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NACCS Scholars, 2002

We Proudly announce the 2002 NACCS Scholar Recipients

Dennis (Dionicio) Nodin Valdes

Professor of History and Chicano Studies at the University of Minnesota, since 1980, Dennis Valdes has spent most of his professional life teaching in the Midwest. He earned his B.A. and M.A. at Central Michigan University and his Ph.D. at the University of Michigan. Prior to joining the faculty at Minnesota, Dennis has also had posts at the University of Wisconsin-Madison and at Wayne State University.

Although his research began looking at Mexico, Dennis quickly turned his attention to the experiences of Mexicans in the United States and to Chicanos in the Midwest. His groundbreaking work has documented the working lives of the Chicano and Mexicano Midwesterners in his books like *Al Norte: Agricultural Workers in the Great Lakes Region* and *Barrios Norteños: St. Paul and Midwestern Mexican Communities in the Twentieth Century*. Dennis has also co-edited for *Visions of a New Chicana/o History* with Refugio Rochin and has published a long list of articles. If there was ever a scholar of the Chicana/o Midwest, Dennis is it.

Dennis's contribution to the field of Chicano Studies is impressive. Along the way Dennis has also been part of NACCS for almost 20 years. He has been a presenter on numerous occasions, he has served as FOCO representative, site committee member, helped organize COMPAS, and has contributed in many ways to the development and longevity of NACCS.



Rudolfo Anaya

One of the most influential authors in Chicano literature, Rudolfo Anaya has earned international acclaim for his skillful mingling of realism, fantasy and myth in novels exploring the experiences of Chicanos in the Southwest. Novelist, poet, short story author, essayist, playwright and children's book writer, Rodolfo has been called "the father of Chicano literature," "the god-father of Chicano literature in English," "one of the best writers in this country," "un hijo del pueblo," and "a son of New Mexico."

Anaya is not only a writer of Chicano literature, he is also an advocate for developing and encouraging young Chicana and Chicano writers. Anaya and his wife, Patricia, established the Premio Aztlán in 1993 to honor new Chicano/a writers for literary excellence in works that reflect Chicano culture and experience. Recipients of this award include Denise Chávez, Pat Mora, and Alicia Gaspar de Alba.

Anaya, born and raised in New Mexico, earned B.A. and MA degrees in literature from the University of New Mexico and spent seven years perfecting his first and most famous novel, *Bless Me, Ultima*, published in 1972. Anaya has taught school for thirty years, nineteen at the University of New Mexico where he continues as Professor Emeritus in the Department of Language and Literature.

Valdes and Anaya will be celebrated during the annual meetings of NACCS in Chicago.



Editorial: NACCS Response to 9/11/01

The events of September 11, 2001 in New York City, the Pentagon, and in Pennsylvania were a rude awakening to the American people of the devastating consequences U.S. foreign policy has inflicted on many nations in the world, which now have directly affected the U.S. at home. While conscious of this, and without condoning the attacks on the World Trade Center, NACCS stands in mourning with the families and loved ones of the victims. NACCS adds its voice to the many different organizations that have responded to the events. For NACCS the loss of life at the World Trade Center, especially of Latinos, saddens our organization; particularly because members of the East Coast FOCO are directly affected by the strikes to New York City.

The presence of Chicanas/os and Mexicanas/os in the East Coast has dramatically increased in the last decade. As an association whose goals are to link academic knowledge with the community, we are particularly concerned with the global implications of this event and how they impact our communities directly.

Given that the Mexican population in New York has increased, it is not surprising that the number of persons of Mexican and Latino descent who lost their lives in the towers is very high, approximately 500 individuals. We know that many of the Mexican workers at the WTC were undocumented; thus, it is dif-

NACCS response to 9/11 continued on page 3

NACCS PUBLICATIONS

___ *Expanding Raza World Views: Sexuality and Regionalism.* Selected proceedings, 1995. Adaljiza Sosa-Riddell, Manuel de Jesús Hernández, and Guadalupe San Miguel, eds. \$15.00.

___ *Mapping Strategies: NACCS and the Challenge of Multiple (RE) Oppressions.* Selected proceedings, 1993. María Antonia Beltrán-Vocal and Manuel de Jesús Hernández-Gutiérrez, eds. \$15.00

___ *Chicano Discourse: Selected Proceedings of the National Association for Chicana and Chicano Studies, 1986 & 1987.* Tatcho Mindiola, Jr., and Emilio Zamora, eds. (Proceedings from both the 1986 El Paso and 1987 Salt Lake City Annual Conferences.) \$10.00

___ *Community Empowerment and Chicano Scholarship: Selected Proceedings of the National Association for Chicana and Chicano Studies, 1989.* Mary Romero and Cordelia Candelaria, eds. (Proceedings from the 1989 NACCS 17th Annual Conference held in Los Angeles, California.) \$10.00

___ *Chicano Studies: Critical Connections Between Research and Community.* Teresa Córdova, ed. (A special volume by the NACCS Political Action Committee, 1992.) \$5.00

___ *Estudios Chicanos and the Politics of Community: Selected Proceedings of the National Association for Chicana and Chicano Studies, 1988.* Mary Romero and Cordelia Candelaria, eds. (Proceedings from the 16th annual NACCS conference held in Boulder, Colorado. Limited number.) \$10.00

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We Love New York

The Mexican ilegal immigration loves down town Manhattan; we lost around 30 on this disaster. Most of this people working on restaurants delivering food, only for tips. The question is, is fair lose a live for a dolar tip? We love New York (Picture by Angelica Cisneros).

Noticias de NACCS

Editor: Kathryn Blackmer Reyes
 Editorial Assistants: Peggy Cabrera
 and Julia E. Curry Rodriguez
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NACCS Response to 9/11 *continued*

difficult to account for their whereabouts and well being. Many members of the Hotel and Restaurant workers union HERE who worked at the Wings on the World restaurant are among the missing. Those who were fortunate to escape have permanently lost their jobs. And those families that lost their loved ones have also lost an economic means. It is imperative that those who lost their jobs are given the economic support that they and their families need in order to survive.

During the first week after the attacks as “American” patriotism rose, many NACCS members raised concerns about a backlash against people of color in the U.S. These early concerns were not unfounded. Anti-immigrant actions have escalated including the tightening of the U.S.-México border, calls for a moratorium on granting new student visas (especially for Middle Eastern males), and limiting certain occupations exclusively to U.S. citizens, e.g., the newly passed Airport Security Bill signed by President Bush. Moreover, many civil liberties have been curtailed in the name of increasing U.S. security, particularly for foreign college students.

NACCS, as an educational organization, is also seriously concerned about the erosion of funding for higher education. The current administration literally received a blank check from congress to fund the war in Afghanistan and to fight terrorism. Educational spending is not one of the national priorities right now. This lack of funding for education is exacerbated by the downfall

in the economy. As we move into a recession, many states are mandating budget cuts for state institutions. The reduction in budgets is affecting many publicly funded universities. As we know, public education is the cornerstone of access to education for historically marginalized groups. As it is, even during the height of the “economic boom” of the ‘90s, Chicanas/os were lagging in educational attainment. With less funding for education, access to higher education for Chicanas/os is going to be even more difficult.

NACCS is not only concerned about the de-investment in education, but also how military spending affects our communities. As the federal government pumps more money into military and anti-terrorist efforts, we will see an increase in the numbers of Latinas/os who join the armed forces, continuing the historical overrepresentation of Latinos/as and other people of color among its ranks, especially in the front lines. As members of our communities have less economic opportunities at home, it is more likely that many will gravitate towards the service. As, or if, the war in Afghanistan rises or continues in other countries (i.e., Iraq) it is very likely that we will see many people of color in the number of casualties.

As Chicanas and Chicanos we know very well the consequences of U.S. expansionism and intervention in limiting the self-determination of many nations in the world. Indeed, the presence of people of Mexican descent in the U.S. is the direct result of U.S. intervention. México is one of the countries that has lost the most—more than half of its territory—after the U.S. declared war in the mid-19th century. As long as there is no peace and justice in Palestine, Iraq, Afghanistan, and many other Middle Eastern countries, there will be no peace in the world. The U.S. and most of the world that lives under the constant threat of terror (some done by the U.S.) will continue to see acts of violence against civilians if the world does not unite in truly creating a Palestinian homeland and bringing peace and justice to many poor nations in the world. It is important for the world community to engage in the rebuilding of Afghanistan in ways that will create the venues for truly economic development that will help everyday people, particularly women.

During the conference in Chicago we will have sessions dedicated to responses to 9/11. These sessions will give our members opportunities to discuss responses and analysis of the reasons behind the attacks on World Trade Center. We encourage our members to attend the conference. We know that there are people who are afraid of traveling especially to a large urban area such as Chicago. Yet, we must remember that as persons of Mexican descent we have endured and survived many hardships before. It is important to continue our work to improve the lives of many Chicanas and Chicanos. At this historical juncture, it is extremely important to offer counter narratives to the official spin from the current administration and news media. The NACCS conference is an important outlet that offers a different voice and interpretation of the events of 9/11.

Telling to Live

Latina Feminist *Testimonios*

LATINA FEMINIST GROUP



“Twenty years after the publication of *This Bridge Called My Back*, this stunning collection of writings by Latina feminists raises the stakes of collaboration across race, class, nation, and sexuality.”—Angela Y. Davis, author of *Blues Legacies and Black Feminism: Gertrude ‘Ma’ Rainey, Bessie Smith, and Billie Holiday*

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NACCS STUDENT PRESENTER CONFERENCE FELLOWSHIP

In 2000 NACCS established a student housing subsidy to provide assistance to student presenters at the annual meetings. Though a vote of the CC, NACCS made this student assistance available again at the 2001 conference. As part of the NACCS effort to mentor students in their academic development, the CC has formally established a permanent conference housing fellowship for student presenters during the annual NACCS meeting. The Fellowship covers a one-night stay based on a single/double cost at the conference hotel rate (tax not included).

Application Criteria:

Must be a current student member of NACCS.

Must have been accepted to present research at the NACCS Annual meetings.

Must stay at least one night at the conference hotel.

Must reside at least 100 miles away from the conference site.

Must be a currently enrolled student in an institution of higher learning.

May NOT have received this award more than two times.

Award of the Fellowship is based on financial need and regional location. Based on the allotment provided for the Fellowship, up to 29 recipients will receive this award for the 2002 Annual meetings.

To be considered for this Fellowship, submit the following application by February 22, 2002 (if mailed-the application must be received by 2/22/2002). Recipients will be notified prior to the conference of their award. The monetary award will not be issued until after the conference. To claim your award, you must provide the following documentation within 30 days of the conference (materials must be received no later than April 30, 2002).

An original copy of your hotel receipt. (Ask the Hotel for a duplicate copy if you need to submit this receipt elsewhere. No photocopies will be accepted.)

A copy of the acceptance letter sent to you by the Program Chair/ or a copy of the NACCS program page with your panel participation. Your name must be printed as a presenter.

A copy of your conference registration receipt.

A copy of your current official class schedule.

Your Social Security Number (for tax purposes) and your full legal name.

To apply, go to the following web page for the application:
http://www.lib.csus.edu/indiv/blackmerk/naccs_conference_fellowship.htm

FREDERICK A. CERVANTES STUDENT PREMIO, 2002

The National Association for Chicana and Chicano Studies announces its annual Frederick A. Cervantes Student Premio. NACCS seeks submissions from Undergraduate and Graduate scholars. Submissions must contribute to Chicana and Chicano Studies, an interdisciplinary area of study. Papers will be judged on: their contribution to the field of Chicana and Chicano Studies; strength of scholarship (e.g., how well researched and/or theoretically well-developed they are); and originality. Composition and style will also be considered. The Premio carries a monetary honorarium of \$350.00, the opportunity to submit the paper for publication review in the NACCS proceedings, and the opportunity to present the paper at the annual meetings.

COMPETITION REQUIREMENTS

Participants must be enrolled at an institution of higher education and be members of NACCS. To join the association, send in a completed membership form that is located on our web page, <http://www.naccs.org>.

FOUR copies of the manuscript must be submitted. One copy should include a cover page with your name, address, telephone number, and institutional affiliation. All copies must indicate UNDERGRADUATE or GRADUATE submission. The remaining copies must only have a cover page with the title and student

designation. Authors must follow appropriate writing manual guidelines, e.g. MLA or Chicago Manual of Style. Papers must be fully referenced, typed, double-spaced and use a 10 pt. Courier font. Manuscript must not exceed 25 pages.

Any submission received that does not meet the above specifications will be automatically disqualified.

Notification will be issued prior to the conference. Awards will be announced during the NACCS 2002 conference. We encourage students to seek faculty mentorship in preparing their papers. Please contact Dr. Olivencia if you have any questions about the guidelines or how to seek mentorship in preparing your submissions. She can be reached at olivencn@mail.uww.edu or call (262) 472-1913.

Submissions must be postmarked by January 12, 2002. Papers postmarked after this date will be returned.

Send FOUR copies of your paper to:

Dr. Nelia Olivencia
Latino Student Programs
University of Wisconsin-Whitewater
105 McCutchan Hall
Whitewater, WI 53190

EDITORIAL

Anti-Terrorism Legislation and its Impact on Civil Rights and Immigration

by Rhonda Ríos Kravitz

In October, the House and the Senate overwhelmingly passed the USA-Patriot Act, an anti-terrorism bill and President Bush signed it into law on October 26, 2001. President Bush congratulated Congress for passing legislation that defeated “terrorism while protecting the constitutional rights of all Americans.”¹ He went on to state that the government will “enforce this law with all the urgency of a nation at war.”

Yet, in the name of urgency, are we protecting our constitutional rights? U.S. history is replete with examples of civil rights violations during wars and times of crisis including the following: 1) during the Adams Presidency, the Alien and Sedition Act deported or disenfranchised foreign-born residents, mostly the French; 2) between 1925 and 1929 more than 400,000 people of Mexican ancestry, including U.S. citizens and their children were “repatriated” back to Mexico, and in Los Angeles County alone, over 12,000 people were “repatriated” to Mexico in 15 repatriation trains; 3) during WWII, Japanese-Americans, German-Americans and Italian-Americans were interned; 4) during the McCarthy era, alleged communist sympathizers were blacklisted; 5) during the civil rights era, Martin Luther King, Jr. was the victim of surveillance and harassment; and 6) currently, during the war on terrorism, the Justice Department has used the current crisis to detain hundreds of people on immigration violations and arrested “witnesses” while not charging them with any violations or crimes.

Our history reflects a nation of immigrants victimized by a backlash of opposition and anti-immigrant legislation. In addition to the above examples, in 1882, the Chinese Exclusion Act was passed. This federal law terminated Chinese immigration and prohibited the Chinese from becoming citizens. The only purpose of this Act was for racial exclusion. In 1907, the United States and Japan signed the “Gentleman’s Agreement” barring unskilled Japanese men into the United States. Today, Arab and Muslim Americans have been victimized and harassed as a result of the September 11th attacks. An Arab American family that had lived in a Northern Virginia community for more than 30 years had their home badly vandalized, a New Jersey business had a sign reading, “Boycott Arab Businesses,” and a Bangladeshi Muslim living in Texas was repeatedly harassed at work by co-workers. These are only a few of the recent complaints received by the U.S. Commission on Civil Rights on its Complaint Hotline.

Just as our history has given rise to critical and rightly justified concerns, the recently passed anti-terrorism bill sadly too has many troubling measures. It enables law enforcement to search homes and offices prior to notifying the owner of the search. The Fourth Amendment had required the serving of a warrant prior to

EDITORIAL continued on page 23

WILLIAMS COLLEGE

Gaius Charles Bolin Fellowships for Minority Graduate Students 2002-2003 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable at least two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 2002-2003 is \$27,500. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to \$4,000 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full sets in hard copy form (electronic applications will not be accepted) of each of the following materials, postmarked by January 1, 2002, to be received by January 10, 2002:

- a full curriculum vitae
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO: Thomas A. Kohut
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee’s decision by early March, 2002.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

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FOCO Reports

SALUDOS DE COLORADO

by Elisa Facio

The Colorado regional FOCO met on Saturday, October 27th at Metro State College with the generous support of the chair of the Chicana/Chicano Studies Department, Professor Luis Torres, and NACCS Metro State College student representative, Hektor Munoz. Two critical issues were discussed at the meeting: 1) the reactivation of the Colorado regional FOCO and 2) HB 1263 which directs the CCHE (Colorado Commission on Higher Education) to establish a core curriculum in general education.

Reactivating the Colorado regional FOCO

Until Saturday, October 27th, the Colorado regional FOCO had not met as a FOCO for nearly two years due to unfair practices in the selection of conference sites. Please see Noticias de NACCS Vol. 28, No. 2 June, 2001 for a detailed description. Also see Luis Torres's "Letter to the Editor" for further information in this issue. Please note that the Colorado regional FOCO never asked for an apology, but asked that NACCS document the employment of unfair practices in the selection of conference sites with respect to Colorado.

In sum, the Colorado regional FOCO agreed, in good faith, to work in our FOCO and with NACCS.

HB 1263

House Bill 1263 directs the CCHE (Colorado Commission on Higher Education) "to outline a plan to implement a core course

Colorado FOCO continued on page 13

NORTHERN CALIFORNIA FOCO

Prepared by: Julia E. Curry Rodriguez

(for Rhonda Rios-Kravitz), October 22, 2001

Meetings

Our region has held four meetings since the annual meetings in Tucson. As usual we tried to diversify meetings in order to draw participants and to give the regular members a break on the long drives. Our meetings were at CSU, Hayward, CSU, Sacramento, and Berkeley—at Bahía. Our next meeting is scheduled for November 10 at San Jose State University.

Accomplishments

We nominated Rudy Anaya and Pat Zavella for NACCS Scholar 2002. Kathy worked with Deb Vargas to gather the materials for Pat. Julia and Kathy worked on the Anaya packet. Kathy communicated with Rocky Mountain seeking collaboration in these nominations. Packets were submitted.

Northern California FOCO continued on page 16

ROCKY MOUNTAIN FOCO

Respectfully submitted by C. Alejandra Elenes

Rocky Mountain FOCO, October 2001

As reported in the October 2001 Newsletter, the Rocky Mountain FOCO has been very active since the end of the NACCS conference in Tucson. We have taken advantage of the energy in the region that resulted from hosting the conference in Tucson. During the FOCO meeting in Tucson we decided to organize regional meetings in order to better organize the region. We held a regional meeting on June 16, 2001 at the Hispanic Research Center at Arizona State University. In this meeting we decided that because we are such a large region (Utah, New Mexico and Arizona) that perhaps the best strategy was for each state to hold a meeting or Mini-Conference. Arizona decided to hold a Mini-Conference on September 15, 2001.

Rocky Mountain FOCO continued on page 13

SOUTHERN CALIFORNIA FOCO

Filed by: Carlos R. Guerrero

CSU, Northridge, October 26, 2001

Mid-year FOCO Meeting, Chicago

The FOCO is planning to change their yearly symposiums to quarterly meetings. The members felt that day conversations around Chicano Studies issues would be more productive to the FOCO.

The FOCO is working on addressing two central concerns: Developing strategies in the Introduction to Chicana/o Studies that provides some continuity among the various Chicana/o Studies programs in the region, and developing recommendations and addressing how Chicana/o Studies can create conditions that push students to four-year universities.

The FOCO will be electing a new Chair this year.

TEJAS FOCO

Submitted 28 October 2001

Jaime H. García, Tejas FOCO Chair

Activities of the Tejas FOCO have been limited while input is being received from the membership on the direction the FOCO should take. In June, a message was sent on the listserv containing the Mission Statement that had been drafted at the NACCS 1999 conference in San Antonio, suggestions of activities that the membership might engage in, and a request for additional activities. Since there was only one response to the message it was resent a few weeks into the fall semester. Responses have been in two areas, increasing membership and holding a FOCO conference.

Some members have expressed an interest in holding a regional conference. Since responses to the call for suggestions have just begun to come in a survey on dates and locations for a late spring or summer conference will be conducted.

Tejas FOCO continued on page 16

Caucus Reports

K-12 Caucus

There was been little activity in regards to new programs being started during the last twelve months. There has been little to no support for developing further the Hispanic Studies Department in Tucson. All efforts in several school districts have been towards improving standard achievement results on new state writing, reading, and math assessments.

On the positive side, I've had several contacts by individual teachers asking for curriculum materials or syllabuses. Our web site has continued to have teachers refer to it for guidance. I've been able to help teachers with one-on-one assistance. If it were not for the bilingual teachers we have in the field, we would have less of an impact. Many teachers are quietly introducing Chicano/a materials i.e. history, literature, science, math in everyday lesson plans. Unfortunately we do not have teacher-training programs that require that teachers are trained to use these materials.

On a plus side Marcos Pizarro has been organizing a group called MAESTROS. It is a group of K-12 teachers and higher education teachers who are organizing efforts to implement K-12 Chicano Studies in schools in the Bay area. Ray Chavez has been working with this group.

Colorado continues to develop Hispanic studies materials through the efforts of Luis Torres and Loyola Martinez. They

have continued to develop lesson plans and to purchase materials for use in Denver public schools.

On a plus/negative side, there has been discussion by the MAESTROS group to break away from NACCS and start their own organization. Supporters of this idea feel that NACCS has been less than supportive in helping to develop K-12 Chicano Studies efforts. Because so many NACCS members are in higher education and have their interest in higher education, developing K 12 Chicana/o Studies is not a priority.

Many people feel that as NACCS has grown, it continues to reinvent its mission and purpose. NACCS is not just a group of university Chicano professors interested in Chicano/a Studies. Latino educators who bring different and varied interests to the group are establishing a wider field for Chicano Studies. K-12 teachers are a new group of Chicano scholars knocking on the NACCS door, waiting to become recognized. Teachers from the K-12 group are moving towards the development of K-12 Chicano Studies in their classrooms. As they find success in implementing Chicano Studies curriculum units and lessons, they are encouraged by the success Latino students show in developing academic skills and increasing pride in their Latino heritage. Once NACCS professors in higher education embrace and support the K-12 efforts in developing Chicano Studies curriculum, then we will see greater number of Chicano students in the university landscape.

Student Caucus

Mid Year Meeting, October 26, 2001
Student Caucus Report, Chicago, IL

Contacts for Student Caucus

Listserv Address: naccs-student@lmri.ucsb.edu

Midwest Foco Student Representative

Rosa Yadira (xipitil@yahoo.com)

Rocky-Mountain Foco Student Representative

Gloria Montaño

(locamalinche@hotmail.com or gloria@email.arizona.edu)

Rosa Yadira is taking an active role in planning the Conference. Specifically, she is on the Baile Committee and will become more active when she returns from a semester in Madrid, Spain. Please note that Rosa is the only student representative that I know of. There is a Stacy Macias; however, the email address I have for her was not deliverable. As for myself, I was involved in the planning of the mini-conference held in Arizona for the Rocky-Mountain region.

At this point, it appears the students do not have much of a voice since I have no contact with the students and/or the region has not appointed a student representative.

What is the role of the student in their region?

The student, high school, undergraduate, or graduate, is an important tool in bridging the gap between academia and the community. Furthermore, the students are the beneficiaries of NACCS in that the future of NACCS is dependent on them.

There is a need to do an outreach to encourage student involvement. With at least one student representative per region, which I encourage each FOCO Rep. to appoint, the students can network within clubs and student organizations in order to increase the student interest in academia and future membership of NACCS. It seems that the best form to encourage students is at the undergraduate level.

Graduate students may present a minor barrier with undergraduate and high school students (as we all know titles/degrees often create an awkward interaction). The best way to approach student involvement is through a peer who shows enthusiasm or the ability to be involved. Furthermore, it appears that undergraduate students connect well with High School students. Out-reaching to High School students is a great source in that it initiates the possibility of attending a university/college in addition to showing the supportive network of NACCS that exists for the furthering and/or development of their studies.

Essentially, students can be the greatest advocates for NACCS (present and future). With student input more inclusion of the community can occur as well as NACCS helping with retention of Chicana/o students by showing the support network it has available.

Items to note

The 2002 Conference for NACCS will be the same weekend as MEChA nationals in Texas. This is in conflict, since

Student Caucus continued on page 18

Executive Secretary Report

Julia E. Curry Rodríguez
2001 Midyear Meeting, Chicago, IL



One of my major tasks since being elected to this position within the CC has been to define my duties. I have begun to carve out these duties in collaboration with Rhonda and other members of the officers group. I have taken the lead in several administrative areas for NACCS. I always consult with the officers prior to taking any actions. I make recommendations about practices, programs, and any question I am given.

Although granted the possibility, I did not buy out my time from my campus at this point. I need to figure out more about the time commitment of the responsibilities I will continue to perform for NACCS. I will report again in the Spring.

Below please find a general listing of the activities I have carried out since the annual meetings in Tucson.

- General NACCS business

- Renewed mailbox rental.

- Pick up and route mail to appropriate parties (3-4 times per week)

- Investigate and submit materials for non-profit mailing

Bank Account Management

- Changed address to NACCS address

- Met with representative regarding proper account name, signatures, statements, and checks.

- Corrected NACCS debit card charges (money was being withdrawn from NCAL FOCO).

Meetings with Velia Meyer

- Financial Report Preparation (NACCS, FOCOs, Caucuses). If any of you need information on your account balances (FOCO rebates, Caucus dues) please contact me. I will prepare reports and maintain your balances. You may request funds by using a NACCS Check Requisition Form.

- Bank Statements and accounting

- Credit Card Application

- Files

- Credit card plate

- Insurance

- Audit

- 2002 Conference Hotel Contract Negotiation and Signatures

- Rebates

4. Student Housing Subsidies

- Worked with chair of Graduate Student Caucus to get reports from students who submitted request letters.

- Issued Checks

- Wrote message regarding subsidy process to cc officers.

5. Travel Arrangements for CC members

- Made arrangements for CC members to charge air transportation to NACCS with Quetzal Travel and Tours (Norma).

6. Pay Bills

- Newsletter—printing and mailing costs

- Tucson outstanding conference bills

- Mail box

- Printing letterhead

- Travel Agent (upon return from Midyear)

7. Newsletter Assistance

- Editing upon request

- Proof blue lines upon request

- Pick up boxes

- Respond to Ad/Vendor inquiries

- Serve as contact for Newsletter

- Forward messages to editor

- Billing for ads purchased

8. Respond to General Inquiries

- Departments and programs regarding membership

- Membership list

- Directory information—libraries, web sources, etc.

9. Develop Forms

- Financial Report Forms (check requisitions, budget templates, etc)

- Rosters

10. CC Sessions

- Work with Andrea Romero to organize Mentorship

- Roundtables/Workshops and Children and Youth Initiative Roundtables/Workshops

- Communicate with Ray Salazar (NACCS 2002 Program Committee Chair) regarding CC sessions

- Will work with Andrea Romero to provide Ray facilitator information to be included in program

11. Assistance to NACCS 2002 Site Committee

- Respond to inquiries from Site Committee chair

- Assist Kathy in her mentorship of Maria Beltran Vocal for Conference Practices

- Worked with Kathy and Velia to determine appropriate registration fees given high cost of food expense required in hotel contract and expenses of the Association

12. Meetings with Chair

- Provide reports on the above issues/actions.

- Seek approval for change in practice as needed

- Assist with agenda preparation, report, etc.

13. Projects

- Proceedings will be ready for 2002 meetings.

- National Office—sent notes from meeting with Lupe San Miguel to committee. No Action.

Membership, Web Page, Newsletter, Conference Assistant, and Listserv Reports

Kathryn Blackmer Reyes, 2001 Midyear meeting, Chicago, IL

Membership

FOCO: Colorado – 12; East - 18; Mexico - 4; Midwest - 60; NCal - 92; PacificNW - 15; Japan - 2; RockyM - 101; SCal - 104; and Tejas – 50. Caucus: Chicana - 87; COMPAS - 4; Lesbian - 19; Joto - 6; Student - 14; Community - 10; K-12 - 13; and Graduate - 22. Total: 458.

Now into its third year, the database is now beginning to be a better tool as our membership provides us more and more details. Although the database is still not perfect, as there still seems to be some errors, some human, some data programming, there is still a small margin of error, 1 to 10 members more or less in each area. I have also needed to upgrade the FileMaker application to 5.5. The application is PC compatible so the database is now more accessible to other users who might be in charge of the database in the future.

Work this year continues to be the main contact for members regarding membership, address changes, or member questions. I have had roughly about 40 contacts with members during the year—some came from me mostly following up on wrong/old mailing addresses.

This year we also sold our mailing list 3 times. Buyers were 2 presses and 1 graduate program. Although I was contacted 2 additional times where the party was seeking information on our mailing list.

The membership renewal process is beginning. I am preparing the materials. I hope to have the renewal letters out to the membership prior to mid November.

Web Page

Elba Rios who had submitted a proposal to do the work on our web page was unable to commit to the work. I have asked Andres Barajas, the artist who did our logo, and his partner, Santo, who make MeroMero Designs for a budget to do our web page. MeroMero Designs did the web page for the 2000 conference in Portland. Unfortunately, Andres was not able to get a budget to me prior to these meetings. I did provide him with a copy of Elba's budget but only a few days ago. I will continue to seek to get a budget. As for the web page itself, I have continued to maintain and update the page as needed. During the Tucson Conference and now for the Chicago meetings, I have been updating the conference page. I have also been updating the CC page and Julia has been providing some direction as to what should and should not be on the web page, which I have done. These requests have been the following: a newsletter ad rate page and the identification of the Newsletter Editor. Both can be located on the Reps page.

Newsletter

November 13 is the next deadline for our December newsletter. This will be my second newsletter, however, I helped

Michael quite extensively with the summer newsletter – his last. I do not have the exact expenses for the newsletters, as Velia has that paperwork and she was unable to get me the information prior to the meetings. Roughly, though, we are spending about \$3000 per newsletter, which includes: layout, printing (1000 copies), shipping, and mailing (less than 500 get mailed). Layout, printing and shipping is all done by Inkworks and the mailing is done at UC Berkeley. We get about 3-5 returned newsletters per mailing. I will be working closely with the Site for the conference newsletter come January.

Conference Assistant

I have been in contact with Maria Beltran-Vocal since departing from Tucson. I have provided as much detail as possible, and continue to do so, that I have regarding the planning of the conference. She has received copies of a conference budget, conference schedule, and committees. I have had several phone conversations with Maria in addition to the many, many email exchanges.

Exhibits: I contacted Tom Gelison at Tucson for his list of exhibit information, which I provided to the exhibits committee. In addition, I have been working with Susana Hinojosa in updating the exhibitor addresses.

Program: I have also working closely with Ray Salazar, program chair, via email, on the program needs, including providing him with the text of the call for papers and the proposal form, and any other organizational information regarding the program process.

Registration: I have developed a registration form for the conference (see draft). Based on the errors learned last year, you will notice that the registration form now incorporates most of all the membership sections. As reported in Tucson, many caucuses saw a drop in their membership due to the fact that the caucuses were not included in the registration form, which did include membership. My role in registration this year will be the same as last year's role. I will be receiving all conference registration and sending out receipts.

Listserv

I have provided all of you with a list of those subscribed to your FOCO or Caucus listservs. I continue to have contact with LMRI when problems arise regarding the listservs. I subscribe emails to the FOCO listservs as they come to me either by the FOCO rep or to me personally requesting to be subscribed to a NACCS listserv. Caucus subscribers request must come from the Caucus chair or be paid caucus members. Otherwise all other requests are rejected.

Midyear Meeting Minutes

CC Meeting #1

Chicago, IL

Friday, October 26, 2001

Present: Karleen Pendleton Jimenez (Lesbian Caucus and East Coast), Julia Curry Rodriguez (Ex. Secretary), Lisa Flores (Pacific NW), Rhonda Rios-Kravitz (N. Cal. and Chair), Barbara Driscoll (Mexico and Secretary), Alejandra Elenes (Rocky Mountain), Gloria Montano (Student Caucus), Jamie Garcia (Tejas), Armando Trujillo (K-12), Kathy Blackmer Reyes (Chicana Caucus), Carlos Guerrero (S. Cal and Chair-Elect), and Heather Miranda Hawthaway (Graduate Caucus).

A. Old Business:

1) Status of Resolutions: 10 Resolutions. Alma Lopez, done; Barcero (pending); UTSA Meeting space, done; Undocumented Students in Higher Ed., done; Conference Handbook (still pending). Harassment Policy, (still pending). The CC will consult a lawyer to discuss the resolution regarding further development of the Harassment Policy. Alejandra, Rhonda, Kathy, Karleen, and Armando will develop a plan of action.

2) Ex-officio – Yolanda's report was sent to Rhonda regarding the Directory with UCLA. NACCS will provide the Center with the mailing labels only for the Center to then contact each member for permission for the information to be published on the website. NACCS will also consult a lawyer as well regarding the contract with the CSRC. (CC votes on the two points). Carlos will contact Francisco. Should have this clarify by January.

3) Treasurer's report: Velia provided Julia with an expense and income statement for the Tucson conference.

4) Officers, Representative, and Chair Handbook discussion. All reps and caucus chairs should provide some descriptions of their duties.

5) Membership Report (Kathy): See report.

6) Chair Elect (Carlos): No nominations were submitted. Nominations Committee is needed. Let the FOCOs and the caucuses nominate and let this committee approach the individual. The CC discussed possible names for the nominations committee to contact. Carlos will make contact with these individuals.

7) Executive Secretary (Julia): See report.

8) Discussion of the hotel contract, the conference, and the past incidents follow.

9) Proceedings (Julia): 24 papers submitted. Will have them for the spring meetings.

For next year's proceedings, everyone should be notified in their notification letter about submitting a disk with the paper to be considered for proceeding publication. Carlos (Chair-elect) will collect the papers. Deadline by the conference date or by a month after the conference.

2001 – Raul, Jaime, Deborah Vargas, Raquel (dropped out). CC agrees to give Jaime the power to follow up on these proceedings. A message will be sent out via the listservs for additional papers and a deadline for submissions in December. Publication will be ready for the March meetings.

10) Premio (Rhonda): Some commitments shared regarding the Cervantes: Mentoring stronger on the award and should remove it as a competition. CC decides to leave as is but will give 10 randomly selected student submitters a year membership.

11) Awards (Julia): The CC needs to compose a committee for these awards. Some to take the lead to describe the process and to place the announcement in the newsletter.

Make a nomination page for the web site. Discussion of what kind of award, establishment of committee, and outreach follows. Alejandra will chair the committee, Barbara will participate in the committee, and Alejandra will ask Cordelia to see if she would be interested in participating in the committee.

B. Ad-hoc Committees Reports

1) Development (Rhonda): Some foundational work had been done but no follow up. The work from the Development committee needs to be looked up to continue the development work. Do the letter to the membership for fundrais-

ing. Don't spend the money right away. Carlos and Armando will be on the committee.

2) Member Handbook (Carlos) Draft of handbook by March meetings. "What you need to know about NACCS." Submit questions by January 11th to Carlos. Develop a list of previous chairs and reps.

3) Conference Handbook (Julia): Developing this via the emails being communicated to this current site. Considering the changes that NACCS has been implementing in regards to the conference, the CC needs to decide if the CC will take the organizational responsibility for the 2003 conference and future conferences. To help in this process, Julia request a budget for a student assistant. Karleen motions that a student assistant be approved up to \$1500. Seconded. Passes.

4) Archives (Kathy): Have been working with Margo Gutierrez on the archives and have been following up with individuals for their papers. During the Tucson conference Lupe San Miguel was appointed to help develop the archives.

C. Other Reports.

1) 2003 Conference. Julia contacted the paid membership of Colorado. While there was a lot of discussion on email no representative was able to be present. CC discussed how there was no site for next year. Resolution: Due to the fact there is no 2003 conference proposal, the CC will organize a 2003 conference. Passes. Move to have the 2003 conference in Colorado, 2004 East Coast, and 2005 S. California. Seconded. 1 abstention. Julia will make contacts for all the locations for hotels. Rhonda will contact the FOCOs regarding this discussion and will give them until December 10th to give suggestions.

2) 2002 Conference concerns: Cancel conference? No. Address concerns regarding terrorism and war. The site is concern regarding the attendance. NACCS will talk with the hotel regarding the contract to reduce some of the financial obligations for the conference.

D. FOCO and Caucus Action Items:

1) September 11th. Rocky Mountain FOCO discussed at the FOCO meeting that NACCS ought to have a response regarding the Sept. 11th event. People are concern about the backlash and that will affect us. Some of the issues have been addressed but perhaps something could be done in NACCS like the listserv or the newsletter. Acuna wrote a statement. Many Latinos are being released from jobs due to the economic impact. Motion to have Alejandra draw something up regarding the event. The statement will be sent over email for the CC to approve. Passes.

2) Proceedings: Rocky Mountain felt that the issues discussed in the discussion on the proceedings earlier was significant.

3) NACCS Scholar: Lesbian Caucus voted that they wanted a more descriptive criterion regarding the "significant contribution to the NACCS organization." They feel it is too vague and the caucus wants more clarity. Discussion follows. CC decides to add "or" next to "and" after the first item and exchange "organization" to "mission". 1 abstention.

4) N. Cal request for the membership list to mail a survey to faculty. Passed.

E. New Business:

1) Job Bulletin: Motion to do three (Fall, Spring, and Summer) job bulletin. Passes. Julia and Gloria. Kathy will place the needed info into the newsletter.

2) The CC discusses how the conference will be organized by breaking down the workload that has been traditionally done by the Site Committee.

a. Exhibits: Establish a committee. Barbara, Susana Hinojosa, and Lily Castillo-Speed. Move to create a separate exhibit committee to work on the exhibitors for the conference. Passes.

b. Site conference responsibilities: conference logistics, march, baile, narrative, community outreach, onsite registration - staffing, welcome reception, cultural night, local awards, liaisons, conference artwork, and conference t-shirt..

c. CC conference responsibilities: program, proceeding, exhibit, schedule, pre-registration, theme, opening plenary. Motion to accept the following break down of responsibilities. Passes.

3) Travel for NACCS "staff": Motion to provide travel and room for the annual and midyear meetings for the executive secretary. Passes.

Meeting adjourned.

CC Meeting #2

Chicago, IL

Saturday, October 27, 2001

Armando Trujillo; Jaime Garcia; Barbara Driscoll; Gloria Montano; Alejandra Elenes; Rhonda Rios-Kravitz; Lisa Flores; Julia Curry Rodriguez; Karleen Pendleton-Jimenez; Carlos Guerrero; Heather Miranda Hathaway; and Kathy Blackmer Reyes.

Site Committee: Maria Beltran-Vocal; Anita Russo; Ray Salazar; Maribel Ortega; Victor Ortiz, and Oscar Vocal.

Site Report:

-The Site is organizing a poetry event at the Mexican Museum on Saturday night. Readers are open to conference registrants. Registrants to the conference will get in free and non-conference registrations will be charged a small fee. Discussion of doing a "silent auction."

-Safe Space: "Mujeres Latinas en Accion" will be providing the staffing for the Safe Space. A suite will be provided for this space. Walk through the hotel.

-Exhibits: Letters are ready to be mailed out on Monday.

-A writer's workshop will be added to the roundtable sessions. Workshops on the war will also be included in the program. Renegotiating the hotel contract due to the national climate will be done.

-Site will announce the hotel office space for computer use during the conference. Site will also provide a list of copy places. Site will not provide runners for the CC to make copies.

-Program: As of Oct. 23, 123 proposals were submitted – 58 panels and 65 papers. Since the deadline was extended, additional proposals should be arriving.

Part 2.

1) Chair Elect Duties and Responsibilities:

Nomination's Committee. The Ex-officio will be the Chair of the Nominations Committee. Currently this committee will be Carlos (chair), Lisa, Julia, and Heather. Deadline: Slate in December and election in January and announcement at the Annual. Names: Alejandra Elenes; Reynaldo Macias; Paul Lopez; Juana Mora; Lisa Flores; Antonia Castaneda; and Dennis Valdes. Chair of Policy Committee plus other official duties. Conference: Program, theme, and NACCS Plenary.

2) Space for the Lesbian and Joto Social: A Breakout room will be requested for the social.

3) NACCS Scholar: Four candidates were submitted: Rodolfo Anaya (N. Cal and Rocky M), Ana Castillo (Site Committee), Dennis Valdes (Site Committee), and Patricia Zavella (N. Cal and Rocky M). CC discussed. Anaya and Valdes are selected.

3) Student Subsidy (Julia): Procedural problem. Discussion regarding the process and amount. Formula is needed. One night stay can be any hotel. Conference Fellowship. One night stay at the conference hotel. Passes. Criteria for the award for the award is discussed and voted on.

4) National Office. Table.

5) Executive Secretary be renamed to Executive Director.

Create a position of the membership coordinator. Formally create the membership coordinator and pay the travel and hotel for the midyear and annual. Passes.

Meeting adjourned at 7:30.

Facilitators Needed for the Mentorship and Child & Youth Initiative Roundtables and Workshops:

These sessions are organized as part of the Mentorship and Children and Youth Initiatives of NACCS. The intent is to facilitate discussions, which are recorded and transcribed for integration into NACCS handbooks.

Children and Youth Initiative Roundtable Topics:

- Organized by Julia E. Curry Rodriguez, San Jose State University
1. Criminalization of Youth
 2. Teacher/Curriculum Development
 3. Gender*
 4. Sexuality
 5. Successful Student Pipeline Issues Beyond K-12
 6. Healthy Families/Healthy Start
 7. Exemplary University and Community Efforts Programs*
 8. Community College Issues

- Mentorship Roundtables/Workshops
Organized by: Andrea Romero, U of A and Julia E. Curry Rodriguez, SJSU
1. Succeeding as an Undergraduate and applying to Graduate/Professional School
 2. Finishing Your Thesis/Dissertation and Jobs After Graduate School*
 3. School of Hard Knocks: Dealing with Discrimination in Higher Education*
 4. First Generation in your Family Pursuing Higher Education: Challenges and Innovations
- Faculty Development: Retention, Tenure and Promotion*
- Faculty Development: Research Funding and Publishing (may be divided into two workshops)
7. CS Library Roundtable*
 8. Chairs of Departments/Programs*

*Designates Assigned sessions (not seeking facilitators).

Interested? Submit a one-page description of how you will run these interactive workshop. Include your name, institutional affiliation, address, phone number and email address.
Deadline: December 31, 2001 (postmarked/email). Facilitators will be notified January 31, 2002. Facilitators will be selected according to their plan for facilitation and on a first-come-first serve basis. Facilitators will be included in the conference program. You may send submissions by U.S. post or electronically (please identify submission title in subject) to:

Julia E. Curry Rodríguez
CC Sessions
NACCS
P.O. BOX 720052
San José, CA 95172-0052
jcurryr@email.sjsu.edu
408-924-5310.

LETTER *My Decision to Become a Member of NACCS Again*

I am from Colorado, and I have decided to become a member of NACCS again.

Those two seemingly unconnected items are, in fact, related. I have boycotted NACCS for the last three years, but I am now ending my boycott. In addition, for the first time in at least two years, Colorado has recently held a FOCO meeting to once again become an active FOCO. For background on this matter, please see "Noticias de NACCS," Volume 28, No. 2, page 8, "NACCS Statement of Self-criticism and Apology." Since this matter was, necessarily, publicized in the "Noticias," I make my renewal of membership within NACCS public through this letter.

I began an individual boycott of NACCS in late 1998 to protest the NACCS boycott of Colorado in 1994 over the anti-gay rights Amendment 2, which was never put into effect. I made it painstakingly clear during the NACCS boycott that Denver—where the boycotted conference would have been held—had and still has gay-rights protection in its city charter. I did not object to the NACCS boycott of Colorado, and in fact, the Colorado FOCO was instrumental in having NACCS join—and contribute statements in—the Amicus Brief in the anti-Amendment 2 lawsuit that went to the U.S. Supreme Court. What I did object to, and the reason I boycotted NACCS, was its subsequent failure to likewise boycott California, Texas, Mexico, Illinois, Washington, Oregon, and Arizona for other human-rights transgressions, any one of which could have called for a boycott. I have explained this in other documentation to NACCS, so I will not expand any further here.

I am now re-joining NACCS because the Coordinating Committee published the above-mentioned "NACCS Statement of Self-criticism and Apology." As the CC said in that statement, "The 2000—2001 NACCS Coordinating Committee would like to apologize for the refusal by the 1993-1994 Coordinating Committee to not accept Colorado's proposal after it became clear that the amendment would not go into effect. We also apologize for the resulting double standard as it has applied to boycotts (or lack thereof) of future sites." I deeply appreciate those and other statements in the CC's letter, and other members in Colorado like-

wise appreciate them. I now feel I can once again join NACCS and become an active member, with all of the rights and responsibilities of membership. I am certain the Colorado FOCO will become very active once again and assume its previous leadership status within NACCS.

While I am pleased to once again join NACCS, unfortunately I still harbor frustration and even anger against the Association, but I hope and trust that will pass soon. I have been bitter against NACCS, especially what I saw as arrogant regionalism generated by some in NACCS. I would not be afraid to engage in comparisons of demographic statistics regarding the standard of living for Chicanas/os in Colorado against those of some of the states in NACCS that have been so arrogant towards us. While my boycott was personal, and I never asked anyone to join me, I could have called for a boycott of all of the states NACCS seeks to represent, and find just cause for boycotting every state where members of NACCS live. Apparently, no one in NACCS thought of doing that beyond the boycott of Colorado—not against California for all of its transgressions, not against Texas, not against Mexico, and so on.

I will not be able to attend the upcoming March conference in Illinois because my wife and I are awaiting the birth of our second grandchild, due March 28, 2002, the second day of the upcoming conference. However, I am sending in my membership dues, I will send in Conference dues to support the Illinois conference, and as Chair of the Department of Chicana and Chicano Studies at Metropolitan State College of Denver, I am having the College join through Institutional membership, which I think all of us at colleges and universities should do. Finally, I look forward to some day soon seeing my previous colleagues and friends in NACCS.

Sincerely,
Luis Torres
Denver, Colorado

NEXT-DOOR ANTHROPOLOGY: The Case of UCSB and Isla Vista, California

By Lorenzo Covarrubias

I still remember that day, about 10 years ago. It was a family of four, a young Mexican couple, and their two children. They were crossing a dilapidated driveway, and heading for an apartment building a few yards away. I had just moved into Isla Vista, the famed party college town, adjacent to the University of California at Santa Barbara. A college town with a reputation made big by a story in *Playboy*, naming it the party college town in the state.

Ten years later, that vision has become one of the most telling aspects of the changing faces of California towns everywhere. The building they were heading to, is now completely made up of Latino families, mostly of Mexican descent, and most of them here without legal documentation. Back in 1991, you could see it coming. But only if you were looking in the right place, or, as it happened to a naïve graduate student from a private college back east, you had rented an apartment to later find out that only you did not speak Spanish in the 50 units!

Isla Vista, the (former) college town with a population of about 25,000 mostly students in approximately one square mile, has slowly but surely challenged those who still insist in calling it a college town. With about a quarter of its population made up of Latino families, that erroneous perspective has got to go. Many of us know what wrong perceptions do to policy implementations, and their implications thereof.

With this quarter of a population occupying no more than 10 percent of the town, most students had somehow missed it. In

fact, hadn't I been careful, I would have missed it too. It was that moment, 10 years ago, that a Mexican family crossing the street reminded me that regardless of what labels hold, there are other human elements to be found. With that in mind, the new Isla Vista began to take shape. I dug deeper, and found out that the run-down apartments where most of the Latinos live, was the place where Hmong and Vietnamese refugees had lived in the mid 1970s. In fact, for a short while, both groups touched bases; one leaving, one coming in. When I ask what happened to the other groups, the Latinos' answer is "No sabemos. Se fueron."

About five years ago, things started happening in Isla Vista. One of them was a hunger strike by members of the Chicano/Latino student organization on campus. One of their demands also was that the university pay more attention to the surrounding area, especially how the university (and its students) often impacted Latino families and youth in Isla Vista. One of the members of the Mexican community told me that they had heard or seen something about them in the local Spanish-speaking media. But that they were not too sure what those "muchachos Chicanos" were talking about. However, since UCSB is next door (workers also use the same buses that students use, which stop inside UCSB to pick up and drop off users) they would oftentimes see them in their makeshift tents in front of the administration building.

"Pobrecitos, se veían tan tristes," one told me. He said that he and others met in a cramped apartment, and decided to go and take water to them. "Un vaso de agua, era todo lo que podíamos llevarles." That symbolic glass of water gesture, was power itself. They had done what most poor and working class adult Mexicans rarely do in their country of origin; they had gone inside a "forbidden" university realm, with no security guards asking them what their business was.

After the strike and connected developments, two competing Chicano/Latino student organizations—in the best of clientelist politics of Mexico of yesteryear—sought and fought for the Latino support. One focused on housing, while the other focused on youth issues. Typical of brash, strongly committed young social activists, they rarely saw eye to eye. Nevertheless, due to their combined efforts, or the impacts thereof, Isla Vista Latinos now have a Teen Center and a Tenants Union. The District Supervisor is even seeking their input, which hardly happened years before.

Isla Vista Latinos are still a marginalized sector. In the tradition of other undocumented workers, many don't want to be seen. This coupled with the fact that 'others' don't want to see them, creates a limbo atmosphere where you don't want to be seen, and others don't want to see you. However, in a push from below, Latino families—and their Chicano/Latino student allies—are slowly becoming an identifying force in the changing face of a California town.

TEXAS LUTHERAN UNIVERSITY *Assistant Professor of Spanish*

Tenure-track position to begin August 2002.

Requirements:

Ph.D. in Spanish with at least 18 graduate hours in French and native or near-native proficiency in Spanish and English

Teaching Responsibilities: Elementary, intermediate, and advanced Spanish language courses

Elementary and intermediate French language courses

Survey and monographic courses in Peninsular and Latin American literature

Survey courses in Peninsular and Latin American civilization

Courses in Spanish and English on Latinos in the US

Occasional courses in English within a multidisciplinary general education curriculum designed to help students understand cultures in the context of contemporary global issues

Full position description on our website <http://www.tlu.edu>. Submit letter of application, statement of teaching philosophy, curriculum vitae, and five references (names, addresses to include e-mail, and telephone numbers) to: Dean Robert Hiner, College of Arts, Humanities, and Social Sciences; Texas Lutheran University; 1000 W. Court St., Seguin, TX 78155. Tel: (830) 372-6858. Review of applications will begin November 15, 2001, and will continue until the position is filled. TLU is an EO/AA employer and encourages women and persons of color to apply.

Rocky Mountain FOCO *continued from page 6*

Even though the terrorist attacks on September 11 happened just a few days before the Mini-conference, after much thought and discussion among organizers and panelists we decided to go ahead and have the conference as planned. We never regretted that decision. One of the purposes of the conference was to assess the status of Chicana/o studies in the state of Arizona, and to encourage more faculty, staff, students, teachers and members of the community to be more active in the FOCO and NACCS. We titled the mini-conference "Arizona Research and Issues in Chicana/o Studies."



We invited key individuals in the state who are chairs, directors, or coordinators of Chicana/o Studies and Ethnic Studies (two universities have Ethnic Studies programs). These individuals are Dr. Gloria Cuádriz, Director of Ethnic Studies at ASU West; Dr. Cordelia Candelaria, 2001 NACCS scholar and Chair of Chicana and Chicano Studies at ASU Main; Dr. Gary Keller, Director of the Hispanic Research Center, ASU Main; Dr. David Camacho, Ethnic Studies at Northern Arizona University; and Dr. Raquel Rubio Goldsmith, from the Mexican American Studies and Research Center at the University of Arizona. The mini-conference also featured individual panels by Hortencia Osuna Gutiérrez, from ASU West, Dr. Andrea Romero, Assistant Professor of Mexican American Studies, University of Arizona, and high school debate team. MEChA of U. of A. provided a fajita lunch. The Mini-Conference ended with a cultural evening with the Floor Rockers Crew, a hip hop group. We had invited two out of state guest to participate in the mini-conference, Dr. Lisa Flores, Coordinator of Ethnic Studies and Associate Professor of Communication at the University of Utah, and Dr. Elizabeth Saavedra, Associate Professor of Education at the University of New Mexico. Unfortunately, because of the limited flights available after the terrorist attacks our out of town guest were not able to attend the mini-conference.

The conference was a success; we had over 60 people attending from various part of the state. We started the conference with campus reports and set an agenda for the region. We decided that we wanted to focus on one issue that we could work at, and this was higher education pipeline issues. Among of the issues we discussed that need attention are more education funding, retention of students and faculty, and proportional hiring. Other issues we discussed were the need to fundraise within the region and to initiate scholarships for our students.

There were three resolutions passed during the mini-conference. Two of which are NACCS action items that will be brought to the attention of the Coordinating Committee during the mid-year meeting in Chicago. (The resolutions address a response on the part of NACCS to the terrorist events of September 11; the publication of the NACCS proceedings; and we donated \$100.00 from our funds to MEChA of U. of A, which

already has been take care of.). We also started a discussion of who to nominate as NACCS scholar, in addition to our co-nomination of Rudolfo Anaya from New Mexico. After an e-mail vote, the region decided to nominate Dr. Patricia Zavella, also in conjunction with the Northern California FOCO.

We want to maintain the enthusiasm in the region that the NACCS conference, regional meeting and mini-conference have generated. The University of New Mexico tentatively agreed to host a regional conference next spring, and in Arizona we hope to host another mini-conference at Northern Arizona University.

Finally, I want to offer special thanks to Gloria Montaña, Andrea Romero, and Manuel de Jesús Hernández-Gutiérrez for their work in the organizing of the mini-conference. The Mini-Conference was successful because of their hard work. We extend our thanks as well to the Mexican American Studies and Research Center at the University of Arizona for hosting and co-sponsoring the Mini-Conference.

Colorado FOCO *continued from page 6*

concept, which defines the general education course guidelines for all public institutions of higher education. Higher ed. institutions shall conform their own course requirements with the guidelines developed by the Commission and shall identify the specific courses that meet the general education course guidelines...."

This bill is presented as a way to facilitate transferability of courses among campuses. However, several concerns were expressed that would affect K-12 and higher education.

- 1) Implementation of a single core curriculum to which all state colleges and universities would have to conform. In this case, if core courses do not fit into one of the core competency areas, it could be discontinued or new courses according to CCHE guidelines would have to be created. Second, transferability of courses will become ever more difficult for those students who major and/or minor in any ethnic and/or gender related discipline or program. Consequently, many credit hours will not transfer leaving students of color tracked into community colleges only, and leaving little room for transfer to places such as CU Boulder, Denver, and Colorado Springs where M.As and Ph.Ds are awarded.
- 2) Violation of academic freedom. Faculty will no longer have control over the academic content of curricula, particularly in Ethnic Studies and Women's Studies.
- 3) Implementation of general education or core curriculum in elementary teacher education. Chicana/Chicano studies and other courses about people of color and women face elimination from the K-12 curriculum. Additionally, requirements for general education and teacher certification are likely to omit any courses on Chicana/Chicano studies.

A subcommittee was formed to discuss strategies and statewide coalition building to challenge HB 1263. The Colorado regional FOCO has requested to meet with the CCHE and the Latino Legislative Caucus in early December.

On behalf of the Colorado regional FOCO, we look forward to working with NACCS.

CELEBRATORY CHICANO ART EXHIBIT FEATURES CHEECH MARIN'S PRIVATE COLLECTION

Actor Cheech Marin's vision of Chicano art and expression are being brought to life in a blockbuster museum exhibit duo collectively entitled, "CHICANO." The exhibits are a groundbreaking look at the rich history and contributions of Chicanos. Debuting in San Antonio, Texas, in December 2001, this unprecedented exhibit will visit 15 U.S. cities within the next five years.

CHICANO aims to present the many voices of today's Chicanos via a traditional art exhibit "Chicano Visions: American Painters on the Verge" as well as a multi-media exhibit "Chicano Now: American Expressions." CHICANO will also visit Chicago, Dallas, Los Angeles and San Francisco with additional cities still to be announced.

"Chicano Visions: American Painters on the Verge," the most comprehensive collection of Chicano paintings ever mounted, will showcase a wide variety of Chicano visual art. Marin's own personal Chicano art collection, one of the largest in the world, forms the core of this presentation. According to Rene Yáñez, Chicano Visions curator, easel paintings of oil or acrylic on canvas form the bulk of the exhibit. Images of urban life and the Chicano experience are recurring elements throughout the exhibit, which includes pieces by artists Carlos Almaraz, Frank Romero, GRONK, John Valadez, and Patssi Valdez.

"Chicano Now: American Expressions" will invite visitors to experience the impact and joy of Chicano contributions through a wide array of media – video, art, audio and interactive displays.

"We're bringing our interpretation of the Chicano experience to the American public," says Marin. "I want all Americans to understand that Chicano culture plays a big part in the patchwork quilt that is Americana. The contributions of Chicanos have been so enormous, but they tend to be overlooked."

To ensure that the exhibit is grounded in accuracy, a national panel of Chicano scholars is consulting in the development of "Chicano Now." The panel includes Karen Mary Davalos of Loyola Marymount University; Chon Noriega of UCLA; Refugio Rochin, director of Latino Initiatives at the Smithsonian; Cynthia Orozco of Eastern New Mexico State University; Carlos Jimenez, principal of Animo Leadership Charter High School in Los Angeles; and Carlos Velez-Ibañez of UC-Riverside.

Comedy troupe Culture Clash, actor/producer Marin, television journalist Giselle Fernández, comedians Paul Rodríguez and George López, filmmakers Lourdes Portillo, Robert Rodríguez and Gustavo Vázquez, and performance artist Guillermo Gómez Peña are among the nationally recognized artists who captivate children and adults with their presentations relating to things Chicano.

In addition to these dual exhibits and performances, local events will be hosted in each of the 15 host cities, creating a community-wide celebration of the expressions and contributions of Mexican Americans. CHICANO will also benefit the San Francisco-based Hispanic Scholarship Fund by awarding 45 scholarships to deserving students on behalf of the sponsors.

The NACCS 2001 Conference proceedings

will be prepared in time for release at the 2002 conference in Chicago. If you or someone you know presented a paper at NACCS 2001, please consider sending the manuscript for consideration. Submissions need to be received by 14 December 2001.

Length of the manuscripts should be approximately ten pages, typed, double-spaced. Longer and shorter manuscripts will be considered. It is preferred that the manuscript be submitted in rich text format (RTF) although Word97 to Word2000 is acceptable. Submissions received between 15 December 2001 and 15 January will be considered on a space available basis.

Submissions should be to Jaime H. García electronically at jhgarcia@utb.edu or a hard copy and disk with the paper should be sent to:

Jaime H. García, Ph.D.
The University of Texas at Brownsville
School of Education
80 Fort Brown
Brownsville, TX 78520

UNIVERSITY OF TEXAS *El Paso*

Borders, transnational identities, and migrations/diasporas. Pending administrative approval. The History Department at the University of Texas at El Paso invites applications for a tenure-track assistant professorship to begin September 2002. The successful candidate will be an integral part of the department's newly initiated doctoral program in Borderlands history.

Regional focus is open, but applicants must have research interests in the movements of peoples across national boundaries, the construction of ethnic and national identities, and/or the formation of borders and hybrid cultures. Knowledge of, or ability to draw conceptual ties to, the U.S.-Mexico border is desired. Comparative approaches and strong theoretical training are strongly preferred.

Send placement file or letter of interest, c.v, three letters of recommendation, and official transcripts to: Ernesto Chávez, Chair Borders Search, **University of Texas, at El Paso, Department of History**, 500 W. University Ave., El Paso, TX 79968 extended to January 15, 2002, and will continue until position is filled. If you have any questions concerning the position contact Ernesto Chávez via e-mail at echavez@utep.edu.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or provision of services. Under represented groups are encouraged to apply.

CALIFORNIA STATE UNIVERSITY *Fullerton*

The Chicana and Chicano Studies Department at CSU, Fullerton invites applications for the position of Assist. Prof. of Chicana and Chicano Studies (tenure track) with teaching beginning in Fall 2002.

Position: As we expand our faculty and curriculum, we are seeking highly motivated individuals to teach courses and develop curriculum in one or more of the following areas: Communication Studies, history, sociology, education, political science and psychology. Initially, the faculty member will be responsible for teaching existing courses, such as Introduction to Chicano Studies, Introduction to Ethnic Studies, Survey of Amer. History w/emphasis on Ethnic Minorities, Communication Skills, the Chicano Adolescent, the Chicano Family, the Immigrant and the Chicano, the Chicano and Politics, and the Chicano and Contemporary Issues.

See the following web page for additional information:
<http://www.fullerton.edu/diversity/positions/hss.asp?mode=ChicanoStudies>.

Qualifications: Preference will be given to applicants who have demonstrated experience of effective teaching in ways that encourage active learning. A Ph.D. in Chicana and Chicano Studies, Communication Studies, Anthropology, Ethnic Studies, Education, Latin American Studies, Political Science, Psychology, or another area relevant to the mission and curriculum of the Department is required by the time of appointment. Successful candidates should be able to interact effectively with a wide and diverse range of students.

Application Procedure and Deadline: Please send a letter of application, curriculum vitae, three letters of recommendation, evidence of teaching effectiveness (e.g., syllabi and evaluations), an example of scholarly research, and graduate transcripts to: Prof. Isaac Cardenas, Chair, Chicana and Chicano Studies, CSU, Fullerton, P.O. Box 6868, Fullerton, CA 92834-6868. Position open until filled. Review of applications will begin December 3, 2001.

*California State University, Fullerton is an
Affirmative Action/Equal Opportunity/Title IX/ADA Employer.*

UNIVERSITY OF CALIFORNIA *Santa Barbara*

The University of California Santa Barbara invites applications from prominent scholars in the humanities or social sciences who work on themes of interest in Chicana/o Studies. The successful candidate will hold a tenured appointment in the department of his or her discipline and also serve half time as the Director of the Center for Chicano Studies. The Director reports to the Vice Chancellor for Research.

The Center for Chicano Studies sponsors interdisciplinary research in the social sciences and humanities on all aspects, past and present, of the lives of Chicanas/os and Latinas/os. Salary will be commensurate with qualifications and experience. Applicants should provide a curriculum vitae, a brief statement on a Director's role in advancing research in Chicano Studies, and the names of three references to:

Chair, Center for Chicano Studies Director Search
c/o Office of Academic Personnel
University of California, Santa Barbara
Santa Barbara, CA 93106

The screening process will begin immediately.
Applications and nominations will be received until the
position has been filled.

The University of California is an AA/EEO employer

CALIFORNIA STATE UNIVERSITY *Northridge*

Assistant Professor (tenure track) in the Interdisciplinary Minor in Spanish Language Media, Fall 2002. Salary range: \$44,964 to \$53,500. A minimum of three years full-time professional news media experience as reporter and/or editor and a Master of Arts degree are required. Fluency in written and spoken Spanish is required. Demonstrated successful teaching experience is desired. The candidate should have sufficient knowledge of both the Spanish language media and Spanish speaking communities to help prepare students to report on these communities. The Ph.D. or equivalent is required for tenure.

The successful candidate will teach in a new Interdisciplinary Minor in Spanish Language Media and in Chicana/o Studies or Spanish. He/she will teach two courses in the Journalism Department directed at preparing students to report on Spanish speaking communities and also contribute to the regular curriculum of Chicana/o Studies or Spanish in the Modern and Classical Languages and Literatures department.

Review of applications begins on January 18th, but the position is open until filled. Submit letter of interest, current vita and names, addresses, phone number and e-mail addresses of three references to Dr. Kent Kirkton, Department of Journalism, California State University, Northridge, Northridge, CA 91330-8311, (818)677-3135, FAX (818)677-3438, email: kent.kirkton@csun.edu, website: <http://jour.csun.edu>.

CALIFORNIA STATE UNIVERSITY *Northridge*

The Department of Chicano/a Studies at California State University, Northridge seeks applications for four tenure-track faculty positions at the Assistant Professor rank in the areas of Community Studies, English Composition, Education, and Generalist (contact the department for more details on these positions). A doctorate or its equivalency is required, although an ABD will be considered if the candidate will complete the dissertation by the date of employment. Excellence in teaching and research is desirable, and a commitment to helping and working with Chicano/Latino students is expected. The standard teaching load for faculty at Northridge is 12 units per semester, although reassigned time may be available for research and/or curriculum development. The salary range for the positions is \$41,940 - \$53,500. The application deadline is open until filled. Application reviews will begin on January 5, 2002.

Applicants should submit a letter of intent, 3 letters of recommendation, a current vita and sample syllabi for two courses related to the position. Inquiries and application materials should be addressed to Gerald Resendez, Chair, Department of Chicano/a Studies, California State University Northridge, 18111 Nordhoff St., Northridge, CA 91330-8246. California State University, Northridge with an enrollment of over 30,000 students, is one of the largest of 22 campuses in the California State University system.

*The University is an equal opportunity/affirmative action,
title IX, section 504 employer.*

FOCO Reports *continued from page six*

Northern California FOCO *continued from page 6*

Our scholarship fundraising continues to grow. We are now in the process of preparing local applications guidelines and fundraising activity efforts. Francisca Godinez and Julia are chairing this committee.

Local Efforts

We continue to work on the children and youth initiatives by planning another volunteer drive for the March 2—national read-out-loud day (Julia will take the lead on this). Our other major effort is to begin the research for the status of faculty. Rhonda and Julia are taking the lead on the research arm of this project. Rhonda is preparing a questionnaire to administer to administrators. Julia is working on the survey for the faculty and submitted a grant proposal for funding to carry out the survey, analysis and write the report.

Our scholarship effort is going strong. We received a \$250.00 donation from Julia. We want to try to give our first

award during our Winter/Spring Regional Symposium.

We are working on a Membership Brochure. We received a donation of \$300.00 from Ada Sosa-Riddell for this effort.

We will not have a Fall Symposium because the Desarrollos de Chicano Studies conference is taking place in our region on December 8th.

We will have a Winter/Spring Symposium but we have no details to date.

NACCS Action Item: We wish to request permission to use the NACCS database to send out surveys to members who are faculty. Cost: None. Return to NACCS: We will develop the report for NACCS to be distributed by NACCS.

Texas FOCO *continued from page 6*

In the area of increasing membership, one suggestion is that all Chicana/o faculty in the state be sent an invitation to join NACCS along with a membership form. That invitation is currently being drafted and sent to members for distribution at their respective institutions.

The Metropolitan State College of Denver



The Metropolitan State College of Denver was ranked one of the top four public, comprehensive colleges offering bachelor's degrees in the Western United States by "U.S. News and World Report's America's Best Colleges 2002 Edition". Metro State College is the only public baccalaureate college in Colorado to receive a top ranking in the 2002 Edition.

Chicana/o Studies & Spanish Faculty

Tenure-track
Job Code: B4 F392

For info & application instructions please go to: www.mscd.edu/news/jobs.htm or call 303-556-3124 for the complete announcement. Screening begins November 19, 2001 and continues until filled.

The Metropolitan State College of Denver
is an Equal Opportunity Employer

Visit Metro State at: www.mscd.edu

CALIFORNIA STATE UNIVERSITY *Sacramento*

TENURE-TRACK IN CHICANO/A STUDIES
Dept. of Ethnic Studies

Minimum Qualifications: Education: Must hold a Ph.D. in any of the disciplines comprising the social sciences or humanities from an accredited college or university. Applicants completing the Ph.D. by August 2, 2002 will be considered. Special Knowledge and Abilities: Applicants having experience teaching in an interdisciplinary Chicano/a/Latino/a Studies Program and experience teaching courses on the Chicana/Latina experience, U.S.-Mexico Border, Central America, Caribbean or Latin American diasporic studies are encouraged to apply. Preference will be given to applicants having a strong commitment to teaching and scholarly productivity. Experience: Demonstrated successful teaching experience or potential at the College or University level is desired. Applicants having experience working effectively with or having the ability to work effectively with diverse populations are highly desired.

Assignment: The successful candidate will be expected to:

- Teach upper division courses in Chicano/a Studies and upper and lower courses in Ethnic Studies.
- The campus is developing plans for offering courses on weekend and in the summer. Our department expects to be part of those plans.
- Advise majors and minors.
- Engage in scholarly activities.
- Serve on Department, College and University Committees.
- Participate in community based service activities.
- Possible opportunity to teach cross-listed courses and develop interdisciplinary courses within the College.

Appointment: The position is a probationary, tenure-track appointment at the rank of entry-level assistant professor.

Application Procedure: Review of applications will begin January 23, 2002; position open until filled. An applicant must submit a letter of application, official transcripts of all college work (unofficial copies accepted until invited for interview), a curriculum vita, telephone numbers of at least three references who will speak to the professional qualifications of the applicant, sample syllabi, and a statement addressing challenges to Chicano/a Studies and Ethnic Studies and how these challenges can be met.

Send materials to: Dr. Gregory Yee Mark, Department of Ethnic Studies, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6013

2002 NACCS ANNUAL CONFERENCE

Chicago, Illinois ❖ March 27-30, 2002 ❖ www.naccs.org

BUILDING THE NEW MAJORITY: THE MULTIPLE FACES OF CHICANAS

_____ Last Name	_____ Phone Numbers: Home (Area Code)
_____ First Name	_____ Work (Area Code)
_____ Mailing Address	_____ E-mail
_____ 	_____ Institutional Affiliation
_____ 	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female

- | | | | | |
|-----------------------------------|---|---|--|--------------------------------|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Univ. Staff/Admin | <input type="checkbox"/> High School Student | <input type="checkbox"/> Other |
| <input type="checkbox"/> Lecturer | <input type="checkbox"/> Undergraduate | <input type="checkbox"/> K-12 Admin/Teacher | <input type="checkbox"/> Community | |

- REGION: East Coast Midwest Pacific N. W. S. California Texas
 Colorado Mexico N. California Rocky Mtn.

Registration Fees	Membership Dues	Caucus Dues
NACCS Members <input type="checkbox"/> Registration (except students).....\$85.00 (\$100 after 2/23/02) <input type="checkbox"/> Student\$35.00 (\$40 after 2/23/02) Non Members** <input type="checkbox"/> Registration.....\$100 (\$120 after 2/23/02) <input type="checkbox"/> Student.....\$35.00 (\$40.00 after 2/23/02) <input type="checkbox"/> Income Less than \$20,000.....\$35.00 (\$35 after 2/23/02) <input type="checkbox"/> High School Student.....\$15.00 (\$15 after 2/23/02) <small>**You may pay for your dues now and register for the conference as a member.</small>	<input type="checkbox"/> Under \$20,000.....\$30.00 <input type="checkbox"/> \$20,000-\$29,999.....\$38.00 <input type="checkbox"/> \$30,000-\$39,999.....\$46.00 <input type="checkbox"/> \$40,000-\$49,999.....\$56.00 <input type="checkbox"/> \$50,000-\$64,999.....\$66.00 <input type="checkbox"/> \$65,000 and over.....\$78.00 <input type="checkbox"/> Student.....\$20.00 <input type="checkbox"/> Retired.....\$40.00 <input type="checkbox"/> NACCS Scholar.....no fee <small>See membership form for other categories</small>	FOR MEMBERS ONLY not required for membership \$5.00/caucus or \$2.00/caucus for students <input type="checkbox"/> COMPAS <input type="checkbox"/> Chicana <input type="checkbox"/> Community <input type="checkbox"/> Graduate Student <input type="checkbox"/> Joto <input type="checkbox"/> Lesbian <input type="checkbox"/> K-12 <input type="checkbox"/> Student

Child Care at the Conference: If you anticipate the need for ChildCare you will need to fill out a Child Care Forms. Child care will be available only to Pre-Conference Registrants. *Child Care Forms must be postmarked by 2/23/02. No forms will be accepted after this postmark date nor will there be onsite child care registration available.*

Special Events

Gran Baile.....\$12.00

TOTAL

Registration Fees: \$ _____
 Membership Dues: \$ _____
 Caucus Dues: \$ _____
 Gran Baile: \$ _____
TOTAL: \$ _____

HOTEL INFORMATION *Hyatt Regency McCormick Place*

2233 S. Martin Luther King Dr.	Single/Double.....\$109.00
Chicago, Illinois 60616-9985	Triple/Quad.....\$109.00
Phone: 312.567.1234	Suite.....\$209.00-\$242.00
Fax: 312.528.4189	

Local and state taxes are not included. Contact hotel directly to receive the conference rate. **Reservations must be made by February 22, 2002.**

Payment

Credit Card: Visa MasterCard
 Credit Card No.: _____
 Expiration Date: _____
 Signature (mandatory): _____

Check: Payable to NACCS.
 Returned checks will incur a \$25.00 service charge.

Mail form postmarked by February 23, 2002:
 Do not mail after this date, you will need to register on site.

NACCS
P.O. Box 720052
San Jose, CA 95172-0052
Attn: 2002 Registration

Student Caucus *continued from page seven*

many students interested in Chicana/o Studies and issues will not attend due to conflicting schedules.

Funding for students appears to be a problem. For graduate students or students at private universities/colleges, funding grants are more readily available, as an undergraduate not many schools have travel grants.

Need for Clarification

As the Student Caucus Representative, I feel as if I have not completely served my purpose, up to this point. There is a need to define the student caucus' goals and responsibilities. For this and future years I recommend that a manual be created in order to make the transition of representatives easier. The argument does exist to contact the former representative; however, it is a position that has a high turnover (in addition it usually filled by an individual who is a newcomer to NACCS). I believe a manual could better serve the need of the representative and in turn the student population. NACCS is a great arena to promote academic and personal growth; however the individuals that are most in need are the students. Through some form of a handbook students could have greater access to NACCS. This access could occur by knowing the history of the organization, how to become involved or develop the region, or the benefits of the organization, which in turn could increase the student involvement. The increase in student involvement would allow NACCS to have greater num-

bers and a stronger organization. Personally, I know little about NACCS, except for assisting in the planning of the conference. I must learn more about NACCS in order to serve the students. In reality, I would like clarification of the Student Caucus goals. Is the Student Caucus a manner to recruit students in NACCS? Is it an advocate for Chicana/o students regardless of their association in NACCS? Is it solely a representation of NACCS students? Where does NACCS envision the Student Caucus?

The Student Caucus is supposed to consist of a female and male representative. This has not occurred for this year and I understand this has not occurred for several years. Should this remain the same or change?

I submit this report not as a criticism of NACCS but as a manner of assisting the growth of NACCS. If we can reach our students and focus on bringing them into the organization during their high school and undergraduate studies, the likelihood of them participating in NACCS as scholars and professionals is greater. Furthermore, if we target students as they are in the prime of their community involvement, we can bridge the community and academia. I put these proposals of defining the goals of the Student Caucus in order to make the future of the Student Caucus strong and prevent the 're-invention of the wheel' for every student representative.

Submitted October 26, 2001 by Gloria Montaña, 2001 NACCS Student Caucus Co-Chair

UNIVERSITY OF HOUSTON

Center for Mexican American Studies Visiting Scholars Program

The Visiting Scholars Program is designed to generate research about the Latino community and attract scholars who may be interested in assuming a tenured or tenure track position at the University of Houston. Research concerning the Latino community in Houston and the State of Texas is particularly encouraged.

Applications are sought from junior and senior scholars in the Social Sciences, Liberal Arts and Education.

Applications should include:

- 1) A current resume
- 2) Two page description of the proposed research project
- 3) Three letters of recommendation

Applications must be received by April 15 of each year.

GRADUATE FELLOWSHIP PROGRAM

The Graduate Fellowship Program is designed to recruit outstanding students who have demonstrated interest in the advancement of the Mexican American or Latino community. Preference shall be given to students who plan to conduct research in the area of Mexican American or Latino Studies. It is open to all students who will be entering their first year to pursue an M.A. or Ph.D. in the College of Liberal Arts and Social Sciences, Education or Social Work. A com-

mittee composed of faculty associated with the Center for Mexican American Studies chooses the recipients. Two fellowships of up to \$12,000 per year, renewable for a second year, are awarded to students who meet the following criteria:

- 1) The students must be admitted as first year graduate students in the M.A. or Ph.D. program of their choice in the College of Liberal Arts and Social Sciences, Education, or Social Work.
- 2) The students must agree to conduct their M.A. thesis or Ph.D. dissertation in area dealing with Mexican American or Latino Studies.
- 3) The students will not be able to work during the two years of the fellowship award.

Nominations will be accepted through April 30 of each year.

For information on the Graduate Fellowship Program, Visiting Scholars Program & Spring Conference contact:

The Center for Mexican American Studies
University of Houston, Houston, Texas 77204-3783
Telephone: (713) 743-3136, Fax: (713) 743-3130

The University of Houston provides equal treatment and opportunity to all persons without regard to race, national origin, sex, age, disability, veteran status, or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Right Act of 1964 and Title I of the Educational Amendments of 1972 and all other federal and state regulations.

NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES
NACCS XXIX Annual Conference
Hyatt Regency McCormick Place
March 27-30, 2002

CHILD CARE REGISTRATION FORM

Child Care will be provided only to pre-registrants.

- Children enrolled in child care must be toilet trained.
- Pre-registration is required. The NACCS Child Care Registration form and the Waiver Indemnity Agreement form are due **February 22, 2002**. A waiver must be signed for each child. If no waiver is submitted, child care service can not be offered. Please attached these completed forms to your pre-registration form for processing. On-site childcare registration will not be available.
- Regular meals and snacks for children enrolled in the day care program are the parent's responsibility.
- We request that parent not bring children who are ill. Childcare attendant will administer no medications.

1. Name of Child _____ Age _____ Gender _____

Medical/Diet restrictions: _____

My child is allegric to: _____

2. Name of Child _____ Age _____ Gender _____

Medical/Diet restrictions: _____

My child is allegric to: _____

3. Name of Child _____ Age _____ Gender _____

Medical/Diet restrictions: _____

My child is allegric to: _____

Please specify the times you will need child care on each day. Please review conference schedule to determine need.

Wednesday (6:00 p.m. - 9:00 p.m.) _____

Thursday (8:00 a.m. - 10:00 p.m.) _____

Friday (8:00 a.m. - 9:00 p.m.) _____

Saturday (8:00 a.m. - Sunday, 1:00 a.m.) _____

In case of emergency please indicate where you can be contacted or receive messages during the conference.

Hotel: _____

Phone number: _____

Room: _____

FOR OFFICE USE ONLY:

Information verified.

A WAIVER MUST BE SIGNED FOR EACH CHILD. IF NO WAIVER IS ACCOMPANIED WITH CHILD CARE FORM NO SERVICE CAN BE OFFERED. WAIVER IS LOCATED ON BACKSIDE OF THIS PAGE.

A WAIVER MUST BE SIGNED FOR EACH CHILD. IF NO WAIVER IS ACCOMPANIED WITH CHILD CARE FORM NO SERVICE CAN BE OFFERED.

NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES

WAIVER RELEASE AND INDEMNITY AGREEMENT

For and in consideration of permitting (1) _____ (Name of Child) to enroll in the child care service offered to parents who are participating in the National Association for Chicana and Chicano Studies conference scheduled on March 27-30, 2002 in Chicago, Illinois, the undersigned hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes to action for personal injury, property damage or wrongful death occurring as a result of engaging or receiving instructions in said activity or any activities incidental thereto wherever or continue, and the Undersigned does for him/her self, his/her heirs, executors, and administrators relinquishes any claim for personal injury, property damage or wrongful death against the National Association for Chicana and Chicano Studies or any of its officers, agents, or employees for any of said causes of action of any of said person, or otherwise.

It is the intention of (2) _____ (Name of Parent) by this instrument, to exempt and relieve the National Association for Chicana and Chicano Studies from liability for personal injury, property damage or wrongful death. Furthermore, the National Association for Chicana and Chicano Studies or any of its officers, agents or employees are released from any responsibility for liability arising from Party #2's illegal actions or omission.

The Undersigned acknowledges that he/she has read the foregoing two paragraphs, has been fully and completely advised of the potential dangers incidental to participation in the National Association for Chicana and Chicano Studies related child care and is fully aware of the legal consequences of signing the within instrument.

Signature of Parent/Guardian

Date

NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES

2002 MEMBERSHIP FORM

Member Number (for office use only) _____

member information

Name

(Please print or type) Last name

First name

Middle name/initial

Address

City

State

Zip

Check box if you do not want your address released to vendors.

Home phone

Office phone

Fax number

Discipline

E-mail

E-mail will be subscribed to your FOCO listserv if box is not checked

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Full Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Admin/Professional | <input type="checkbox"/> Assistant Professor |
| <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Community | <input type="checkbox"/> Lecturer |
| <input type="checkbox"/> Institutional | <input type="checkbox"/> Library | <input type="checkbox"/> K-12 Educator | <input type="checkbox"/> Other _____ |

Institutional Affiliation _____ Year of birth _____ Male Female

Student Applicant: Candidate for (check one) PhD MA AA BA Other _____

foco

Please check the region that applies. If you are uncertain, leave blank

- | | | | | |
|-----------------------------------|--|--|--|---------------------------------|
| <input type="checkbox"/> Colorado | <input type="checkbox"/> Rocky Mountain | <input type="checkbox"/> Pacific Northwest | <input type="checkbox"/> Northern California | <input type="checkbox"/> Mexico |
| <input type="checkbox"/> Tejas | <input type="checkbox"/> Southern California | <input type="checkbox"/> Midwest | <input type="checkbox"/> East Coast | |

membership dues

Dues are for the 2001 calendar year: January 1 - December 31.

- | | |
|---|---|
| <input type="checkbox"/> Under \$20,000\$30.00 | <input type="checkbox"/> Student\$20.00 |
| <input type="checkbox"/> \$20,000-\$29,999\$38.00 | <input type="checkbox"/> Retired\$40.00 |
| <input type="checkbox"/> \$30,000-\$39,999\$46.00 | <input type="checkbox"/> Library (non-voting)\$65.00 |
| <input type="checkbox"/> \$40,000-\$49,999\$56.00 | <input type="checkbox"/> Institutional (non-voting)\$100.00 |
| <input type="checkbox"/> \$50,000-\$64,999\$66.00 | <input type="checkbox"/> Life Member\$2,500 |
| <input type="checkbox"/> \$65,000 and over\$78.00 | (Installments of \$250 per year for 10 years) |

Permanent residents of Mexico and other Latin American countries use this income schedule (residents of other nations follow the above dues structure):

- | | |
|---|---|
| <input type="checkbox"/> Income under \$20,000\$20.00 | <input type="checkbox"/> \$20,000 and over\$30.00 |
|---|---|

Caucus Dues: Add \$5.00 to dues for each Caucus. Students add \$2.00 per Caucus.

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Chicana Caucus | <input type="checkbox"/> COMPAS | <input type="checkbox"/> Lesbian Caucus | Members of Caucuses can be subscribed to their listservs. Would you like to be subscribed? <input type="checkbox"/> Yes |
| <input type="checkbox"/> Joto Caucus | <input type="checkbox"/> Student Caucus | <input type="checkbox"/> K-12 | |
| <input type="checkbox"/> Community Caucus | <input type="checkbox"/> Graduate Student Caucus | | |

Membership: \$ _____ Caucus dues: \$ _____

Continued on back of form for Joint Membership, Payment, and Mailing Information

2002 MEMBERSHIP FORM (continued)

joint membership

Joint Member must reside at the same mailing address as the member above.

Name

(Please print or type) Last name _____ First name _____ Middle name/initial _____

Office phone _____ Fax number _____

E-mail _____ Discipline _____

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Full Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Admin/Professional | <input type="checkbox"/> Assistant Professor |
| <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Community | <input type="checkbox"/> Lecturer |
| <input type="checkbox"/> K-12 Educator | Other _____ | | |

Institutional Affiliation _____ Year of birth _____ Male Female

Student Applicant: Candidate for (check one) PhD MA AA BA Other _____

Joint Membership Dues\$15.00 (Add to the higher income category of the two members)

Caucus Dues Add \$5.00 to dues for each Caucus. Students add \$2.00 per Caucus.

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Chicana Caucus | <input type="checkbox"/> COMPAS | <input type="checkbox"/> Lesbian Caucus | Members of Caucuses can be subscribed to their listservs. Would you like to be subscribed? <input type="checkbox"/> Yes |
| <input type="checkbox"/> Joto Caucus | <input type="checkbox"/> Student Caucus | <input type="checkbox"/> K-12 | |
| <input type="checkbox"/> Community Caucus | <input type="checkbox"/> Graduate Student Caucus | | |

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EDITORIAL *continued from page five*

the execution of a search. Now these protections have been eased. Now too, computers may be searched without the permission of the operator or owner. There are also lower thresholds for obtaining wiretaps. Intelligence gathering needs not be a primary purpose of an investigation. It only needs to be a "significant purpose" of the investigation.

As Senator Russ Feingold, from Wisconsin warned, this legislation enables the government to collect information on anyone.² If law enforcement argues that the information is needed to investigate international terrorism or clandestine intelligence gathering, business, educational, and medical records can be compelled. In his testimony, Feingold also argued that innocent individuals could be deported for associations with humanitarian or political groups that the government may regard as a "terrorist" organizations, e.g., Greenpeace. Feingold was the only Senator to vote against the anti-terrorism law.

Regarding immigrants, although this bill requires the U.S. Attorney General to charge an immigrant within seven days, there are exceptions. If the Attorney General's office maintains "suspicions," immigrants may be held longer. Suspicion is a much less stringent requirement than the higher standards of proof beyond a reasonable doubt and I fear that immigrants may be held indefinitely without meaningful judicial review. This aspect of the bill raises significant concerns about the upholding of constitutional rights. Although the bill includes a four-year sunset provision for the bill's search and surveillance provisions, Congress could review and extend the provisions of the bill through new legislation.

President Bush also declared an "extraordinary emergency" on November 13, 2001, empowering him to order military trials for suspected international terrorists. There will be no judicial review for these trials as Defense Secretary Donald Rumsfeld will appoint each panel and set the rules and procedures for levels of proof needed for conviction. There is no provision for an appeal to the U.S. civil courts as only the President or the Secretary of Defense has the authority to overturn a decision. This presidential directive applies to non-U.S. citizens arrested in the United States or abroad. These military tribunals would be able to impose death sentences with only a two-thirds vote. The trials could be held in secret and evidence that normally would be rejected in a civil court could be used in these trials. Ashcroft currently has plans to question over 5,000 foreign nationals who recently entered the country and the FBI is visiting hundreds of college campuses to check on the records of foreign students. In addition, Ashcroft approved an eavesdropping rule on an emergency basis which enables the government to monitor conversations and intercept mail between people in custody and their attorneys for up to a year at a time.

In a statement before the U.S. Commission on Civil Rights on October 12, 2001, Charles Kamasaki, Senior Vice President for the National Council of La Raza presented several important recommendations to the Commission regarding immigration, terrorism, and civil rights. Kamasaki asked the Commission to hold hearings on the civil rights implications as a result of the aftermath of the September 11 attacks and that the Commission issue reports whenever civil rights protections are endangered. He urged the President, Attorney General Ascroft, and others in

Bush's administration to address racial profiling and he strongly urged the Department of Justice not to encourage collaborations between itself, the INS and other law enforcement agencies. He also strongly encouraged the INS to address discrimination complaints in its enforcement of federal immigration laws. The U.S. Commission on Civil Rights is an independent, bipartisan fact finding agency of the Executive Branch. It was established under the Civil Rights Act of 1957. Kamasaki's full statement can be located on the web at <http://www.usccr.gov/tragedy/imm1012/main.htm>

While we have a duty to guard our security, we also have a strong duty to preserve our basic and constitutional rights. We must ensure that these anti-terrorist measures do not result in unintended consequences, e.g. racial profiling, discrimination, guilt by association, harassment, hate violence, and unconstitutional attacks on lawyer confidentiality. As a nation, we cannot let anxiety and fear generated by the events of September 11th lead us to overlook the consequences of reducing our constitutional rights.

As NACCS members, I believe it is critical that we voice our concerns now. As individuals we must write to our Congressional representatives to express the need to defend not only our security but also our basic freedoms and civil liberties. We must continue to speak out against racial profiling, discrimination, hate violence, and overzealous law enforcement. We must also speak out against proposals that would constrain or take away the rights to fair treatment for non-citizens. We must retain a strong voice in defending the rights of freedom in these times of crisis. Take the time now to write a letter to your Congressional representatives to express your concern over these relentless assaults on our civil liberties.

1 George W. Bush. 10/26/2001. "George W. Bush signs the antiterrorism bill." FDCH Political Transcripts.

2 Russ Feingold. October 25, 2001. "Statement of U.S. Senator Russ Feingold on the Anti-Terrorism Bill from the Senate Floor." <http://www.senate.gov/~feingold/>

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