) (with Teachers Manual). He also had published the following articles and book chapters: "Majors" in Law? A Dissenting View (*Harvard Civil Rights-Civil Liberties Law Review*, 2007); Lawmakers Gone Wild? College Residency and the Response to Professor Kobach (*SMU Law Review*); Undocumented College Student Admissions, in B. Lauren ed., *The College Admissions Officer's Guide* (DC: AACRAO, 2007); Sec. 529 Prepaid Tuition Plans, in B. Lauren ed., *The College Admissions Officer's Guide* (DC: AACRAO, 2007); What the War on Terrorism Has Meant for US Colleges and

Universities, in R. Ehrenberg, ed., *Doctoral Education and the Faculty of the Future* (Ithaca: Cornell University Press, 2007); The “Trial of the Century” that Never Was: Staff Sgt. Macario Garcia, the Congressional Medal of Honor, and the Oasis Café, in M. Rivas-Rodriguez, ed. *WWII Latina/o Cultural Citizenship* (Austin: University of Texas Press, 2007); reprinted in *Indiana Law Journal*, 2007; *Hernandez v. Texas*, in SAGE Encyclopedia of Race, Ethnicity, and Society (2007); *Hernandez v. Texas* and Group Subordination, in D. Carbado and R. Moran, eds. *Race Stories* (NY: Foundation Press, 2007) (with I. Haney Lopez); Immigration-Related State and Local Ordinances: Preemption, Prejudice, and the Proper Role for Enforcement, *University of Chicago Law Forum* (2007); reprinted in Bender’s Immigration Bulletin (2007); “El Norte,” in *Screening Justice: Significant Films of Law, Order, and Social Justice*, ed. R. Strickland, T. Banks (NY: Hein, 2006); Reflections on Academic Merit Badges and Becoming an Eagle Scout, 43 *Houston Law Review* 81 (2006).

Augustina H. Reyes, Professor of Education, Department of Educational Leadership and Cultural Studies, made the following national presentations: (May 29, 2007). Disciplinary Alternative Education Programs in Texas. *Are alternative education programs being used to warehouse kids who have been pushed out?* Northwestern Law School: Dignity in Schools Campaign; (2007 May). *The Right to an Education for Homeless Students: The Children of Katrina*. University of Houston Law Center: Center for Children, Law, and Policy; (April 11-14, 2007). *Where Have All the Young Men Gone?* Symposium at the American Educational Research Association in Chicago, Illinois; (April 11-14, 2007). *Principals for Cultural and Linguistic Diversity*. Paper presentation at the American Educational Research Association in Chicago, Illinois; (February 13, 2007). *Zero Tolerance and its impact beyond discipline in schools: How police presence and school drug, gang and truancy policies lead to pushout*. Northwestern Law School: Dignity in Schools Campaign; (2006, November). *Explorations of Social Justice: Some Thoughts and Provocations*. A keynote panel member at University Council for Educational Administration in San Antonio, Texas; (2006, November). *Urban Stories: Stories of Democracy, Leadership, Social Justice, and Resources*. An interactive symposium presented at University Council for Educational Administration in San Antonio, Texas; (2006, November). *Zero Tolerance & Inequality: Re-evaluating Democracy, Social Justice and Policy for Minority Students*. A Symposium presented at University Council for Educational Administration in San Antonio, Texas.

Nestor Rodriguez, Professor of Sociology and Chair of Sociology Department, had the following articles published: “Mexican and Central Americans in the Present Wave of U.S. Immigration.” In Jose Luis Falconi and Jose Antonio Mazzoti (eds.), *The Other Latinos: Central and South Americans in the United States*. Cambridge, MA: David Rockefeller Center for Latin American Studies, Harvard University (2007); Philips, Scott, Jacqueline Hagan and Nestor Rodriguez. 2006. “Brutal Borders? Examining the Treatment of Deportees During Arrest and Detention.” *Social Forces*, vol. 85, no. 1 (September):93-109.

Avelardo Valdez, Professor, Graduate School of Social Work, and Director of the Officer for Drug and Social Policy Research, published the following articles: Valdez, A., Neaigus, A. & Kaplan, C.D. (2007). “The Influence Of Family And Peer Risk Networks On Drug Use Practices And Other Risks Among Mexican American Non-Injecting Heroin Users”, *Journal of Contemporary Ethnography*, 36(6); Valdez, A., Kaplan, C.D. & Curtis, R.L. (2007). “Aggressive Crime, Alcohol And Drug Use And Concentrated Poverty In 24 U.S. Urban Areas”, *American Journal of Drug and Alcohol Use*, 33(4), 595-603; Valdez, A., Neaigus, A., Cepeda, A. (2007). “Potential Risk Factors for Transitioning to Injecting among Mexican American Non-Injecting Heroin Users,” *Journal of Ethnicity in Substance Abuse*, 6(2); Valdez, A. Mikow, J. & Cepeda, A. (2006). The Role of Stress, Family Coping, Ethnic Identity and Mother-Daughter Relationships on Substance Use among Gang Affiliated Hispanic Females. *Journal of Social Work Addictions*, 6(4), 31-54; Cervantes, R., Duenas, N., Valdez, A. and Kaplan, C. (2006). Measuring Violence Risk and Outcomes among Mexican American Adolescent Females. *Journal of Interpersonal Violence*, 21 (1), 24-41; Valdez, A., Kaplan, C. D. and Cepeda, A. (2006) The Drugs-Violence Nexus Among Mexican-American Gang Members. *Journal of Psychoactive Drugs*, 38(2), 109-121; Warner, L. A., Valdez, A., Vega, W. A., de la Rosa, M., Turner, R. J. and Canino, G. (2006). Hispanic drug abuse in an evolving cultural context: An agenda for research. *Drug & Alcohol Dependence, Supplement*, 84(s1), S8-S16. He also had published the following book: “Mexican American Girls and Gang Violence: Beyond Risk,” New York: Palgrave Macmillan, (2007). 



KUDOS

Congratulations to the following AAP-UH students who made the Honor Roll at the end of the spring semester 2007: **Miguel Andrade, Jessica Arredondo, Liceth Castro, Iris Chapa, Edwin Garcia, Marisol González, Edith Guerra, Vanesa Guerrero, Cindy Jasso, Rosalinca Martinez, Efigenia Morales.**

Congratulations to **Luis Garcia**, who was awarded a 2007 NASA Summer Internship at the National Aeronautics and Space Administration at the Lyndon B. Johnson Space Center.

Congratulations to the two co-valdictorians at Austin High School who were both in the AAP-High School program component: **Melina Alvarez** and **Rene Ramirez.**

The following AAP-Austin students made the Honor Roll at the end of the spring semester 2007:

- ▣ **Luis Aranda**
- ▣ **Nancy Contreras**
- ▣ **Joseph Lopez-Luna**
- ▣ **Maria Lugo**



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