

**Chicano/Latino Studies 200A:
Theoretical Issues in Chicano/Latino Studies**

**Fall 2018
Thursday 12:30-3:20pm
Social Science Tower 318**

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COURSE DESCRIPTION

This course provides an introduction to key concepts in Chicano/Latino Studies. Rather than conducting a survey of research on Chicanas/os/x-Latinas/os/x, we will engage with readings on the goals of Chicana/o/x and Latina/o/x Studies (CLS) and the tools that have been developed for these ends. The class is organized to push us to think through how our work, and we as scholars, fit into CLS. First, we will consider the history and goals of Chicano Studies. We will then explore the debates and tools related to two of the original goals of the discipline: 1) to advance new and revised knowledge that is inclusive of Chicana/o/x-Latina/o/x experiences and 2) to educate and empower Chicana/o/x-Latina/o/x communities (and students).

Course Objectives:

- Understand the history and goals of Chicano/Latino Studies as a discipline.
- Identify Chicano/Latino Studies tools and perspectives and how they may apply them to your research, teaching, and service.
- Reflect on what being a Chicano/Latino Studies scholar means to you.

For those interested in further training, this course is the first step in declaring a graduate emphasis in Chicano/Latino Studies. Additional requirements include taking three additional graduate level courses cross-listed in Chicano/Latino Studies. Graduate students who have completed the emphasis note that it helped them further their research interests, build relationships with more faculty on campus, and demonstrate official training in Chicano/Latino Studies when on the job market.

COURSE READINGS

Required Texts:

Soldatenko, Michael. 2011. *Chicano Studies: The Genesis of a Discipline*. University of Arizona Press.

Zambrana, Ruth Enid. 2018. *Toxic Ivory Towers: The Consequences of Work Stress on Underrepresented Minority Faculty*. Rutgers University Press.

Additional required readings can be downloaded from the course website.

COURSE ASSIGNMENTS AND GRADING

Participation and Attendance (15%): You are expected to come to class having done the reading and prepared to actively participate in discussion. Accommodations will only be made in the event of a medical emergency, family situation, immigration crisis, or when there are professional duties where scheduling is out of your control (e.g. conference attendance).

The readings are meant to be a jumping off point for our conversations. It is less important to understand the particularities of the argument and analysis than to think about how the themes and topics are related to the development of the discipline and your own work.

Class Facilitation (15%): You will co-facilitate class discussion during one of our weekly meetings. You should ask questions that lead us through the readings and engage the week's themes as listed in the syllabus. You should also bring at least one activity to the class meeting that will further engage us in thinking through the themes of the week and our practice of Chicano/Latino Studies; it should not focus on teaching the substantive content or concepts from the readings.

Memos (20%): Due 11am the day of the corresponding class meeting.

You will write three 1-2 page single-spaced memos where you will reflect on the readings for the week. You cannot write a memo for the week you lead discussion.

Your memos should do the following:

- Reflect on the guiding questions for each week.
- Ask questions of and make connections among the readings. You should not summarize but rather raise critiques and connections to other ideas presented in that week's readings or that we have considered in prior weeks.
- Consider how the issues they raise can or cannot be incorporated into your practice of Chicano/Latino Studies. For example:
 - How do you and your work fit into the goals and the institutional project that is Chicano/Latino Studies?
 - What are the benefits and drawbacks of bringing these tools/perspectives into your research? How might your discipline react?
 - How can you realize the goals of Chicano/Latino Studies in your classroom (now and in the future) and communities you live in/work with?

Group Project (30%): You have two options for your group project. The first is intended for groups who would like imagine ways to interject Chicano/Latino Studies into their disciplines/areas of study. The second is intended for groups who would like to imagine the future of Chicano/Latino Studies within the University. Your group should include 2-3 students. If you feel strongly about doing a specific project and cannot find a partner, you may propose an individual project. I will also consider variations on these options if you are so inspired. Alternatives should be discussed with me in advance. The size of your final product should be scaled up or down according to your group size.

1. **Course Syllabus:** Prepare a syllabus for a course that could be taught on Chicano/Latino issues within a disciplinary department (e.g. Latina/o/x Sociology; Latina/o/x Health). It

may be either an upper-division undergraduate course or a graduate course. Your syllabus should include a course description, course objectives, description of course assignments, and skeleton of a 10 week course schedule which should include topics and guiding questions for each week; these should be collaboratively developed by the group. Each group member is also responsible for filling out one week with readings and class activities.

2. ***Chicano/Latino Studies Departmental Vision and Plan:*** Early documents, like el Plan de Aztlán and el Plan de Santa Barbara, set forth founding visions for Chicano Studies and its purpose. Imagine that UCI's Department of Chicano/Latino Studies is evaluating and re-envisioning our department's purpose. Collaboratively develop a vision statement for the department (approx. 1 page) and an outline (approx. 3-4 pages) of how this vision can be achieved through programming. This should include, at least undergraduate education, graduate education, and institutional/community engagement; this may include a mix of continuing current programming, revamping current programming, or starting new programs. Each program should be collaboratively identified and defined by the group in a few sentences. Each group member is then responsible for filling out details for one new/revised program.

Project pieces and timeline:

- ***Proposal (0%): Due Friday November 16 by 5pm***
Identify group members and briefly describe your plan in a few sentences. You will have some time in the preceding day's class to form groups and discuss.
- ***Class presentation of a draft (5%): Due November 29th in class***
You will discuss your plan with another group in class to receive feedback.
- ***Group project (20%): Due Wednesday December 5th by midnight***
- ***Individual memo (5%): Due no later than Friday December 14th by 5pm***
Write a reflection on your intentions behind the project, your feelings about the process of developing it, and an assessment of what you contributed to the collaborative portion of the project. This should be approx. 1 page single spaced.

Final Reflection Paper (20%): Due Friday December 14th by 5pm

Your final paper is an opportunity to reflect on what you have learned from this class and its implications for your practice of Chicana/o/x-Latina/o/x Studies. It is an invitation to begin constructing your persona as a Chicana/o/x-Latina/o/x Studies scholar and imagine a way to further develop this given your own goals, research interests, and the constraints of contemporary academia.

The paper should be approximately 4-6 single spaced pages and should respond to the following prompt: What is the purpose of Chicana/o/x-Latina/o/x Studies as a discipline? How will you integrate this purpose into your scholarly persona? Identify at least three tools/perspectives from the class and how these have impacted your (planned) approach to research, teaching, and service work. What challenges do you imagine facing as you implement these? How might you overcome these to fulfill your purpose?

COURSE SCHEDULE AND READINGS

September 27, Week 0: Founding Chicano Studies

What does the foundation of Chicano Studies look like? How and from where did the discipline emerge? What were its original goals? Why are you here and how did you get interested in CLS?

Readings:

- Soldatenko. Introduction and Ch. 1

In-Class Readings:

- Plan de Aztlán
- Plan de Santa Barbara

October 4, Week 1: Institutionalizing Chicano Studies

What did initial forms of Chicano studies look like? How and what version of Chicano Studies became institutionalized? What are the benefits and drawbacks of this institutionalization? How might you and your work fit into this institutional project?

Discussion Leaders: Mari and Tyler

Readings:

- Soldatenko. Chs. 2-4
- Valenzuela, Angela. 2005. "Introduction" *International Journal of Qualitative Studies in Education* 18(2): 139-146.
- Aguirre Jr., Adlberto. 2005. "The Personal Narrative as Academic Storytelling: A Chicano's Search for Presence and Voice in Academe." *International Journal of Qualitative Studies in Education* 18(2):147-163.
- Macías, Reynaldo F. 2005. "El Grito en Aztlán: Voice and Presence in Chicana/o Studies." *International Journal of Qualitative Studies in Education* 18(2):170-182.
- Hurtado, Aída. 2005. "The Transformative Power of Chicana/o Studies: Social Justice and Education." *International Journal of Qualitative Studies in Education* 18(2):185-197.
- Mindiola, Tatcho. 2005. "Chicano Studies: On the Margins or Part of the Academy?" *International Journal of Qualitative Studies in Education* 18(2): 235-241.

Supplemental Readings:

- Remainder of special issue: 2005. *International Journal of Qualitative Studies in Education* 18(2).
- Aparicio, Frances R. 1999. "Reading the "Latino" in Latino Studies: Toward Re-imagining Our Academic Location." *Discourse*, 21(3), 3-18.
- Acuña, Rodolfo. 2011. *The Making of Chicana/o Studies: In the Trenches of Academe*. Rutgers University Press.
- Muñoz, Carlos. 1970. "Toward a Chicano Perspective of Political Analysis." *Aztlán* 1(2):15-26.
- Almaguer, Tomás. 1971. "Toward the Study of Chicano Colonialism." *Aztlán* 2(1):7-21.
- Rochin, Refugio I. and Ada de la Torre. 1986. "The Current Status and Future of Chicano Studies Programs: Are They Academically Sound?" Paper presented at the Annual

Conference of the National Association for Chicano Studies.
<https://files.eric.ed.gov/fulltext/ED273429.pdf>

- Medina Jr., Felix. 2012. "The Future of Chicano/a Studies: A Neophyte Reflection." Paper presented at the *National Association for Chicana and Chicano Studies Annual Conference*.

October 11, Week 2: Reimagining Chicana/o Studies through Chicana Thought

How did Chicana thought and women of color feminists challenge and transform Chicano Studies? What pathways has Chicana thought opened up to reimagine and advance the goals of Chicana/o Studies? How might you and your work fit into this institutional project?

Discussion Leaders: Martha and Michelle

Readings:

- Soldatenko. Ch 5 and conclusion
- Selection from Moraga, Cherríe and Gloria Anzaldua (Eds.). 1983. *This Bridge Called My Back: Writings By Radical Women of Color*. Kitchen Table Press.
(1) The Bridge Poem and original Introduction; (2) Theory in the Flesh section introduction; (3) Wonder Woman; (4) La Güera; (5) Invisibility is an Unnatural Disaster; (6) Gee You Don't Seem Like and Indian from the Reservation; (7) I Walk in the History of My People; (8) Speaking in Tongues section introduction; (9) Speaking In Tongues: A Letter; (10) who told you anybody wants to hear from you?
- Córdova, Teresa. 2005. "Agency, Commitment and Connection: Embracing the Roots of Chicano and Chicana Studies." *International Journal of Qualitative Studies in Education* 18(2): 221-233. (12 pgs)
- Yarbrow-Bejarano, Yvonne. "Reflections on Thirty Years of Critical Practice in Chicana/o Cultural Studies." In *A Companion to Latina/o Studies*. Ed. J. Flores and R. Rosaldo. Wiley-Blackwell.

Supplemental Readings:

- Riddell, Adalijiza Sosa. "Chicanas and El Movement." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Segura, Denisa A. and Beatriz M. Pasquera. "Beyond Indifference and Antipathy: The Chicana Movement and Chicana Feminist Discourse." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Vasquez, Francisco H. 1992. "Chicanology: A Postmodern Analysis of Meshicano Discourse." *Perspectives in Mexican American Studies* 3: 116-147.
- Zavella, Patricia. 1989. "The Problematic Relationship of Feminism and Chicano Studies." *Women's Studies* 17(1-2): 25-36.

October 18, Week 3: Teaching Chicana/o/x-Latina/o/x Studies

What are the benefits and drawbacks of the institutionalization of CLS as an educational project? What tools have been used to de-institutionalize education and bring it to the public? What tools and perspectives have been used in institutionalized classrooms? What is the future of CLS as a form of educational empowerment?

Discussion Leaders: Asbeidy and Juan

Readings:

- Huerta, Jorge A. 2015. "The Legacy of Luis Valdez and El Teatro Campesino: The First Fifty Years." *HowlRound*.
- LaWare, Margaret R. "Encountering Visions of Aztlán: Arguments for Ethnic Pride, Community Activism and Cultural Revitalization in Chicano Murals." In *Visual Rhetoric: A Reader in Communication and American Culture*. Edited by Lester C. Olson, Cara A. Finnegan, and Diane S. Hope. Sage.
- Selection from Freire, Paulo. 2007. *Pedagogy of the Oppressed*. Continuum. Pg. 72-86.
- Selection from hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. Pg 13-22; 201-207
- Selection from hooks, bell. 2003. *Teaching Community: A Pedagogy of Hope*. Routledge. Pg. ix-12
- Cabrera, Nolan L. et al. 2014. "Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson." *American Educational Research Journal* 51(6): 1084-1118.
- National Association of Scholars. *Making Citizens: How American Universities Teach Civics*. Press Release and Executive Summary

Supplemental Readings:

- Goldman, Shifra M. "Mexican Muralism: Its Social-Educative Roles in Latin America and the United States." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.
- hooks, bell. 2010. *Teaching Critical Thinking: Practical Wisdom*. Routledge
- Salinas, Lupe S. 2011. *Arizona's Desire to Eliminate Ethnic Studies Programs: A Time to Take the 'Pill' and to Engage Latino Students in Critical Education about their History*. Harvard Latino Law Review 14: 301-323.
- Dee, Thomas and Emily Penner. 2016. The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum. *National Bureau of Economic Research Working Paper 21865*.

October 25, Week 4: Intervening in Our Disciplines

Why was/is CLS necessary? How has CLS impacted and/or been incorporated into our various disciplines? How can we use Chicanas/os/x-Latinas/os/x as a case to contribute to debates in our own disciplines? Is disciplinarily-grounded work CLS?

Discussion Leaders: Manny and Marilyn

Readings:

Examples of interventions:

- Paredes, Américo. 1970. "Folklore, Lo Mexicano, and Proverbs." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Baca Zinn, Maxine. 1980. "Gender and Ethnic Identity among Chicanos." *Frontiers: A Journal of Women Studies*, 5(2): 18-24.
- Campos, Belinda. 2015. "What is the Role of Culture in the Association of Relationships with Health?" *Social and Personality Psychology Compass* 9(12): 661-677.

Reflections on interventions:

- Davalos, Karen Mary. 1998. "Chicana/o Studies and Anthropology: The Dialogue that Never Was." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Pulido, Laura. 2002. "Reflections on a White Discipline." *Professional Geographer* 54(1):42-49.
- Ruiz, Vicki. 2006. "Nuestra América: Latino History as United States History." *Journal of American History* 93(3): 655-672.

November 1, Week 5: Interdisciplinary Approaches

What does an interdisciplinary approach look like? How can drawing from other disciplines advance your research agenda?

Discussion Leaders: Adan and Sarai

Readings:

Theorizing Interdisciplinarity

- Nissani, Moti. 1995. Fruits, Salads, and Smoothies: A Working Definition of Interdisciplinarity. *Journal of Educational Thought* 29(2): 121-128.
- Szostak, Rick. 2007. "How and Why to Teach Interdisciplinary Research Practice." *Journal of Research Practice* 3(2): 1-17. Focus on pgs 6-13.
- Youngblood, Dawn. 2007. "Interdisciplinary Studies and the Bridging Disciplines: A Matter of Process." *Journal of Research Practice* 3(2): 1-8.
- Boswell, Christina and Peter Mueser. 2008. "Introduction: Economics and Interdisciplinary Approaches in Migration Research." *Journal of Ethnic and Migration Studies* 34(4): 519-529.

Examples of Interdisciplinary Study

- Alba Cutler, John. 2015. "Introduction" *Ends of Assimilation: The Formation of Chicano Literature*. New York. Oxford. Pg. 1-20
- Selection from Donato, Katharine and Donna Gabaccia. *Gender and International Migration: From the Slavery Era to the Global Age*. Russell Sage. Pg. 12-15.
- Enriquez, Laura E., Daisy Vazquez Vera, and S. Karthick Ramakrishnan. "Driver Licenses for All?: Racialized Illegality and the Implementation of Progressive Immigration Policy in California." Manuscript under review.

Supplemental Readings:

- Morawska, Ewa. 2003. "Disciplinary Agendas and Analytic Strategies of Research on Immigrant Transnationalism: Challenges of Interdisciplinary Knowledge." *International Migration Review* 37(3): 611-640.
- National Academy of Sciences. 2005. *Facilitating Interdisciplinary Research*. Washington, DC: The National Academies Press.
<https://www.nap.edu/catalog/11153/facilitating-interdisciplinary-research>

November 8, Week 6: Methodology

What methodologies fit with the goals of CLS? How can our disciplinary methodologies serve us in CLS? What methodological issues might (have) you face(d) as CLS scholars?

Discussion Leaders: Karen and Stephanie

Readings:

- Peterson-Lewis, Sonja. 2012. "The Ghost of Methodologies Past: Untangling Methods, Methodologies, and Methodologist in Black Studies." *Retrospective Methods Network Newsletter*. Pp. 59-71.
- Selection from Anzaldúa, Gloria. 1999. *Borderlands/ La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books. Pg. 23-27, 57-61, 100-113
- Pizarro, Marc. 1998. "'Chicana/o Power!': Epistemology and Methodology for Social Justice and Empowerment in Chicana/o Communities." *International Journal of Qualitative Studies in Education* 11(1): 57-80.
- González-López, Gloria. 2006. "Epistemologies of the Wound: Anzuldúan Theories and Sociological Research on Incest in Mexican Society." *Human Architecture: Journal of the Sociology of Self-Knowledge* 4(3): 17-24.
- Solorzano, Daniel G. and Tara J. Yosso. 2002. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research." *Qualitative Inquiry* 8(1): 23-44.
- Stoecker, Randy. "Are Academics Irrelevant?: Approaches and Roles for Scholars in CBPR." pp. 107-120. In *Community-Based Participatory Research for Health: from Process to Outcomes*. 2nd Ed. Ed. by M. Minkler and N. Wallerstein. Jossey-Bass.
- Zavella, Patricia. 1993. "Feminist Insider Dilemmas: Constructing Ethnic Identity with "Chicana" Informants." *Frontiers* 13(3):53-67.

Supplemental Readings:

- Ladner, Joyce. 1973. *The Death of White Sociology*. New York: Vintage Books.

- Fonow, M.M., & J.A. Cook (eds.). 1991. *Beyond Methodology: Feminist Scholarship as Lived Research*. Bloomington: Indiana University Press
- Harding, S., & K. Norberg (eds.). 2005. "New Feminist Approaches to Social Science Methodologies: An Introduction". *Signs: Journal of Women in Culture and Society* 30(4): 2009–2015.
- Chabram, Angie. 1990. Chicana/o Studies as Oppositional Ethnography. *Cultural Studies* 4(3): 228-247.
- Gonzalez-Kruger, Gloria et al. 2000. "The Latino Research Initiative: A Multidisciplinary and Collaborative Community-University Outreach and Scholarship Model." *Great Plains Research* 10(2): 359-385.
- Flores, Glenda. 2016. "Discovering a Hidden Privilege: Ethnography in Multiracial Organizations as an Outsider Within." *Ethnography* 17(2): 190-212.

November 15, Week 7: Comparative/Relational/Intersectional Perspectives

Do we just study Chicanas/os/x-Latinas/os/x? How do we situate Chicana/o/x-Latina/o/x issues within the racial hierarchy and in relation to other social locations?

Discussion Leaders: Marco and Nalya

Readings:

- Molina, Natalia. 2013. Examining Chicana/o History Through a Relational Lens. 2013. *Pacific Historical Review* 82(4): 520-542.
- Enriquez, Laura. Forthcoming. "Border-Hopping Mexicans, Law-Abiding Asians, and Racialized Illegality: Analyzing Undocumented College Students Experiences through a Relational Lens." In *Studying Race Relationally*. University of California Press.
- Selection from Ochoa, Gilda. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. University of Minnesota Press. Pg 1-6; 21-56
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43:1241-1299.
- Selection from Romero, Mary. 2017. *Introducing Intersectionality*. Pg. 8-11, 38-60.
- Covarrubias, Alejandro. 2011. "Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline." *Journal of Latinos and Education* 10(2): 86-105.

Supplemental Readings:

- Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs: Journal of Women in Culture and Society* 38(4):785-810.
- Hill Collins, Patricia and Sirma Bilge. 2016. *Intersectionality*. Polity
- Enriquez, Laura E. 2016. "A "Master Status" or "the Final Straw"? Assessing the Role of Immigration Status in Latino Undocumented Youths' Pathways out of School." *Journal of Ethnic and Migration Studies*.
- Ocampo, Anthony C. 2014. "Are Second-Generation Filipinos 'Becoming' Asian American or Latino? Historical Colonialism, Culture and Panethnicity." *Ethnic and Racial Studies* 37(3):425-445.

In-class Activity: Identify group members and discuss group project.

Due Friday November 16 by 5pm: Group Project Proposal

November 22, Week 8: NO CLASS

November 29, Week 9: Taking Research Beyond the Ivory Tower

How does your research fit into CLS goal of advancing Chicana/o/x-Latina/o/x communities? What options are there for taking research beyond the university? Using sociology as a case study, how might social justice goals be incorporated into disciplines, what are the barriers/risks, and how can these be managed?

Readings:

- Ramakrishnan, S. Karthick. 2014. "Humanities, Social Sciences, and the Urgency of Public Relevance." *Journal of Asian American Studies* 17(1): 91–94.
- Chapter 7 from Hill Collins, Patricia. 2013. *On Intellectual Activism*. Pp. 77-87.
- Introduction and Chapter 7 from Stein, Arlene and Jessie Daniels. 2017. *Going Public: A Guide for Social Scientists*. University of Chicago Press.
- Chapter 7 from Ochoa, Gilda. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. University of Minnesota Press.
- Enriquez, Laura. Examples of public scholarship.

Supplemental Readings:

- Ffrench-Constant, Laura. *How to Plan, Write, and Communicate an Effective Policy Brief*. Research to Action.
- Rios, V.M. and Martino-Taylor, L. 2016. "Documenting and Participating in History in the Making: The Ferguson Research-Action Collaborative." *Berkeley Journal of Sociology*.

In-Class Activity: Presentation of draft of group project.

December 6, Week 10: Imagining the Future for Chicana/o/x-Latina/o/x Scholars

To what extent is Zambrana's book an example of CLS scholarship as we have explored it in this course? What challenges await you as Chicana/ox-Latina/o/x Scholars? How can we successfully navigate and transform the institution to ensure that we are meeting our personal goals and those of CLS?

Required Class Event: Colloquium Talk by Ruth Enid Zambrana (12:00-1:30pm)

Class Activity: Discussion with Ruth Enid Zambrana

Readings:

- Zambrana, Ruth Enid. 2018. *Toxic Ivory Towers: The Consequences of Work Stress on Underrepresented Minority Faculty*. Rutgers University Press.

Supplemental Readings:

- Alfaro-Velkamp, Theresa and Myrna Santiago. 2018. "Latina Faculty: Sí Se Puede?" Saint Mary's College of California Institute for Latino and Latin American Studies Working Paper Series. <https://www.stmarys-ca.edu/institute-for-latino-and-latin-american-studies/working-paper-series>