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CENTER FOR MEXICAN AMERICAN STUDIES

Noticias



Dr. Tatcho Mindiola

FROM THE DIRECTOR

In this issue of *Noticias* we make an appeal for contributions to the Center for Mexican American Studies. Although the Center receives state funds approximately 25% percent of our budget comes from donations from people like you. The donations are used to provide scholarships and tutoring and other academic services to help our students in the Academic Achievers Program graduate from the University of Houston. The students come from low income circumstances and desperately need your help to earn their college degrees. Your past support has led to success. Approximately 77% of our students graduate within 6 years in comparison to 49% for Texas and 60% for the nation. We must continue this positive trend but we can't do so without your support. Two points must be borne in mind when making your contribution. One, no amount is too small. We understand that times are tough and that everyone's financial circumstances are different, but everyone must do what they can in accordance with their needs. Two, our strength is

in our numbers. We realize that our community is not as wealthy as some other communities but if everyone donates, regardless of the amount, we can and will succeed in producing more of our own with college degrees. A self-addressed envelope is included or you can visit our website at www.class.uh.edu/cmas for your donation. Follow the example of the single mother of a high school student who pressed \$20 dollars into my hand and told me that she was glad to make a donation because "everyone had to do their part" and give "what they can" to further the education of our community. Your support is very much needed.

Also in this issue we highlight Latino faculty research on campus. Luis Torres-Hostos is from Puerto Rico and is an Assistant Professor in the Graduate College of Social Work. His research deals with how acculturation is related to the mental health of Hispanic immigrants. Professor Torres-Hostos' research is guided by two ideas, anticipatory and bi-dimensional acculturation. Professor Torres-Hostos states that Hispanic immigrants are exposed to American culture

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Irma Diaz-Gonzalez: Working To Help Others

Irma Diaz-Gonzalez has over twenty years experience in the field of workforce development/employment and training with an emphasis in the administration, coordination and monitoring of federal and state-funded programs. Originally from Coahuila, Mexico, her family moved to Illinois when she was twelve years old. The family's respected middle-class status in Mexico evaporated and they became migrant farm workers. Says Diaz-Gonzalez, "It was terrible to be working as hard as we were and not be respected."

Diaz-Gonzalez remained firmly pointed in the direction of her educational goals and completed the training universities both in Mexico and in the U.S. to give her the background in human relations, personnel management, and business administration for her successful career.

While still in college, she began working for the Illinois Migrant Council. She was named executive director in 1977 and administered programs from multiple funding sources, including federal, state, county, and municipal.



Irma Diaz-Gonzalez

In 1982 she married Roberto Gonzalez and moved to Houston. Her first position was with the City of Houston as the coordinator responsible for implementing the city's Youth Employment Program, a high-profile job under the direct supervision of Mayor Kathy Whitmire. Diaz-Gonzalez responded to the excitement of working to help the city's diverse population.

In 1986 she and her husband formed their own company to serve a need in Houston. Thus, Employment

and Training Centers, Inc. became the only for-profit contractor with the state and the Houston-area Council to provide human resource services to Houston companies. The services may pertain to relocation or layoffs, or the areas of job placement, education, or training.

As president and CEO, Diaz-Gonzalez directs the daily operations of workforce development and training programs with an annual budget of over ten million, and describes herself as

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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.

Luis R. Torres-Hostos, Ph.D.

Hispanic Acculturation Strategies & Health Outcomes

I was born and raised in a small coastal town in western Puerto Rico, and shortly thereafter my family left. My childhood and adolescence were spent moving back and forth between Puerto Rico and New York City, as if somehow we couldn't decide which life to hold on to.

As a clinical psychologist, I have worked with Hispanic immigrants in the same situation, suspended between two worlds, wanting to hold on to their culture of origin and at the same time wondering how much of the new dominant culture to adopt. As I traveled and worked throughout Latin America I also saw the influence of U.S. culture everywhere. The acculturation processes of today's immigrants are vastly different from those of a hundred years ago, where contact with the new host culture didn't begin until the immigrant set foot in a new home. Today's immigrants are exposed to U.S. cultural values, beliefs, and practices years before they ever think about coming here. And that, I felt, made a difference in how their acculturation processes unfolded; in how quickly they might acculturate; and even in whether they would want to acculturate at all. Given accumulating evidence that as Hispanics acculturate into U.S. society their health, mental health, and substance use outcomes deteriorate, I examine this phenomenon of "anticipatory acculturation" and the relationship between acculturation and health outcome closely.

In 2006 I moved from New York City to St. Louis, MO to pursue a 2-year, NIDA-funded Post-Doctoral Research Fellowship at Washington University in St. Louis. There, I began to develop a program of mental health and substance use research with Latino populations. In 2008 I joined the University of Houston's Graduate College of Social Work as an assistant professor, and have continued to evolve my research agenda in the Center for Drug and Social Policy Research. My research focuses on co-occurring mental health, substance use and medical disorders in U.S. Hispanics and Latin Americans in their countries of origin. Specifically, I am interested in acculturation models and their impact on health outcomes; prevalence, sociodemographic and clinical correlates of comorbid conditions; best practices in screening, assessment and integrated treatment across service settings; culture and psychiatric diagnosis and; cultural adaptation of interventions.

Acculturation has typically been assessed through proxy variables (e.g., English-language proficiency, generational status,



Luis R. Torres-Hostos, Ph.D.

years in the U.S.) and conceptualized as a unidimensional construct (e.g., movement along a single continuum from complete immersion in one's culture of origin to complete immersion in the new host culture). This leaves no room for the co-existence of two or more cultures within an individual, provides an incomplete and fragmented view of acculturation, and does not allow us to "unpack" acculturation to examine more in detail its relationship with alcohol, drug and mental health outcomes. A more comprehensive view is posited by the bidimensional theory of acculturation, which suggests that individuals move along two separate, independent continuums, one pertaining to their culture of origin

and a second pertaining to their host culture. Simply put, one can become more or less "American" independently of whether one chooses to remain (or become) more or less "Mexican" or "Puerto Rican." The bidimensional theory also states that individuals pursue distinct acculturation strategies in their interactions with the new host culture, and specifically describes four such strategies: separation (a strong orientation toward the culture of origin and rejection or avoidance of the dominant culture); integration (embracing and valuing both cultures); assimilation (a high level of interaction and participation in the dominant culture and no desire to maintain the culture of origin identity); and marginalization (exclusion, either voluntarily or not, from both cultures). By examining these acculturation strategies, we can begin to more fully investigate the relationship between acculturation and alcohol, drug, and mental health outcomes. One of my current research projects involves using large, national probability samples and smaller community and clinical samples to model acculturation strategies as conceptualized by the bidimensional theory of acculturation and examine their relationship. This approach allows us to more closely examine what about acculturation relates to the development of alcohol, drug, and mental health problems, and what might function in a protective capacity.

The U.S. Hispanic community will continue to grow in the decades ahead. Foreign-born Hispanics will continue to come and embark in their individual and communal journeys of acculturation. U.S.-born Hispanics will also continue to acculturate. Thus, acculturation will continue to be a highly dynamic, relevant, and key element to consider in better understanding the clients we serve across a multitude of service settings. 



Maria Gonzalez, Ph.D. The Queens of Chicana/o Literature

“What do you do?” is a question often asked of me when I am introduced to someone new. “I teach English” or “I’m a teacher” represent my usual responses. But when I really want them to understand what I do, I say, “I teach Chicana Lesbian letters.” My research is focused on the contributions that Queer Chicana/os have made to Chicana/o literature.

There were many reasons for me to choose to come to the University of Houston, but one of the main reasons was that Mexican-American studies and literature was in many ways at the center of the work done here. When I was introduced to the Dean of Humanities in 1991, he was already familiar with many of the works and authors I was working on. Hence it was easy to feel at home in an English Department not preoccupied with British literature at the center of its curriculum.

When I became more focused in my research on Chicana lesbian writers, no colleague questioned such a development in my scholarship. After all, I had been working on Gloria Anzaldúa for years, one of the most recognized Chicana authors. Her work had grounded the scholarship in my book, *Contemporary Mexican-American Women Novelists: Toward a Feminist Identity* (1996).

My current research is a study of how the Queens influenced and affected the creation of what we have come to know as Chicana/o literature. I was fascinated with who was prominent in Chicano literature and who was not. Why authors like Rudolfo Anaya would be recognized and why authors like John Rechy were rarely included in a list of Chicano authors. Or, why someone like Richard Rodriguez was controversial, and authors like Gloria Anzaldúa or Cherrie Moraga were ignored by the Chicano academic community until the mid to late 1990s. These were the questions I had been asking for some years and finally decided I needed to address them more directly in my research.

My project began with a review of some of the earliest celebrated Chicano poets and novelists like Rudolfo “Corky” Gonzalez, a pugilist turned epic poet who wrote *I Am Joaquín* (1964), thus creating a mythic and nostalgic Chicano identity that included the urban barrio dweller hero. Other authors like Alurista, Ricardo Sanchez and Abelardo Delgado followed with their own creations of mythic Chicano identity mainly



Maria Gonzalez, Ph.D.

fused to the Aztlán *mythos*. I also trace the creation of Quinto Sol Press (1967) and the Premio Quinto Sol (1970), a literary prize that in many ways established a Chicano literary canon. The first two winners of the prize were Tomás Rivera for *And the Earth Did Not Devour Him* (1971), establishing a migrant worker mythic hero and Rudolfo Anaya’s *Bless Me, Ultima* (1972), solidifying a nostalgia for the rural and indigenous.

Richard Rodriguez in *Hunger for Memory* (1982) challenged the Aztlán hero and ushered in a moment of crisis for Chicano identity. Cherrie Moraga and Gloria Anzaldúa also challenged the Chicano *mythos* of the past with their groundbreaking edited collection, *This Bridge Called My Back* (1981). I explore how these publications rewrote the Chicano myths that had been endorsed by the Chicano academic community.

I also argue that a palatable feminism in Chicano studies was articulated with the publication of Sandra Cisneros’ *House on Mango Street* (1984). Cisneros along with other feminist Chicana authors like Denise Chavez and the early Ana Castillo seemed to be the appropriate literary daughters with a right to inherit “canon” status from the patriarchal fathers of literature like Rivera and Anaya.

However, Gloria Anzaldúa’s *Borderlands* (1987) radically shifted contemporary understandings of Chicano identity and literatures. Her redefining of identity garnered no response from the academic Chicano community until the mid-1990s. The work, like the edited collection with Moraga, was embraced in the feminist community but not always coherently understood. Anzaldúa’s most fascinating creation was a dramatic critique of an essentialist notion of identity forcing a re-examination of Chicano identity and its assumptions about sexuality. In fact, in the mainstream academy, Anzaldúa would not be accepted until the critiques of subjectivity by authors like Judith Butler in *Gender Trouble* (1990) were embraced. Years later, the academy finally recognized the intellectual contribution of *Borderlands*.

In tracing an intellectual history of Chicana/o literature, I hope to emphasize the dramatic contributions of Queer Chicana/os to the formation of what we now consider as a Chicana/o literary canon. I argue for the fundamental importance sexuality played in the formation of Chicana/o literature. ❧



Guadalupe San Miguel, Ph.D. Latino Struggles for Education

My field of study is the history of Chicano education in the U.S. during the twentieth century. Although some works related to this field were written in the nineteenth and early twentieth century, this specialization did not formally exist until the late 1980s.

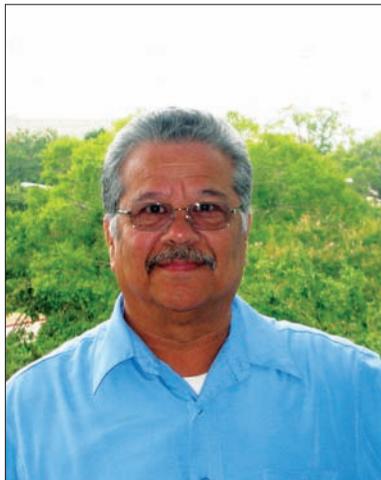
The specialized field of Chicano education has two basic thrusts. One of these focuses on institutional developments in education; the other on Latino responses to educational policies and practices.

The former, known as the plight dimension of Chicano education, focuses on how school officials have responded to the presence of Chicano children and on how these students fared in the schools. Scholars doing these types of studies generally focus on the degree of Chicano access to education, the quality of school facilities, the treatment of Chicano students in the schools, curricular and instructional practices, the patterns of achievement, and the consequences of these actions on the community's social and economic status. They, in other words, describe the origins, nature, and consequences of school structures, policies, and practices on Chicanos.

The second thrust of historical scholarship—the struggle aspect of Chicano education—explores the manner in which Chicanos have responded to the education offered them by school leaders. This approach coincided with and took advantage of the historical studies of the 1970s that challenged the image of Chicanos as passive victims of an oppressive society and that presented them as complex and active agents in the historical process. Scholars engaged in this type of research show that Chicanos have both actively opposed discrimination in the schools and promoted improved educational opportunities for their children.

I have published in both the plight and struggle of Chicano education but primarily focused on the latter. For instance, my first book *Let All of Them Take Heed* (1987) explored the role that Mexican American organizations played in challenging exclusionary and discriminatory school policies and practices in Texas from the 1920s to the 1980s. My second book *Brown, Not White*, (2001) continued to look at the ways in which Chicano organizations resisted a particular form of educational discrimination in Houston, Texas during the 1970s. This book described how community-based organizations responded to the politics of integration during the Chicano Movement era.

In the early twenty-first century, I began to focus more on



Guadalupe San Miguel, Ph.D.

how Chicanos advocated for reforms aimed at improving academic achievement and at promoting their cultural heritage. My third book *Contested Policy* (2004) addressed this issue and looked at how Chicanos in alliance with language minority groups, civil rights organizations, parents, educators, and many others fought for the right to bilingual education in the public schools from 1960 to 2001.

As indicated by the above works, my approach to education emphasizes the notion of resistance, power, and contradiction embedded in the history of education. I do not look at education as a site of value-free instruction and neutral knowledge but as a politically charged weapon of mass instruction that benefits those who control it as an instrument of social and cultural reproduction.

I also look at education as a site of contestation. While those in control of education have used it or tried to use it in support of cultural conformity, social subordination, and economic marginalization, Chicanos have opposed these intentions. They have not only resisted the dominant intentions, they also have used education for their own purposes. Stated differently, they have fought for an education that promoted cultural pluralism, civic involvement, and economic mobility.

My latest research project expands the work in which I have been engaged for the past three decades and adds a comparative focus. It explores the various ways in which the three largest Latino groups in the country—Chicanos, Puerto Ricans, and Cubans—have fought for educational opportunity in the twentieth century. I recently co-wrote an article entitled “Latino Education in 20th Century America: A Brief History” with Ruben Donato. It utilizes this more comparative approach to the history of education. My book manuscript entitled *For Equality and Pluralism: Latino Struggles for Education since 1960*, examines the multiple strategies utilized by community individuals and organizations to improve their educational opportunities in this country. It argues that since the 1960s Latinos have utilized three major overlapping strategies to struggle on behalf of quality education and for pluralism in the schools: contestation, advocacy, and non-public or alternative education. The increased participation by all of these groups served to extend and expand the historic struggle for educational equality waged primarily by Chicanos in the early part of the twentieth century. 



María Elena Soliño, Ph.D. Spanish Literature and Film

Like many of my students here at the University of Houston, I grew up surrounded by Spanish speakers, but didn't really learn the intricacies of the language until I studied it formally in school. I entered college with an interest in the sciences, and continued to a Ph.D. program in Spanish literature at Yale. I didn't find out until I was in graduate school that my grandfather had been in the United States since 1939 in exile from the Spanish Civil War, a detail that has inspired some of the teaching and research that I have conducted on the Spanish Civil War and the mechanisms of repression and political indoctrination that sustained General Franco's regime from 1939 until his death in 1975.

My first major project at UH was the book, *Women and Children First: Spanish Women Writers and the Fairy Tale Tradition*. In it, I examined thematic and structural similarities in the works of three of Spain's best-known female authors: Ana María Matute, Carmen Martín Gaité, and Esther Tusquets. Although all three authors are sophisticated intellectuals, they obsessively rewrite plots from fairy tales and texts with similar story lines in their novels for adults, as well as their books for children. Informed by feminist theory and recent critical studies of fairy tales, I studied the works of these authors as "gendered texts." In other words, the reader is meant to know that these works were written by women with the specific intention of protesting the way society uses popular culture to indoctrinate girls. Although my focus has shifted in recent years, I have not abandoned my interest in representations of the Spanish Civil War. I plan to do further work on Ana María Matute and the original manuscript of her censored novel *Luciérnagas*.

My research on the fairy tale genre led to my interest in Hispanic film. My first paper on that topic is a study of the film *Celestial Clockwork* directed in France by the Venezuelan-born director Fina Torres. In this film, the struggles that Latin American artists face in Europe are illustrated through the travails of a Venezuelan opera singer struggling to be allowed to audition for a lead role. This is presented within the framework of the Cinderella story, highlighted by the fact that the opera in question is Rossini's *La Cenerentola*.



María Elena Soliño, Ph.D.

I am currently working on a book about the centrality of the Spanish historical film, defined as films which depict major historical events and characters. I spent part of my sabbatical in 2004 in Madrid at the *Filmoteca Nacional* analyzing films from the 1920s, the period of the Second Republic, and the Franco years. In addition to the films themselves, I have returned to archival research at the *Hemeroteca Nacional* to read the trade magazines of the times, and the reviews published in the various periodicals, many of which had strong political party support. The book will have sections that compare historical film in the pre-war years, the Franco Regime, and

the period of transition up to the present. I recently published two articles on the depictions of Queen Joan "the Mad," in Spanish drama, painting, and film, as well as an article on the film *Te doy mis ojos*, in which the medieval city of Toledo is used not simply to provide a beautiful location for this film on domestic violence, but also to foreground the long history of the abusive treatment of women in Spanish culture.

I am researching a third book which developed from my experience in the 1999 NEH Institute at Duke University on nineteenth-century cultural studies. In this book, I shall study the intersections between theories of painting and theories of literature in nineteenth and early twentieth-century Spain. Among other topics, I plan to examine the impact of the invention of photography on the literary theories of realism, as well as the debates on realism in painting in nineteenth-century Spain, and their relationship to debates on literature and referentiality occurring simultaneously. For this project I shall return to archival work with magazines from the nineteenth century until the 1930s. As part of this project, I am currently preparing articles on contemporary Spanish texts exploring the connections between literature and the visual arts. One article has been published by *Hispanic Review* and is a study of Paloma Díaz Mas' novel *El sueño de Venecia*; the second is an article on the use of painting in the novels and short stories of the Galician author Manuel Rivas; the third is an article on the novel *Fortunata y Jacinta* by Benito Pérez Galdós. ❏



Stephen Zamora, J.D. Forging Connections

Professor Stephen Zamora possesses a stellar list of professional accomplishments. He completed a B.A. in 1966 at Stanford University and a law degree in 1972 from the University of California at Berkeley, where he graduated first in his class and served as the Chief Articles Editor of the *California Law Review*. He practiced law as an attorney for a private firm then for The World Bank, both in Washington, D.C. He has been a Senior Fulbright Lecturer in Mexico, and a visiting professor at Yale Law School and Fordham Law School. In the early nineties, he was an Academic Advisor for the USAID Project on Judicial Cooperation between the United States and Mexico. He has been a Lecturer in International Banking Law in the University of San Diego's Summer Program in London, and an Academic Visitor in the London School of Economics in London, England. He has been a Visiting Research Fellow during three separate appointments at the *Instituto de Investigaciones Jurídicas* (UNAM) in Mexico.

Zamora came to UH in 1978 and served as the Law Center's Dean from 1995 to 2000. His expertise is in the areas of international business transactions, international trade, NAFTA, contracts, conflicts of laws, and Mexican law is widely acknowledged. In fact, in 2006 he received the highest distinction awarded by the Mexican government to a foreign national, the Order of the Aztec Eagle, for his tireless efforts in promoting understanding between the United States and Mexico.

He has published numerous articles and book chapters on international economic law, international banking law, international trade law, international monetary law, and Mexican law. He served as the lead author of the volume *Mexican Law*, published in 2004 by Oxford University Press.

When asked about his professional work in forging understanding of international economic, legal, and trade aspects between countries, Zamora points to the two and a half years spent in the Peace Corps in Columbia in the late sixties. They were a profound influence on his philosophy of life, as well as grounding his facility in the Spanish language. In fact, this experience convinced him that his next step was to apply to law school, and it pointed him in the direction of an international career.

Zamora says that he decided before beginning law school that he would work "very, very hard" while there. Clearly, his commitment paid off with his attainment of the highest academic average in his class at the end of his first year and the subsequent awarding



Stephen Zamora, J.D.

of the Bartley Cavanaugh Crum Scholarship. At the end of his third year of law school he had the highest three-year average in his class.

Zamora arrived at UH Law Center in part because of the availability of dual faculty positions for both him and his wife, Lois Parkinson Zamora. It was a time of tremendous opportunity and one of Zamora's prize programs came to him as a first-year faculty member. The Dean asked Zamora to direct a summer program already in existence called the Mexican Legal Studies Program. This gave Zamora the opportunity to direct, administer, and teach in the program along with priceless experience in Mexico, where he was later awarded a Fulbright in the early eighties.

Zamora is eloquent when speaking about the tripartite role that university professors are called to perform. He says, "University professors are teachers, scholars, and people who provide a service aspect to the university and society. All three roles are important to me." In fact, Zamora has seen one of his important functions through the years as getting people to work together on projects. Over ten years ago he instituted the North American Consortium on Legal Research (NACLE) so that law schools in three countries (United States, Mexico, Canada) could interact and learn from one another. Another example of his working to bring legal scholars and lawyers toward a better understanding of different legal systems is the fact that Zamora was the founding editor of the Database on International Economic Law, an on-line resource available on LEXIS and WESTLAW containing the major international agreements dealing with international economic law.

Another one of Zamora's accomplishments is an agreement signed between the UH Law Center and the Foreign Ministry of Mexico whereby the Ministry sends a master's level student to study at UH, and UH law students are sent as legal interns to Mexico. Zamora enjoys the individual mentoring of students. He says, "It is particularly rewarding for me to connect students with opportunities."

When asked what advice he might share with students, Zamora replied, "Our society is focused on the now. Young students find it hard to have the sustainable energy for a long-term career. They burn out too quickly. I encourage them to think of their energy as incremental. If they have a setback, there will be other opportunities. If they can learn to re-group and sail on, they will find this skill tremendously beneficial." 



AAP-UH Program Update: Summer/Fall 2009

The AAP-UH welcomed twelve new students for the fall 2009 semester: Maria Fernanda Alfaro, Christian Alvarez, Karen Calderon, Kiara Conde, Hannah Do, Kimberly Do, Tzaddi Garcia, Ashley Lara, Brisehyda Martinez, Araceli Olazaba, Roberto Paulin, and Sergio Silva.

The previous spring semester saw the graduation of nine AAP-UH students: Carlos Abanto in Computer Science, Cruz Carrasco in Industrial Engineering, Harold Gallego in Construction Management Technology, Yael Lara in Art/Graphic Communications, Wendy Morfin in Mathematics/Spanish, Luis Orozco in Communications Public Relations/Advertising, Yury Solis in Education, Silvano Torres in Construction Management Technology, and Celia Zamarrapa in Business Administration/Accounting.

The spring job site visit was hosted by Ms. Julie Grayum, Director of Public Relations at Lopez Negrete Communications. The students were received by Mr. Luis Gonzalez, Creative Director, Ms. Adalis Arroyo, Group Account Director, and Ms. Dinorah Garcia Moore, Recruitment Director. They shared with the students their particular job descriptions and responsibilities within the organization.

In late May the AAP-UH students participated with Junior Achievement to present "JA in a Day" to students at Cage Elementary School. This activity helped fulfill the mandatory community service component of the AAP program.

A host of other activities in the semester helped the students to focus on the importance of their education within the scope of the larger Houston community supporting them. Students attended the Thirteenth Annual Noche Cultural Scholarship Banquet in March, the Houston Hispanic Chamber of Commerce Sixteenth Annual Membership Luncheon, the AAP Graduation Banquet honoring graduating seniors and their parents, the Latin Women's Initiative 2009 Fashion Show and Luncheon, and the

Appreciation Luncheon in honor of Mr. Bob Perry.

Two of the students were honored by acceptance into a highly competitive summer internship program. Mr. Miguel Andrade interned at the Johnson Space Center and Ms. Karen Perez interned at the Joint Admission Medical Program (JAMP) located at the Texas A&M Health Science Center College of Medicine in College Station, Texas.

During his ten-week internship Andrade was given the responsibility to recreate the ITSR (IT Service Request) System used by the NASA education programs. His day typically consisted of web programming, then testing to see if what he had programmed worked correctly and how it might be improved. He also attended staff meetings or lectures with his mentor. Andrade was one of over seventy interns from across the U.S. This is how Andrade characterizes the "big picture" benefits of his summer, "This experience at NASA affected me by opening my eyes to what life after college is. I was able to see the inner workings of an organization like NASA. I was also able to see the daily routine of a web developer and how the things I am learning right now in my courses will be utilized after I graduate. This experience was invaluable in helping me to grow as a web developer, as a student, and as a person."

Perez joined thirty students from across the U.S. attending classes, such as Anatomy and Physiology, Organic Chemistry, and Introductory Medical Assessment, taught by physicians and professors at the medical school. They toured the simulation center and did hands-on learning in the medical school's gross anatomy lab. These students also had the opportunity of following physicians engaged in different medical disciplines in both clinical and hospital settings. A portion of the JAMP summer consisted of rigorous MCAT preparatory courses. Perez says, "Now, more than ever, I am excited and prepared for what lies ahead of me in the medical field." ❌



Karen Perez interned at the Joint Admission Medical Program (JAMP) located at the Texas A&M Health Science Center College of Medicine in College Station, Texas.



Miguel Andrade interned at the Johnson Space Center.

AAP-Austin High School Program Update: Summer 2009

This summer’s session for AAP-Austin students kicked off on June 29th and ended a month later. These summer meetings are dedicated to educating the students about different careers available with a college degree, about the array of degrees possible at UH, about the various UH colleges, about the methods of success through attainment of a college education, and acquiring technical skills in math and essay writing for the senior year of high school and the first year of college.

These crucial goals were accomplished through a planned structure of guided tours at UH colleges, job site visits at Chevron, Page Southerland Page, Lopez Negrete Communications, Univision, and the Port of Houston Authority, and speakers ranging from recent college graduate to successful business owners. Presentations were given on topics as diverse as “From the Barrio to the Boardroom” by Rick Jaramillo, Senior Vice President, Bank of America, “Succeeding on Your Own Merits” by Paula Mendoza, President, Possible Missions, and “Opportunities with Chase Bank” by Cesar Guerra, Vice President of Business Banking, Chase Bank.

The classroom portion of the summer teaching in math was handled by Mr. Mohamad Elkhatib, Math and Science Specialist at Jesse H. Jones High School and Mr. Mahmoud Basharat,

Math Instructor at HCC-Northeast. Ms. Victoria Davila, Adjunct Instructor in English at HCC-Southeast taught essay writing with a focus on scholarship competition.

At the closing ceremony both the students and their parents celebrated the student’s hard work and dedication while integrating the vast amount of information about future careers and opportunities stemming from a decision to go to college.

Bryan Salazar, one of the AAP-Austin students was accepted into a highly competitive 2009 Journalism Workshop for High School Students sponsored by the Houston Chronicle and UH. Salazar was one of only twenty students in the seven counties of Harris, Montgomery, Liberty, Chambers, Galveston, Brazoria, Fort Bend, and Waller chosen to attend classes from June 8th to July 2nd at the Houston Chronicle. The classes were conducted by staff reporters, editors, photographers, and graphic artists at the newspaper. The students received instruction in reporting, writing, editing, interviewing practices and principles, videography, blogging, photojournalism, graphics, and newspaper and web site design. As a final project, the students in the summer program produced a newspaper. Salazar is only one example of the talented, bright young students in AAP-Austin. 



Khar Cheng, Electrical Engineer for Chevron, informs AAP-Austin students, Moses Casarez and Mario Lopez, about his different projects at Chevron.



AAP-Austin students at Mission San Jose during their 2009 Leadership retreat held in San Antonio, Texas.



Rick Jaramillo, Senior Vice President for Bank of America, conducting his presentation “From the Barrio to the Boardroom”.



AAP-Austin students learning about the different professions within an architectural company such as Page Southerland Page.



AAP-Austin Students with Mr. Mohamad Elkhatib, instructor of the class “Introduction to College Algebra” during the 2009 Summer Session.

Faculty Publications

Steven R. Applewhite, Associate Professor of Social Work, published the following: Applewhite, S.R., Biggs, M.J.G, & Herrera, A.P. (2009). Health and mental health perspectives on elderly Latinos in the United States, in F. A. Villarruel, G. Carlo, J.M. Grau, M. Azmitia, N. J. Cabrera, & T. J. Chahin (Eds.), *Handbook of U.S. Latino Psychology: Developmental and Community-based Perspectives*, (pp 235-249). Thousand Oaks, CA: Sage Publications;

Consuelo Arbona, Professor of Educational Psychology, published the following: Corkin, D., Arbona, C., Coleman, M. N., & Ramirez, R. (2008). Dimensions of career indecision among Hispanic college students. *Journal of College Student Development*, 49, 81-94; Arbona, C. & Virella, B. (2008). Psychological issues with Puerto Ricans: A review of research findings. *Cross Cultural Psychotherapy. Toward a critical understanding of diverse clients* (2nd edition) (pp. 103-132). Reno, Nevada: Bent Tree Press, Inc.; Arbona, C., & Coleman, N. (2008) Risk and resilience. In S. Brown & R. Lent (Eds), *Handbook of Counseling Psychology* (4th edition) (pp. 483-499). New York: John Wiley & Sons.

Alica Cepeda, Assistant Professor, Sociology Department, published articles listed under **Avelardo Valdez**. (See below.)

Sarah Cortez, Editor of CMAS *Noticias*, was named co-editor of *Lineup: Poems on Crime* (NYC). She edited *Hit List: The Best of Latino Mystery* (Arte Público Press, 2009). She was solicited to write a poem by the United Nations and delivered it for the Eighth Session of the Permanent Forum on Indigenous Issues in May 2009.

Jeronimo Cortina, Assistant Professor of Political Science, edited the following: Gelman, Andrew, and Jeronimo Cortina, eds. *A Quantitative Tour of the Social Sciences*. New York: Cambridge University Press, 2009. He also published the following: Cortina, Jeronimo. "To Treat or Not to Treat: Causal Inference in the Social Sciences" in *A Quantitative Tour of the Social Sciences*, edited by Andrew Gelman and Jeronimo Cortina, 303-38. New York: Cambridge University Press, 2009; de la Garza, Rodolfo, and Jeronimo Cortina. "Migración Política: Más Allá De Las Redes Y La Economía" in *Políticas Migratorias: Hacia La Gobernabilidad De Las Migraciones Transnacionales*, edited by Richard Salazar Medina. Quito: Corporación Editoria Nacional, 2009.

A.E. Hernandez, Associate Professor and Director of the Developmental Cognitive Neuroscience Program, published the following article: Hernandez, A.E. (2009). Language switching in the bilingual brain: What's next? *Brain & Language*, 109, 133-140.

Nicolás Kanellos, Brown Foundation Professor in Spanish and Director of Arte Público Press received the following

awards: Induction into the Spanish American Royal Academy of Literature, Arts & Science, Spain; Winner of the 2008 Crítica Nueva Prize (a prize awarded to outstanding literary critics of Chicano Literature), University of New Mexico. He also published the following: *Encyclopedia of Latino Literature*. (Editor and author of most entries.) 3 Vols. Westport, CN: Greenwood Press, 2008; "Exiles, Immigrants and Natives: Hispanic Print Culture in What Became the Mainland of the United States." *History of the Book in America*. Vol. 3. Eds Carl Kaestle, Janice Radway, et al. Chapel Hill: University of North Carolina Press, 2009. 312-338, 586-589, 638-639; "Los Estados Unidos y el Mercado del Libro en Español," Foro Internacional de Editores, Feria del Libro de Guadalajara, 2009; "José Alvarez de Toledo y Dubois and the Origins of Hispanic Publishing in the Early American Republic." *Early American Literature*. 43.1 (2008): 83-1000; "Succeed by Contributing ... Leave This World a Better Place/El logro mediante la contribución ... hacer de éste un mundo mejor." *Our Journeys/Our Stories. Nuestros Caminos/Nuestras Historias*. Washington, DC: Smithsonian Institution, 2008. 16-23. Exhibition catalog.

Michael A. Olivas, William Bates Distinguished Chair of Law and Director of the Institute for Higher Education Law and Governance, published the following: "Hernandez v. Texas: Jim Crow, Mexican Americans, and the Anti-Subordination Constitution," (w/Ian Haney Lopez) in Rachel Moran and Devon Carbado, *Race Law Stories* (Foundation Press, 2008), 269-306; "Hernandez v. Texas," in SAGE *Encyclopedia of Race, Ethnicity, and Society* 611 (2008); What the War on Terrorism Has Meant for US Colleges and Universities, in R. Ehrenberg, ed., *Doctoral Education and the Faculty of the Future* 249-262 [Ch. 17] (Ithaca: Cornell University Press, 2009);

"Immigration-Related State and Local Ordinances: Preemption, Prejudice, and the Proper Role for Enforcement," 28 *Immigration & Nationality Law Review* 243 (2008);

Lawmakers Gone Wild? College Residency and the Response to Professor Kobach 61 *SMU Law Review* 99 (2008); Immigrants in the Modern Administrative State and the Polity Following Hurricane Katrina, 45 *Houston Law Review* 1 (2008); "Majors in Law"? A Dissenting View, 43 *Harvard Civil Rights-Civil Liberties Law Review* 629 (2008);

Michael A. Olivas, "Reflections Upon Old Books, Reading Rooms, and Making History," 76 *UMKC Law Review* 811 (2008); The "Trial of the Century" that Never Was: Staff Sgt. Macario Garcia, the Congressional Medal of Honor, and the Oasis Café, 83 *Indiana Law Journal*, 1391 (2008); Book review of "Religion and Social Justice for Immigrants," Pierrette Hondagneu-Sotelo, ed., Rutgers University Press, 2007 in 24 *Journal of Law & Religion* 339 (2008-9); "An Essay on Friends, Special Programs, and Pipelines," 35 *Journal of College & University Law* 463 (2009); Undocumented College Students, Taxation, and Financial Aid: A Technical Note, 32 *Review of Higher Education* 407 (2009).

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years before they even think of migrating to the U.S. If they do emigrate they do so with some sense of what to expect. Bi-dimensional acculturation means that immigrants are oriented in varying degrees to two cultural systems, the one they left behind and the one they encounter in the U.S. Relating these dynamics to mental health issues is what makes Professor Torres-Hostos research innovative and provocative.

Also provocative is the research of Associate Professor Maria Gonzales of the English department. Professor Gonzales has traced the trajectory of Chicano and Chicana literature which starts with male dominance, is followed by the rise of feminist writers and critics, and then further influenced by writers of varying sexual orientations. The feminists questioned the dominant identity or ethos established by the male writers, and writers who were queer expanded upon the new ethos and brought the role of sexuality into the fore. These categories are not neatly and separated and, in fact, overlap and coexist. Indeed, the question that guides Professor Gonzales' research is why some writers are accepted and/or ignored at different points in time.

The research of Professor Guadalupe San Miguel focuses upon education, specifically of how Chicanos have organized and struggled to improve the educational services delivered to them. Through his books and articles Professor San Miguel has documented the various actions that the community has taken at the state and local levels. Relevant to Houston is

Irma Diaz-Gonzalez *continued from page 1*

“goal-oriented.” In fact, she often asks her staff to focus on the question: how do we accomplish the goal?

In addition to her many successes in the business world, Diaz-Gonzalez has chosen to live out her commitment of helping others by creating opportunities for success and education. Currently, she is the Vice President of the Houston Hispanic Chamber of Commerce, and is on the Board of Directors for the Memorial Hermann Hospital System, the Mexican Institute of Greater Houston, the Pan American Round Table, and the United Way Board of Trustees, championing opportunities for many to attend college and attain jobs.

Currently, a chairman-elect of the Hispanic Chamber of Commerce, she points to the tremendous growth of the Chamber into the largest in Texas. She has functioned as the Scholarship Chair for the Pan America Roundtable for over ten years. The most recent set of scholarships in May 2009 were awarded to ten young Latinas.

Diaz-Gonzalez speaks eloquently about some of the social customs surrounding education in Mexico that are different in the U.S. For instance, in Mexico parents do not tend to become involved at their children's schools. Whereas, in the U.S. it is often imperative that the parents become involved, and that involvement is viewed as highly positive. Diaz-Gonzalez encourages everyone to become a volunteer at a school. She says, “Each of us can help one or two students in a school. The public school system is eager to get volunteers.” In fact, when her own daughters were in school, Diaz-Gonzalez participated in

Professor San Miguel's book entitled *Brown Not White* in which he tells the story of the boycott of schools on the part of the Mexican Americans to protest the manner in which the HISD school board manipulated the community to circumvent the integration mandate of the U.S. Supreme Court. In his current research Professor San Miguel is studying the strategies of Chicanos, Puerto Ricans and Cubans in their quest for better educational services and he finds that each group has used similar strategies.

Maria Soliño is an Associate Professor of Spanish in the department of Hispanic Studies. Her primary areas of interest are in Spanish literature and film. Her research was inspired by her discovery that her grandfather lived in exile in the U.S. from the Spanish Civil War. Her research has included an analysis of well known female Spanish writers and their use of fairy tales as a form of protest, and films that illustrate the struggle of Latin American artists in Europe. Her current research deals with films that depict significant historical events in Spanish history.

We also profile Professor Stephen Zamora of the University of Houston Law Center. Professor Zamora is one of the Law Center's outstanding scholars who is considered an expert in International Law with an expertise in Mexican law.

Tatcho Mindiola, Ph.D.
Director

reaching out to other bilingual parents to help them understand that their participation at school was valuable and welcome.

She has been honored for the work she has done in Illinois and in Texas by the Illinois Migrant Council, the Martin Luther King Center, the Houston Hispanic Chamber of Commerce, the Association of Hispanic School Administrators, the League of United Latin American Citizens, Empresarios Latinos de Houston, the National Museum of Mexican Art, the Pan American Round Table and Univision. When asked which of her many honors she would like to mention, Diaz-Gonzalez spoke of the 2008 Sor Juana Woman of Achievement Award from the National Museum of Mexican Art in Chicago. The nomination came from one of Diaz-Gonzalez' former employees and was a surprise to Diaz-Gonzalez. She said, “When I read the nomination, it was very emotional for me because I didn't know that I had impacted her that much. Also, when I was a young immigrant struggling with the loss of my family's respected position in Mexico, I found in my mother's books some poems by Sor Juana. I found inspiration and a voice in those poems.”

In reflecting upon her long-standing friendship with Tatcho Mindiola and CMAS, Diaz-Gonzalez is thankful that she is at a point in her career where she can help fund programs that focus on education and opportunity for others. She asks that all of us remember that our debt is huge, and those waiting to be helped are many. For years, she has asked her children, her staff, and others to remember the Golden Rule. She says, “We have a huge responsibility to give back.” 

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Faculty Publications *continued from page 10*

Norma Olvera, Associate Professor, Department of Health and Human Performance, received the following award: the National Cancer Research Awareness Award, Health Disparities Research Center, The University of Texas, M.D. Anderson Cancer Center, April 2009. She published the following articles: Olvera, N., Power, T. (2009). Relationship of parenting styles and overweight in Mexican-American children: A longitudinal study. *Journal of Pediatric Psychology*, pp 1-7 doi: 10.1093/jpepsy/jspo71; Suminski, R.R., Robertson, R.J., Goss, F. L., & Olvera, N. (2008). Validation of the OMNI Scale of Perceived Exertion in Spanish speaking youth from the USA. *Perceptual and Motor Skills*, 107, 181-188; Olvera, N., Knox, B., Scherer, R., Maldonado, G., Sharma, S., Alastuey, L., & Bush, JA. (2008). A healthy lifestyle program for Latino daughters and mothers: The BOUNCE overview and process evaluation. *American Journal of Health Education*, 39(5): 283-295.

Cristina Sisk, Assistant Professor of Spanish, published the following article: "Toward a Transnational Reading of Ramón "Tianguis" Pérez's *Diario de un mojado*." *Aztlán* 34.1 (2009).

Sandra G. Thompson, UH Law Foundation Professor of Law and Director of the Criminal Justice Institute, published the following article: DOJ's Attack on Federal Judicial "Leniency," The Supreme Court's Response, and The Future of Sentencing, 44 *Tulsa Law Review* 519 (2009) with S. Klein.

Luis R. Torres, Assistant Professor in the Graduate College of Social Work, published the following: Zayas, L. H., & Torres, L. R. (2009). Culture and Masculinity: When Therapist and Patient are Latino Men. *Clinical Social Work Journal*, DOI 10.1007/

s10615-009-0232-2; Zayas, L. H., Torres, L. R., & Cabassa, L. J. (2009). Diagnostic, Symptom, and Functional Assessments of Hispanic Outpatients in Community Mental Health Practice in *Community Mental Health Journal*, 45 (2), 97-105; Torres, L. R., Cabassa, L. J., Zayas, L. H., & Álvarez-Sánchez, T. A. (2008). Assessing Psychosocial Stressors in Hispanic Outpatients: Does Clinician Ethnicity Matter? in *Psychiatric Services*, 59 (6), 690-692; Torres, L. R., Peña, J., Westhoff, W. & Zayas, L. H. (2008). A Cross-National Comparison of Adolescent Alcohol and Drug Use Behaviors: U.S. Hispanics and Youth in the Dominican Republic, in *Journal of Drug Issues*, 38 (1), 149-170.

Avelardo Valdez, Professor, Graduate College of Social Work and Director of the Office for Drug and Social Policy Research published the following: Valdez, A., & Cepeda, A. (2008) "The Relationship of Ecological Containment and Heroin Practices" in *Geography and Drug Addiction*, Y. Thomas, D. Richardson, and I. Cheung (Eds). Springer Press; Hazen, J. M., Kaplan, C. D., Valdez, A., Cepeda, A., Lund, S., & Millard, A. (2008). Risk and resilience: Understanding the potential for violence. In E. G. Berman, K. Krause, E. LeBrun & G. McDonald (Eds.), *Small Arms Survey 2008: Risk and Resilience* (pp. 244-273). Cambridge: Cambridge University Press.

Stephen Zamora, Leonard B. Rosenberg Professor of Law, published the following: "A Proposed North American Regional Development Fund: The Next Phase of North American Integration Under NAFTA," 40 *Loyola University Chicago Law Journal* 93 – 140 (2008) [delivered as the Wing Tat Lee Lecture in International Law, April 2008]. 