

FROM THE DIRECTOR



*Guadalupe San Miguel, Jr.*

For those of you that don't know me, my name is Guadalupe San Miguel, Jr. I am the interim director of CMAS for the 2014 spring term. Dr. Mindiola, CMAS Director, asked me if I wanted to assume the directorship this semester so that he could devote all of his time to finishing a book manuscript. I willingly accepted.

I thought it would be useful to write something about my background, training, and scholarship. Hopefully, this short bio will introduce me to the staff, students, and supporters of CMAS.

I am originally from Corpus Christi, a moderate-sized city located on the Gulf Coast in south Texas. Our family of seven, four brothers, two sisters, and my mother grew up poor in a small two bedroom home in the La Arboleda barrio. For many years, until I reached the ninth grade, we were seasonal migrant workers and annually left to Michigan where we picked cherries, tomatoes, and strawberries.

Because of our work schedule, I did not know what it was like to go to the first day of school in the fall or the last day of class in the spring. I experienced the excitement of attending the initial day of school for the first time in September 1964. This experience

convinced me that education was the way out of poverty and out of the cotton fields. For the next several years, I devoted myself to schooling in order to improve my chances of getting a job other than picking cotton upon graduating.

Hooked on learning, I became one of the top students in my junior and senior high school. Sometime during the 9th grade, a Mexican American counselor in the school district, Mrs. Perez, took note of my excellent grades and motivation. She encouraged me to apply for summer scholarships at Ivy League schools that had recently become available because of the War on Poverty legislation. While in high school I applied for and then received a scholarship to attend Yale University for the summer. For two years, I attended Yale as part of an Upward Bound program. This experience soon led to my application and admittance into Columbia University in New York City in 1969.

Columbia University was exploding with activity of all sorts then: political, cultural, social. For the next four years, I took in all of these wonderful experiences and, without knowing it then, participated in a variety of important political events—the East Coast Chicano movement, the student movement, the anti-war movement, and the counter-cultural or hippie movement. I also participated in the birth of both salsa and disco in New York City in 1969 and 1970.

In 1973, I applied for and was admitted to Stanford

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**Marlen Trujillo:  
Success Builds Success**

When Marlen Trujillo became acquainted with CMAS while attending Northbrook High School, she didn't anticipate how much her life's path would be shaped by CMAS. Says Trujillo: "My high school would often invite colleges to our school. During one lunch period, we had UH in the lunch area with an information table. I had become interested in UH, since a couple of my church friends had graduated from there. I walked over to the table and spoke to the representative about admissions and scholarships. I received an information brochure for a CMAS scholarship program."

While Trujillo's parents were supportive of her continuing her education beyond high school, they were unable at the time to provide economic support for her college years. She says, "My parents always stressed the importance of education. They were unable to finish high school or attend college in their own countries, but they knew it was necessary to



*Marlen Trujillo*

succeed in this country."

The crucial mix of financial support and guidance provided to Trujillo, who was a CMAS scholarship recipient from her second semester at UH until her graduation in 2003, made the critical difference to this young woman, the first in her immediate family to attend college. Looking back, Trujillo says: "In my opinion, programs like CMAS are essential for students who are the first in their families to attend college. CMAS provides a place for students

to meet others like them with similar backgrounds and similar challenges. During my college years at UH, I would spend a lot of time in the CMAS lounge studying, utilizing the computer, and networking with other students."

After graduating from UH, where she obtained a bachelor's degree in business administration in finance and marketing, she completed a master's degree in business administration at Our Lady of the Lake University in San Antonio. These degrees

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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.



# Historicizing Mexican American Repatriation and Resettlement: A Historiographical Outline

My research is centered within the fields of Mexican historiography, nineteenth-century global migrations, Mexican American Studies, philosophies of History, Diasporic relations, and intellectual and legal history. Although seemingly disparate fields of interest with little overlap, there is, in fact, a series of historical questions that were generated by decades of research and that will continue to inform my ongoing research agenda. My developing body of work challenges long-held assumptions about the Mexican state and its relationship to diasporic communities situated disproportionately in the United States, but it also poses historiographical and methodological questions. For the sake of brevity, I will focus exclusively on those bodies of literature that resulted in a recently published monograph examining Mexico's immigration and colonization policies as they developed throughout the nineteenth century.

My first book was recently published by Cambridge University Press in 2012 and is entitled *Mexican American Colonization during the Nineteenth Century: A History of the US-Mexico Borderlands*. I consider the book an outline of sorts, albeit well detailed. It is a reinterpretation of nineteenth-century Mexican American history that examines Mexico's struggle to secure its northern border with repatriates from the United States in the aftermath of a war resulting in the loss of half its territory. Responding to past interpretations and methodologies, I suggest that these resettlement schemes centered on the developments of the frontier region, the modernization of the country with loyal Mexican American settlers, and blocking the later tide of migrations to the United States to prevent the depopulation of Mexico's fractured northern border. Through an examination of Mexico's immigration and colonization policies as they developed throughout the nineteenth century, the book focuses primarily on the population of Mexican citizens who were "lost" after the end of the Mexican American War (1846–1848) until the close of the century. But it also keeps in mind larger structural questions and the importance of interdisciplinary research.

An example of this larger perspective can be seen in the period following the end of the Mexican American War when Europe and the Americas were being transformed by revolutions and global migrations. Mexico's supposed "failure" to capitalize on the millions of European settlers was seen as partly to blame for the loss of their northern territories to the U.S. Unable to entice these immigrants to its shores and deserts, government officials then turned to the "lost population" left in the ceded territories, thus setting a pattern of return migration that would continue to this day. Where Europeans became the preferred immigrants for Brazil, Argentina, and the U.S. during the nineteenth century; in Mexico, it would be Mexican Americans residing in the U.S. southwest and migrants attracted to better wages across the border.

In order to convey this narrative, I divide the book into three different sections, in order to capture the global, national, and local particularities of this process. Thus, Part I begins with an international analysis of global immigrations and then moves to an analysis of the repatriation of



*José Angel Hernández, Ph.D.,  
Visiting Scholar*

Mexicans throughout the U.S. Southwest on a national level. I then track these repatriations in a comparative perspective before narrowing my focus to one repatriate colony that made its way back to Chihuahua in 1872. By employing this three-fold transnational structure, we are better able to grasp the global, national, and local context of Mexico's evolving immigration policies as they came to include and exclude particular groups of people throughout the long nineteenth century. The book employs research from over three dozen archives spread across the U.S. and Mexico; demographic data from both countries, records from the Mexican Repatriate Commission charged with settling the new International Boundary, and heretofore unexamined archives in repatriate colonies that collectively examine the problems and processes of settling the fractured frontier with a "lost population" now residing in the U.S. Seen in this light, this inquiry analyzes Mexico's nineteenth century colonization policies and the populations in Texas, New Mexico, and California, at which the policies were primarily directed.

I believe that the monograph moves beyond the handful of studies from both the U.S. and Mexico—particularly those that examine this history from a micro-nationalist perspective—while also engaging scholars situated in the fields of Sociology and Political Science. I make an effort to not only be transnational in my approach to historical events, but also interdisciplinary. An example of the interdisciplinary nature of the book can be seen in some early reviews of the monograph from an anthropologist, a sociologist, and two historians. For instance, Douglas Massey, The Henry G. Bryant Professor of Sociology and Public Affairs at Princeton University, recently noted about the book: "With one out of 10 Mexicans now living in the United States, José Hernández's brilliant historical analysis of Mexico's relationship to its Diaspora is a timely and important contribution to knowledge about our often misunderstood southern neighbor. More than any other author, he explains how and why Mexico's northern frontier became transformed into an entity known simply as 'the border.'" From the discipline of anthropology, Professor Renato Rosaldo, The Lucie Stern Professor in the social sciences, professor of anthropology, social and cultural analysis at New York University, noted "This illuminating book transforms our understanding of the U.S.-Mexico borderlands in the latter half of the nineteenth century," and that the "revealing bi-national archival work opens crucial questions that many scholars considered closed."

My long-term research plan is to recapture and re-conceptualize the longer history of this broad process—Mexican repatriation and resettlement—for the entire period of global mass immigration, which spanned from about the 1820s to the start of the Great Depression in 1929. By applying the methods articulated in my first monograph and in the dozens of academic papers and talks that I've presented, I believe that historians and demographers can better analyze the patterns and process of settlement along the Mexican American borderlands. ❏



## Eric Castillo: Activism as Experiential Scholarship

My journey as an immigrant rights activist and scholar stems back to the 1990s when my abuela (grandmother), María, after over seventy years finally applied for and received her U.S. permanent residency. A proud guadalupana and healer from the west Side of San Antonio, she didn't speak English and practiced Mexican holidays more religiously than the Fourth of July. I grew up wondering why she resisted what I thought was just a piece of paper. I never understood the highly contentious and politically charged nature of one word—citizen. My father, although a Vietnam War veteran and U.S. citizen, always said “¡SOY MEXICANO!” . So when asked what I was I always said, “I'm Mexican.” It wasn't until high school that people started telling me that Mexican means “from Mexico: and since I'm from America, I'm Mexican-American. Because of my family's pride, I too embraced my Mexican identity.

While I participated heavily in community advocacy throughout high school and undergraduate years by mentoring students at a bilingual school and volunteering with Mexican American cultural centers, it wasn't until May 1, 2006 that I really understood the gravity of my abuela's resistance. My abuela, along with millions of other immigrants, were tired of being treated as second-class foreigners. While they contributed to society, all Mexicans were deemed “illegal, dirty, and uncivilized.” Hundreds of thousands of people organized nationwide marches in an effort to affirm their place in this country. Although I was a participant that day, I remember feeling convinced to do more.

In 2007, as a graduate student of Chicana/o Studies and Race and Visual Studies, I joined hundreds of “DREAMers” and allies from around the country in protests, trainings, workshops, and sit-ins as we demanded justice and articulated a shared vision for liberation. I met remarkable people who were proud of their identity as Mexican, as undocumented, and, even more jolting to me, unapologetic and unafraid. Although I was in college when all this was happening, it wasn't in the classroom where I experienced this surge of passion and empowerment. It was through my peers and friends.

In 2010, when the DREAM Act failed to pass in a lame-duck session, our organizations decided to escalate our work. It was no longer about legislators and non-profits, but about direct action. By then, I was “ABD” (all-but-dissertation) and began to see the movement with another lens. I noticed that queer undocumented youth, or ‘UndocuQueers,’ bravely came out of two “closets” and were at the forefront of this monumental, youth-led movement. They were theorizing about their own oppression, building strong and empowered communities, articulating their grievances, and fighting for their liberation. But they were doing so in a very unique way that I felt was largely left out of contemporary writings on immigration reform: visual culture, faith-organizing, and intersectional empowerment.

By 2011 I graduated with my Ph.D. in American Studies and was directing a cultural center when one of my students in Florida approached me about creating images that would help her find her voice as a queer,



*Eric Castillo, Ph.D.,  
Visiting Scholar*

undocumented woman of color. It was her story that tied all the pieces together for me. And thus, this project is dedicated to her, my grandmother, and all the other undocumented folks thinking about their own existence. It was undocuqueer youth, not academics or legislators, who are creating a path for their liberation.

So as a visiting scholar with the Center for Mexican American Studies, I am reflecting upon my time as a community organizer with both an activist and an academic lens (these two not being mutually exclusive). I am investigating the linkages between identity politics, contemporary social movements, and Latina/o visual culture. My research explores the nexus of “artivism” (art activism) and liberation theology by Latinos in the queer undocumented “UndocuQueer” DREAM movement.

“UndocuQueer” identity became a prominent multi-faceted identity conceived of by LGBT undocumented youth who recognized the need to discuss the intersectionality of their identities.

As an exercise of radical pedagogy, UndocuQueer activists build inter-movement solidarity and identify critical failures of both the immigrant rights and LGBTQ movements. UndocuQueer activism helps transform social movements through the production of popular education and public art. As a demonstration of collective agency, personal narrative, and community empowerment, activists produce work that has yet to be researched in-depth. My friends and undocuqueer artists are pioneering undocuqueer art activism. In fact, to a large degree, undocumented LGBT youth have been at the forefront of the immigrant rights movement since 2010.

The success of UndocuQueer activists is due in part to tactics used in Latin American social movements, such as liberation theology, popular education, and community-based public art. Faith and spirituality, as tools for and justification of social justice, have proven to be worthy methods for capacity building and political leverage. By tapping into faith organizations, activists have broadened the immigrant rights and LGBT movements to include religion as a justification for equity, equality, and liberation. By incorporating Kimberlé Crenshaw's “intersectionality,” Gloria Anzaldúa's “mestiza consciousness,” and Paolo Freire's “pedagogy of the oppressed,” I am underscoring the successes and shortcomings of this multi-layered solidarity effort.

As a copractice rooted in popular education, UndocuQueer activism produces another form of critical teaching methodology. This movement has the potential to instruct a new cyber-driven activist community how to organize across movements. I believe that the UndocuQueer movement is not organized around identities (undocumented or queer) but around the intersectionality of identity politics and the perpetuation of colonial/imperial regimes of power. By focusing on these structures themselves, this movement broadens the “battle” of issue-based organizing and simultaneously narrows the focus on the power structures themselves rather than only on the technologies of oppression. ❏





## Jacob Sustaita: Self-made Businessman and Community Hero

This academic year I began my final year of coursework for my doctorate in musical arts. I currently serve as the assistant music director and conductor for the University of Houston's Moores School of Music Opera Center. As a doctoral student, I conduct one fully staged opera each year and assist in three other productions. The focus of my doctoral research is the life and works of Spanish composer, Daniel Catán. As a recipient of the University of Houston's Center for Mexican American Studies Graduate Fellowship, I am fortunate to be able to continue my research, with my goal of preparing and publishing the first complete anthology and biography of Daniel Catán and his six Spanish-influenced operas.



*Jacob Sustaita, Graduate Fellow*

Alongside my doctoral work at the University of Houston, I also serve as the music director and conductor of the Minnesota Philharmonic. The Minnesota Philharmonic is a non-profit volunteer orchestra, operating out of the Twin Cities, and the orchestra's mission is to present works by lesser-known composers and minority composers. I also continue to play viola in various orchestras and chamber groups in the greater Houston area.

Currently, I am preparing for my first conducting competition. I will be leaving for Barcelona, Spain on December 13, 2013 to compete in the International Cadaqués Conducting Competition. I was selected as a finalist from over 500 applicants for the competition. I will spend a week in Spain conducting various professional orchestras in Barcelona. My sincere thanks and gratitude goes out to my teacher Franz Krager and everyone else who has helped me prepare for this incredible opportunity.

This past summer I was selected as one of 15 student participants to conduct and study at the Järvi Conducting Festival in Parnü, Estonia, studying and conducting alongside the legendary and internationally famous conductors, Neeme and Paavo Järvi. In Parnü, I conducted daily and participated in classes taught by professors from major music conservatories in Switzerland, France, and Germany.

I hold degrees in conducting and viola performance from University of Houston, Rice University, and Penn State University. My academic and conducting honors include: Center for Mexican American Studies Graduate Fellowship, Schissler Conducting Fellowship, Rice University Prize and Provost Fellowship, American Festival for the Arts Conducting Residency, and American Prize Semi-finalist and Finalist.

My career goals encompass a wide range of activities in music. Upon completion of my doctorate degree, I plan on working with professional orchestras and opera companies as a conductor and music director. Teaching has always been an important part of my college career, and I intend on returning to academia to pursue a position with a major university, teaching music and music-related to Hispanic Studies. ❧

## Samantha Rodriguez: Texas Movimiento Chicana Feminisms

As an undergraduate in History at UH, I took advantage of the opportunity to minor in Mexican American studies. Through an array of Center for Mexican American Studies courses—such as the Mexican American Urban Community, the Mexican American Culture, and Chicana/o Popular Culture Since World War II—I began to think more critically about myself, politics in our community, and the interconnections of race, gender, class, and sexuality in our history. I was also involved in the Chicana/o Student Alliance, an organization composed of primarily CMAS students who rallied around socio-political issues both on campus and in the community. It is from these profound experiences that I decided to pursue a Ph.D. in History with a focus on our history and Comparative Studies, and Women's Studies.



*Samantha Rodriguez, Graduate Fellow*

My research investigates how Texas Chicanas, who were involved in the Chicano Movement through the premier organizations Mexican American Youth Organization and La Raza Unida Party, crystallized feminist attitudes by the latter part of the 1970s. In unearthing their feminist attitudes, I will assess their voices and how these women crafted their beliefs in relation to other women of color, such as the Women's Liberation Movement. By comparing Chicana feminist voices to other ethnic feminist ideas that emerged during the seventies, I intend to show how local and national conversations about gender equality impacted the ways in which Chicanas asserted and constructed their own homegrown feminist beliefs.

Moreover, I will also explore the ways in which student and community activists balanced a commitment to race politics as well as gender equality in spite of the patriarchal practices and ideologies contained within the Chicano Movement and the inability of Anglo feminists to recognize the significance of ethnic nationalism. My work seeks to demonstrate that Texas Chicanas were not separatists, as they are portrayed in the dominant Movement narrative, but rather community of women whose activism was both feminist and nationalist. For instance, Chicanas actively formulated agendas and resolutions that critiqued gender relations as well as addressed race and class issues that affected the community as a whole. This research project will incorporate an important historical facet of the Texas Movement into Chicana/o Studies as well as the Women's/Gender Studies discourse.

After obtaining my Ph.D., I plan on teaching our history at the university level and design courses based upon my knowledge of the interconnections of race, class, gender, and sexuality in the Texas Movement. I intend to demonstrate to students the importance of the Texas Movement, and the Houston struggle in particular, to the larger historical national campaigns for ethnic self-determination and gender equality. Furthermore, I plan on pursuing future research on the convergence of race, class, gender, and the environment in our union labor campaigns. ❧



## Joseph Zaragoza: Pursuing the Dream

I am Joseph G. Zaragoza, a native Houstonian, and a third-year doctoral student in the Industrial/Organizational Psychology program at UH. Born as the youngest of five siblings, I am the first member of my family to graduate from a four-year university. In 2009, I graduated cum laude with a B.A. in Psychology from Our Lady of the Lake University in San Antonio, TX, where I was also a member of the McNair Scholars Program and Psi Chi Honor Society for Psychology. I continued my education at the University of Central Florida in Orlando to obtain my M.S. in Industrial/Organizational Psychology in 2012. My Master's thesis, entitled "The Impact of Individual Perceptions of the Fairness of Public Affirmative Action Policy Statements on Attitudes toward the Organization," examined the psychological effects of various types of affirmative action program statements on outcomes related to job recruitment and organizational effectiveness.



*Joseph Zaragoza,  
Graduate Fellow*

Currently, I work under the direction of Dr. James Champion, with research interests that include diversity issues in the workplace, personnel selection, organizational justice, and applicant reactions. Aside from research, I have also been involved in applied projects with organizations such as British Petroleum, the City of Houston, and Willbros Group, Inc.

Over the course of my academic career, I have also enjoyed working with various non-profit organizations. I served as a reading tutor for at-risk youth when working for the Center for Service-Learning and volunteerism at Our Lady of the Lake University. Additionally, I have served as an intern for The Boys and Girls Club at Bexar County Detention Ministries, which is an organization that aims to reduce recidivism and focuses on providing formerly incarcerated individuals with resources and skills to be successful. I am also a member of the League of United Latin American Citizens (LULAC) and serve as the treasurer for my respective council.

One of my most enjoyable experiences was working with Multicultural Education and Counseling through the Arts (MECA), which focuses on the development of underserved youth and adults through varied forms of artistry and academic excellence. I served as the lead youth counselor for MECA's Summer Arts Day Camp and also as an instructor for a hip-hop/breakdance class which has always been one of my favorite extracurricular activities. My other interests include visual arts and an eclectic taste in music.

Recently, I attained all-but-dissertation (ABD) status in my graduate program. After completing my Ph.D., I plan to work as an organizational consultant while continuing to contribute to the development and advancement of the field of Industrial/Organizational Psychology. Additionally, I plan to utilize my skills to assist non-profit organizations for the political, social, educational, and economic advancement of communities in need. ❧

## Zelma Oyarvide: Helping the Community

I was born in Cd. Valles, Mexico and migrated illegally to the United States when I was six months old. My family was attracted by the idea of the American dream and worked hard to obtain citizenship. Thanks to amnesties and immigration policies, I became a citizen when I was 15 years old. However, growing up in low-income neighborhoods, I was exposed to the obstacles that illegal immigrants faced in obtaining adequate healthcare and education. My mother was a teacher in Mexico but was forced to work as a housekeeper in the United States due to the demotion of her credentials. As a result, my mother encouraged me to work hard at school so that I would be able to obtain a better job for myself. My mother made sure that I attended good schools and pushed me to obtain social mobility through education. As a result, I was usually one of the only non-Anglo students in my classroom and quickly noted the differences in lifestyles and resources between myself and my peers. I eventually attended Houston Baptist University and was one of the first people in my family to graduate from an American college. I am now hoping to graduate in May 2014 with my Masters in Sociology and then move on to a doctoral program in the fall of 2014. I will become the highest educated person in my family.



*Zelma Oyarvide,  
Graduate Fellow*

I am strongly committed in specializing in research that promotes positive and healthy changes within the marginalized Hispanic community. My goal is to become a health promotion research scientist for the Center of Disease Control or the Department of Health and Human Services and specialize in sexually transmitted diseases and mental illness among women and children in the Hispanic community.

During my academic career, I worked full time at the Denton County Mental Health and Mental Retardation as a bilingual service coordinator for children and adults. I was responsible for working with low-income Hispanic residents in a heavily rural area where I witnessed the lack of mental health access available. I also worked at the Mental Health and Mental Retardation Authority of Harris County, where I worked as a children's bilingual rehabilitation clinician, to continue working with low-income Hispanic children diagnosed with mental illnesses. After working in two different mental health clinics with the Hispanic population, I decided to focus on the preventative stage of the health industry, by providing research that will assist in the analysis of health programs that will provide education and preventative measures to the Hispanic community.

I am currently working on my Master's thesis, entitled "Negotiating Religious Identities among Hispanic Lesbian Mothers," for which I have received a research fellowship from the Center of Mexican American Studies. My research is focused on the lesbian Hispanic mothers and their experience of motherhood and sexual identity within the Hispanic community.

I am grateful for the CMAS fellowship enabling further research in my subject. ❧





## Ana Rodriguez: Mi Comunidad: Source of Strength, Place of Service

As a Zacatecana raised by traditional Catholic Mexican parents, I grew up learning the importance of leading a life of service and giving back to the community. After immigrating to the US, the interconnected nature of my family's network in our community helped us survive the hard times, and eventually to thrive. It is still this network that sustains my family today. It is a system built on reciprocity and the idea that if you have a certain strength or skill, you should use it for the betterment of your community. This duty to community, the values I learned from my parents, and my experiences as an undocumented Latina, instilled in me a passion for working towards positive change in my community, my state, and my new country.

The intersection of my nationality, legal status, and gender made me aware of the systemic threats to my own and my family's well-being, from the immigration laws that kept me from utilizing my college degree and driving, and kept my father tied to the whims of his employer, to the rampant racism that often came at the hands of public servants.

My experiences, along with my background in political science and social work, have taught me the need to address these oppressive systemic barriers to the well-being of individuals, families, and communities on a macro level with system-changing tools, like advocacy, community education, or policy change.

My graduate program in the Graduate College of Social Work (GCSW) has afforded me the opportunity to work in the Latino community through my first field placement, where I have been able to practice these macro social work approaches. I have had the opportunity to do things from developing and implementing programs for Latino youth in the juvenile justice system and their parents, to working with a school district and community on their approach to parental engagement in order to create a path to college for low-income, largely Latino, youth.

Through the GCSW, I also had the opportunity to work for State Representative Lon Burnam as a Health and Human Services policy analyst, where I received hands-on experience examining bills and analyzing their possible effects on Texas families. Seeing the effects of the legislation passed during the regular and special sessions reinforced the importance of fighting for legislations that will benefit all members of the community, including school children and low-income women, and blocking policies that will harm the most vulnerable people. Working in the Texas legislature allowed me to utilize my training as a social worker with a focus on human rights, social justice, cultural competency, and addressing community needs.

I intend to continue utilizing my training as a political social worker, both in the wonderful Houston communities at a local non-profit and in the state policy arena, as to pursue my passion towards the empowerment of politically unrepresented individuals and reform of unjust institutions and laws. ❏



Ana Rodriguez,  
Graduate Fellow

## Anthony Calderon: A Cultural Perspective on Hispanic Outreach

I am currently working towards my master's degree in health communications at UH and have been awarded a Graduate Fellowship from the Center for Mexican American Studies. As a scholar in the Jack J. Valenti School of Communications, I am studying the design, implementation, and evaluation of culturally sensitive health campaigns. Working at a local, federally-qualified, non-profit health center for a primarily Hispanic population has encouraged me to view diverse cultural traits as potential resources instead of barriers.

It may come as a surprise, but studying hard was not always on my list of priorities. I distinctly remember being interviewed for acceptance in the Academic Achievers Program at Stephen F. Austin High School in 2005. As an adolescent, the notion of sacrificing after-school time with friends and sports in exchange for college preparation was almost unfathomable. I was fortunate to have an older, more knowledgeable cousin, herself an AAP alumni, who implored that I confront this as a challenge. Thanks to a tour provided by AAP, I learned that the UH was less than a mile from my home and not outside my reach. Looking back, I can see that my ignorance toward higher education was understandable. Since my academic performance did not place me among the upper echelon of students, regardless of my potential, I generally received little to no attention from advisors. The Academic Achievers Program helped me realize my potential with its wide variety of tools, such as specialized tutors, motivational speakers, SAT preparation workshops, and leadership retreats.

Health communication is an applied area of scientific inquiry that examines the roles performed by human and mediated communication in delivering health care and promoting health. By working at a non-profit health center, I have gained a better perspective on some of the troubling health care and health promotion problems associated with the Hispanic community. Some problems include the lack of information needed to guide health care decisions and the quest to improve some of the serious inequities in care that lead to poor health outcomes. My specific interest is in the development and implementation of campaigns designed to educate and move target audiences towards a recommended health action. For example, health communication campaigns have been used successfully to educate the public about the dangers of tobacco use, encourage the use of safer sexual practices, and promote healthy dietary behaviors.

The Graduate Fellowship from CMAS allows me to continue my research and stay abreast of the federal, state, and local changes currently being implemented to the American health care system. This is a system of health care in which many Hispanics are hesitant to confide in. Upon completing my master's degree, I hope to make a positive difference in this area.

The amount of trust, guidance, encouragement, and financial support provided by the CMAS program cannot be understated. Without this program, and commitment from its leaders, a college education would not have been attainable but simply remained a foreign concept to me. ❏



Anthony Calderon,  
Graduate Fellow



## Nadja Diaz: This is Me and What I Want to Be

I grew up on the island of Puerto Rico in a family atmosphere and healthy environment. During my school years, I worked in the city of Caguas. I then completed my bachelor's degree at the University of Puerto Rico at Cayey. There, I participated in different investigations focused on homophobic attitudes. During my undergraduate studies, I also took part in a student organization by the name of PROM, which is the Spanish acronym for the Women's Studies Project. During that time, I was educated on the rights of women through seminars, research, and community service. My participation in this organization helped me to understand the necessity of Latin Women's research as a tool leading to empowerment.



*Nadja Diaz, Graduate Fellow*

I graduated with honors, and I'm happy to have met my goal. However, I felt the intrinsic need to expand my experiences and opportunities. My next goal was acceptance into UH to complete a Masters in Sociology. I'm currently working to complete this important stage in my life, where I not only accustom myself to a new culture, but I also experience new people and excellent faculty.

Being part of the Center for the Mexican American Studies, and being one of their graduate fellows, made my dream of studying a real opportunity, not only to be a graduate student at UH, but to investigate in a field where there are not many Hispanic women researchers.

As a Hispanic student, I intend to expand the study of minorities, especially the Hispanic women's group. I want to focus on the health of Mexico-American women. Specifically, how Mexican women are experiencing, understanding, and accessing preventive cervical and breast cancer care (Pap tests and mammograms). As a sociologist, I feel I can help through research to manage and diminish health care disparities and improve access, knowledge, and understanding of Mexican women about the well-women tests.

My career aspirations are to combine my love for teaching and my passion for sociology. I want to build my career around what I really want to be doing, impacting lives and helping others complete their path towards their profession. I can engage in my career as a sociologist, creating a productive learning and research environment as a college professor. For now I am focused on my next goal, finishing the master's degree in sociology, which I know will be marked by the hard work. I intend to put all my effort into this important goal – one of the main goals in my life. ❏

## Sophie Romay: My Roots, Present, and Future

I am a second year Industrial/Organizational Psychology graduate student at UH and a native Houstonian. I earned my B.A. in Psychology at Rice University in 2012. My parents migrated to Houston from Mexico City shortly before I was born and taught me the value of culture and community. My mom and her family in Mexico kept me well connected to my roots. Through my mom's encouragement and support, I have strived to reach higher through education, and I am the first in my family to be enrolled in a Ph.D. program. Growing up, I tried to give back to my community, in particular the Hispanic community. I have been involved in various organizations and especially enjoy those that involve children and tutoring. I strongly believe that education is a powerful tool for everyone, and I taught the value of education to the children of Houston.



*Sophie Romay, Graduate Fellow*

Ever since high school, I knew that I wanted to study psychology. However, it was not until the end of my time at Rice University that I knew that I wanted to specialize in Industrial/Organizational Psychology. Throughout most of my time at Rice, I was a research assistant in a lab that conducted various studies about discrimination in the workplace. This has piqued my curiosity and led me to want to apply what I learned and further this work for Hispanics. By researching the various ways that Hispanics are subtly discriminated against in the workplace, I hope to enlighten society and hopefully work on improving the workplace. For my dissertation, I would like to focus on the Hispanics in faculty positions in higher education. Hispanics are greatly underrepresented in higher education, and I would like to examine the organizational climate and how it is contributing to this issue, as well as investigating possible effective intervention techniques. This study would be longitudinal, which is why I have chosen this as my dissertation topic. The practical implications of this study would be great, considering that it would lead to further research on how to possibly further alleviate the problem.

Being committed to diversity has guided my career goals and aspirations, which includes continuing in academia and becoming a professor. In this way, I can become a role model for future Hispanics and women. While we currently have an abundant number of Hispanics going to college, there is still a shortage of role models in the form of professors. In addition, I plan on continuing research to further explore the relationship between health and the workplace and how to improve individual well-being by tackling issues commonly found in these settings such as underrepresentation. Being a part of two different minority groups, I know what it is like to overcome stereotypes, and for this reason, I would like to help future generations achieve their goals and better our community. ❏





# 17th Annual Noche Cultural Scholarship Banquet



# 17th Annual Noche Cultural Scholarship Banquet





## Guadalupe San Miguel, Jr. *continued from page 1*

University for graduate work in education and history. At Stanford, I continued my activism but devoted myself to getting an M.A. and a Ph.D. as quickly as I could. I had received a Ford Fellowship for five years and realized that my studies had to be completed within this time period. I could not afford to pay the extremely high cost of attending such a prestigious institution on my own. I succeeded in getting my doctorate by the time that the fellowship ended in 1978. I was only 28 years old when I graduated and quickly entered the job market.

The Good Lord must have been watching out for me, because I obtained a job teaching at the University of California at Santa Barbara before my fellowship ended. This position allowed me the opportunity to develop what became my life's work: the field of Chicano educational history. I published my first book on Mexican American educational struggles in Texas in 1987, *Let All of Them Take Heed* (University of Texas Press). It was well received and later described by one historian as a "classic" in the field of Chicano education.

Several years after the first book was published, Dr. Tatcho Mindiola, Director of CMAS, invited me to survey the literature in Houston to see if there was enough data to write a history of Chicano education. This initial invitation eventually led to me being a CMAS Visiting Scholar in 1990-1991 and the publication of *Brown, Not*

*White: School Integration and the Chicano Movement in Houston* (Texas A&M University Press, 2001). This book was part of the UH CMAS series in Mexican American Studies and was also well received in the field.

During the past decade, I have published three additional books: *Contested Policy: The Rise and Fall of Federal Bilingual Education Policy in the US* (University of North Texas Press, 2004), *Tejano Proud: The History of Tex-Mex Music in the Twentieth Century* (Texas A&M University Press, 2002), and more recently, *Chicana/o Struggle for Education: Activism in the Community* (Texas A&M University Press, 2013), which is also part of the CMAS series in Mexican American Studies.

Since coming to Houston in 1991, I have published a total of four books and countless articles in peer-reviewed journals. CMAS, in conjunction with the history department and its faculty, have played a crucial role in assisting me in becoming a productive scholar. Dr. Mindiola, in particular, has been a strong advocate of my work and has provided me with much needed resources. Thus, when he asked me to become interim director, I gladly accepted. It was the least I could do to repay him for the generous support he has given me all these years at UH. ❏

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### *Marlen Trujillo from page 1*

positioned her to become one of the original board members and the chief executive officer of Spring Branch Community Health Center, a non-profit that provides low-cost healthcare, social, and educational services. Currently, Ms. Trujillo is enrolled at The University of Texas School of Public Health as a Ph.D. student in Health Management.

In addition to her professional and academic obligations, Trujillo has chosen to volunteer as part of the CMAS Fundraising Committee for student scholarships. She says, "I truly enjoy being involved with an organization that continues to positively influence the lives of many students. I feel fortunate that I can give back to this organization that contributed to my successful career path." Another intangible but wonderful benefit of volunteering with CMAS, according to Trujillo, is being able to see the results. She says, "With CMAS, an individual donor can stop by and meet students. You can even mentor an individual student. You can have lunch with the scholarship students." Even these brief visits provide ample opportunity to connect with the students' uplifting dream to obtain a college education and become productive members of the workforce.

One of the career accomplishments that Trujillo is the most proud of is being a leader in a nonprofit company that she, along with a management team, board of directors, and philanthropic supporters, has been able to grow from its inception to an organization with over 50 employees. Interestingly, Trujillo credits certain skills she learned at CMAS for the inspiring template she followed to effect this success.

She says, "What I learned from CMAS is the importance of staying connected to people. There is always an opportunity to meet donors. What CMAS taught me is to remain connected to the community and to resources. Success is built on relationships one step at a time. I learned how to do this at CMAS by listening to the many wonderful guests from the business and non-profit worlds that came to talk to those of us receiving scholarships. I also learned by observation."

As Trujillo reflects on her own experiences as a CMAS scholarship recipient, she encourages the students to "utilize all the resources that CMAS makes available to you so that you can learn and excel." An example that she supplies is how important it is for the students to "walk through the open doors" often provided by speakers from the business world or non-profit worlds who come to speak to the students. Following up is crucial, she says.

In closing, Trujillo says: "I am thankful to CMAS for providing guidance to students who do not grow up with parents or siblings with a college education. Attending college is not an easy challenge. It is much easier to complete an admission's application than try to figure out what to do next as a newly admitted college student. CMAS provides more than a handbook to college students when they are admitted to college. Unfortunately, Latino students don't always have a mentor or exceptional high school counselor, so programs like this one are truly dedicated to ensuring the success of every single student." ❏



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