Message from the Interim Chair

!Feliz año nuevo! I hope that all of you are doing well and looking forward to a spectacular spring 2012 semester. These are my most sincere wishes. The Chicana and Chicano studies department (CHS) is prepared to assist you in achieving your career goals. Oftentimes, students ask… “What can you do with a Chicana/o studies degree?” And we say, “You can do many things because knowledge and self-awareness is power!” One can…attend graduate school, teach in our public educational system, work for a non-profit agency, do journalism, and/or be of service to the community as an organizer. Specifically, the CHS studies faculty wants to encourage all of you to take advantage of your education so that you can become the leaders of tomorrow. And it all starts with your education… because all of you represent the voices of so many that do not possess the same privileges as you. So, always remember that you have a great responsibility to give your best, everyday. Thus, the Chicana/o studies department looks forward to working with you so that we may assist you with your career goals. !Adelante!

A Chicana’s Road to Higher Education

Marisela R. Chávez received her Ph.D. in History. Dr. Chávez’s road to education is an inspiring journey. With this interview we hope you will also, as students, find the inspiration to attend graduate school like this great Chicana. Dr. Chávez full interview on Pg. 2.

“I knew that women had participated in the movement because my mother was one of those women. So this experience inspired me to correct this omission in the historical record so that women’s participation in the movement would be recognized.”

- Dr. Marisela Chávez

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What was Marisela R. Chávez’s road to education like? Dr. Chávez’s road to education is an inspiring journey. With this interview we hope you will also, as students, find the inspiration to attend graduate school like this great Chicana. Currently, she is an Associate Professor in the Department of Chicana/o Studies at CSUDH.

Gabriel Ybarra: “Tell us a little about your parents and early life?”

Dr. Chávez: My parents are immigrants to the United States. They both arrived in Los Angeles as young children, from Ciudad Juárez, Mexico in the mid-1950s. I grew up in East Los Angeles and attended public school from elementary through high school.

Growing up, what was your exposure to education like?

Both of my parents attended college, so I was consistently exposed to higher education. My father was the director of the Upward Bound Program at Occidental College, so I benefitted from attending that program.

Was a college education an option for you after high school?

I think the best way I can describe it is that not going to college was never an option.

What did you study in college?

I went to a small liberal arts college and double majored in American Studies and Spanish.

Did you have a desire to attend graduate school, or was that something that was emphasized by someone else?

When I was an undergraduate, I really didn’t know what I wanted to do after I graduated. In retrospect, however, there are two experiences that I can recall that directed my path to graduate school. When I was a junior, I took a required course in American Studies, a seminar on the 1960s. In that class, we were to write a research paper on a 1960s topic, and I wanted to write a paper on women in the Chicano movement. Due to my limited research skills, and my professor’s lack of knowledge on the topic, I eventually had to find a new topic, because I could not find enough resources for the paper. This experience made me quite angry. I knew that women had participated in the movement because my mother was one of those women. So this experience inspired a mission in me to correct this omission in the historical record so that women’s participation in the movement would be recognized. The other experience that influenced my desire to attend graduate school was during the summer after my junior year. I was awarded a research grant to conduct oral history interviews of my grandmothers. During this project, one of my professors urged me to contact a professor at Claremont Graduate School (now Claremont Graduate University), who was an expert in oral history. With much trepidation, I did so, and that professor, Vicki L. Ruiz (now Dean of the School of Humanities at UC Irvine), graciously mentored me.
**STUDENT FOR QUALITY EDUCATION: ADVOCATES FOR EDUCATION**

by John Garcia

Chicana/o Studies Major and English (Language and Linguistics) Major

It’s been about a year since I’ve engaged in organizing activities with Students for Quality Education (SQE)—never a year I’ll regret of course, but it’s undoubtedly been a rigorous road. From marching onto the fourth floor of Welch Hall, right past police officers on April 13th, to the CFA’s first ever strike, planning and coordination has been a fruitful, yet laborious task.

Aside from the fun in activism, the issues we’re faced with today prove to be unyielding in the face of apathy, lack of coordination and lack of awareness. While administrators cut back on education in the name of sacrifice in a bad economy, the Board of Trustees\(^1\) of the CSU system have been given free reign to undermine faculty unions and student voices, all in the framework of privatizing our public institutions. Over one year, continued increases in our tuition include a further 9% increase already planned for next year.

Furthermore, recent programs have been approved by our wealthy Chancellor, all in the name of increasing graduation rates, yet at the expense of working-class and colored people. We can already look out for the Mandatory Early Start Program, as well as the Graduation Initiative with its intention of pushing students toward an earlier graduation date, mostly by limiting their creativity and dis-enrolling students who have a hard time in school. The idea of a free public University stretches out farther from our hands because we have let it go, we have not organized on a large scale campaign to take back the public University we dreamed of in this country.

As we take into account the pressure and cuts put upon professors and instructors by our administrators, we find a huge increase in part-time faculty. This barely scratches the surface, yet it becomes all too apparent, students and faculty are both on the same side. The need to be organized in an increasingly isolated society is at an all time high.

**BANNING ETHNIC STUDIES IN ARIZONA**

by Nelly Gonzalez Co-editor of the Adelante e-newsletter

Currently in the state of Arizona, there is an ongoing battle to save the Ethnic Studies programs in the K-12 arena. House Bill 2281 bans ethnic studies programs because they “promote the overthrow of the United States government, promote the presentment toward a race or class of people, are designed primarily for pupils of a particular ethnic group, and because it advocates ethnic solidarity instead of the treatment of pupils as individuals.” Yet, the instructors of the Mexican American Studies program—the curriculum that has been targeted and taught in the Tucson Unified School District (TUSD)—deny that it promotes any of these ideas, and they argue that that through their program students are being empowered and are far more successful in their school work. Both students and teachers alike are fighting HB-2281 because they believe that they are being unfairly targeted. Recently, the TUSD has received pressure to cancel the program because they will risk losing close to $15 million in funding. For the latest information, please visit www.saveethnicstudies.org
### Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>February 11, 2012</td>
<td>Central Library Field Trip</td>
<td>Hermanas Unidas</td>
<td>Central Library</td>
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<tr>
<td>February 19, 2012</td>
<td>Homeless Ministry Community Service</td>
<td>Hermanas Unidas</td>
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<td>February 20th–24th, 2012</td>
<td>Blood Drive</td>
<td>Hermanas Unidas</td>
<td>CSUDH</td>
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<td>February 22, 2012</td>
<td>Celebrate the Elders and the Ancestors of the African Diaspora</td>
<td>Osher Lifelong Learning Institute</td>
<td>Extended Education Building EE 1218 1:30–3:30pm</td>
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<td>February 23, 2012</td>
<td>Shakey’s Night Fundraiser</td>
<td>Hermanas Unidas</td>
<td>Shakey’s 665 East Del Amo Boulevard Carson, CA 90746</td>
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<td>February 23–26th 2012</td>
<td>For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf by Ntosake</td>
<td></td>
<td>Edison Studio Theatre Various Times</td>
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<td>February 28, 2012</td>
<td>Bionicos Sale Fundraiser</td>
<td>Espiritu de Nuestro Futuro</td>
<td>East Vendor Walkway</td>
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<td>February 29, 2012</td>
<td>Corn and Churro Fundraiser</td>
<td>Hermanas Unidas</td>
<td>CSUDH</td>
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<td>February 29, 2012</td>
<td>Pan African Potluck and closing Ceremonies</td>
<td>PAU and DAS</td>
<td>LSU Ballroom 5pm to 8pm</td>
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<td>March 1st, 2012</td>
<td>National Day of Action: Rally and March</td>
<td>Students for Quality Education</td>
<td>12pm LSU East Walkway</td>
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<td>March 5th, 2012</td>
<td>Occupy the Capitol</td>
<td>Students for Quality Education</td>
<td>Monday in Sacramento</td>
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<td>March 22, 2012</td>
<td>Spring Job and Internship Fair</td>
<td>Career Center and LSU</td>
<td>11am-3pm LSU</td>
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<td>April 12, 2012</td>
<td>Graduate School Preparation—A Student Perspective</td>
<td>McNair Scholars Program, Graduate Studies,</td>
<td>5-6:30pm LSU</td>
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<td>April 20, 2012</td>
<td>Joint Education Job Fair</td>
<td>CSULB Educational Career Services and Career Center</td>
<td>12pm-4pm LSU</td>
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<td>April 26th, 2012</td>
<td>Pizza, Profs, <em>Platica</em></td>
<td>Psychological Services and Career Center</td>
<td>1-3pm LSU</td>
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<td>Mondays</td>
<td>M.E.Ch. A Meetings</td>
<td>M.E.Ch.A</td>
<td>3pm LCH B303</td>
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<tr>
<td>Thursdays</td>
<td>General Meetings</td>
<td>Espiritu de Nuestro Futuro</td>
<td>1pm LSU</td>
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For a list of all events that will occur during the semester please go to http://www.csudh.edu/lsu/calendar_of_events/
DOLORES HUERTA GRADUATION CELEBRATION

Juan Maceo and Wendy Martinez
Co-Chairs of Dolores Huerta Graduation Celebration

As we enter the spring 2012 semester at California State University Dominguez Hills, we embark on many events including the most important: graduation. In previous years, many graduates attended the commencement ceremonies at the Home Depot Center’s Tennis Stadium to celebrate this important milestone in their academic careers. Aside from the CSUDH Commencement Ceremony, we have other celebrations that honor the graduates and the most important people in their lives. The Dolores Huerta Graduation Celebration will have its 8th year festivity at CSUDH which was introduced by Dr. Irene Vasquez, professor and former department chair of the Chicana/o Studies program. This year, professor and acting department chair of the Chicana/o Studies program, Jose R. Lopez Morin and Dr. Abel C. Amaya have formed a graduation committee to give students the opportunity to lead and plan this ceremonious event. The 8th Annual Dolores Huerta Graduation Celebration will be held on Friday, May 11, 2012 from 6pm—9pm in the Loker Student Union Ballroom.

For further information please call Shana Garrett at 310-243-3327.

CONTINUATION OF DR. CHÁVEZ’S INTERVIEW: FROM PAGE 2

Did you feel you had the preparation and role models to succeed in graduate school?

Yes and no. Professor Vicki L. Ruiz mentored me throughout my graduate school career and I do have an uncle, Ernesto Chávez, who also received a Ph.D. in History. But I didn’t really know what graduate school was like and what would be expected of me. I first entered a Master’s program in History at Arizona State University, with Professor Ruiz as my advisor (she had left Claremont to ASU). I was lucky enough to be able to take a chance to see if this was really what I wanted to do. So, yes, I did have role models. In terms of academics, I do feel I was prepared. But it was difficult. I had never had to read so many books in my life! Eventually, through the encouragement of Professor Ruiz, I was accepted to the doctoral program in History at Stanford University.

What was your dissertation topic?

My dissertation topic was on women in the Chicano movement in Los Angeles and their relationship to ideologies of feminism.

Why did you choose this particular topic?

My dissertation topic grew directly out of my experiences as an undergraduate and my knowledge that women were key to the movement.

***Stay tuned for part two of our interview in our next issue.
**GABRIEL YBARRA CHICANO/A STUDIES MAJOR SETS THE BAR HIGH**

By Laura Perdue, CSUDH Communications Specialist
Reprint from Dateline Dominguez February 20, 2012

Even before graduating from California State University, Dominguez Hills, junior Gabriel Ybarra is starting his academic law career. He was recently accepted to the Law Fellows Program through the University of California, Los Angeles (UCLA) School of Law Academic Outreach Resource Center for the spring 2012 term, and in January he began attending monthly day-long “Saturday Academy” workshops affiliated with the program.

The preparatory academy provides students a glimpse into to the fellows program, a chance to meet their prospective mentors and other key people, and to tour UCLA School of Law and the UCLA campus. At one of the workshops, Ybarra said he, along with about 100 other students from the CSU and UC systems, and a few as far away as the East Coast, met with a panel of UCLA Law Fellows Program alumni who now serve in various roles at Los Angeles area courts.

Describing the session, Ybarra said, “it was kind of like a speed-dating thing—alternating, asking questions of each panelist for one or two minutes…what the bar exam is like, studying for the LSAT [Law School Admissions Test], scholarship opportunities, and what the market is like for people who graduate from UCLA with certain GPAs.”

While the program is designed to demystify the law school experience for undergraduate and graduate students, Ybarra is no stranger to the concept of justice and law. He grew up in a household where it was a part of his daily experiences. Ybarra recalls watching television as a young boy, with his father, a long-time federal agent, who would cheer for TV personalities on shows such as “Judge Judy” and “Peoples Court.”

Ybarra, a Wilmington native, is sensitive to the effects of violence and the plight of crime victims. He sees becoming a lawyer as a way he can give back to his community.

“I remember a specific event [in the news], where a woman’s child was killed and [the authorities] couldn’t find the perpetrators. She was in a state of desperation. I thought, what if something like that happened to me or someone in my family?” Ybarra said. “What could I do to help someone else who could potentially be in that scenario?”

With cultural, historical and political development as the emphasis of his Chicano/a studies major, Ybarra believes he will have the perspective to effectively impact his community. In the meantime, he’s making an impact at CSU Dominguez. He is a member of the Chicano/a Latino studies graduation committee and the Eighth Annual Dolores Huerta Graduation Celebration planning committee. Along with fellow student and co-editor Nelly Gonzalez, he is helping to revive the Chicano/a studies online newsletter Adelante. For several semesters now, he has earned a spot on the College of Arts and Humanities Dean’s List.

Ybarra is considering deferring law school for a year after completing his undergraduate degree, but not because he wants to recover from his busy life as an undergraduate. He will be using that time to prepare for LSAT, which he considers to be a challenging hurdle into law school. The UCLA Law Fellows program offers LSAT preparation workshops, including administering mock exams, which is one of the main reasons Ybarra pursued the program.

Of the program, Ybarra said, “It gives potential law school candidates insight to what the experience of being a law student is like — an introduction to the learning process in a classroom, learning to read precedents, court cases, dockets, arguing cases, and things of that nature.”

Just as Ybarra will have an assigned mentor while at UCLA, he has had guidance while at CSU Dominguez Hills. During a counseling session, José R. López Morín, acting chair and associate professor of Chicano/a studies, suggested the UCLA Law Fellows Program as an opportunity for Ybarra to further prepare for a career in law.

“I feel confident that I have the due preparation from [CSU Dominguez Hills] that I need to tackle law school,” said Ybarra, who maintains a 3.96 GPA. “I’m nervous about taking the bar exam now, because I’m still an undergraduate. But once I’m in law school, I won’t be nervous about it, because once I’m prepared, I’ll know what I’m doing.”