

Annual Report, AY 2001-02



**UCLA
César E. Chávez
Center for Interdisciplinary Instruction
in
Chicana & Chicano Studies**

fall 2002



2002 César E. Chávez Spirit Award recipient, Dolores Huerta (front & center), with members of the Planning Committee. From left to right, back row: Max Benavidez (Chair, Organizing Committee, Master of Ceremonies), José Zavala Cuevas, Alfred Herrera, Reynaldo F. Macías, Ramona Cortes Garza, Ronald H. Garduño, Manuel Urrutia, Belinda Barragán, Sr. Garza (Guest). Front row: Blanca Chavoya, Diana De Cárdenas, Dolores Huerta, Tomasa Rosales, Eleuteria Hernández, and Miriam Hernández (Reporter, ABC News, Mistress of Ceremonies).

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Reynaldo F. Macías, Chair

Introduction

In the late 1960s, the nature of scholarship on the Chicano community was fairly limited—Chicanos were an invisible group to many of the researchers writing in the academy. What little research there was on the Chicano community seemed to be plagued by distortion, stereotypes, fragmentation, unrealistic portrayals of events, one-sidedness, and often, linguistic bias and prejudice. In the cauldron of social activism of the time—the Chicano Movement, the Farm worker’s unionizing Causa, the civil rights movement, anti-war sentiment, and counter cultural challenges—a new area of studies was created and developed to right these intellectual and scholarly absences and errors—Chicano Studies. The five goals this new area of study adopted were:

1. Create new knowledge about the diverse Chicano community
2. Reformulate old knowledge
3. Apply research knowledge to the improvement of the material conditions of the Chicano community
4. Support the cultural renaissance within the community; and
5. Support social changes through a critical awareness and commitment to equity, and social justice

Research centers and academic degree programs were established throughout the country around Chicano Studies. At UCLA this took the form of a research center established in 1969 and an inter-departmental program established in 1974, drawing on faculty and courses from different departments and disciplines to constitute a major in Chicano Studies.

In the 1980s, the rise of Chicana Studies added to these efforts several other goals focused around

gender and sexuality:

6. Place gender as a central construct in the study of this community
7. Challenge patriarchy within and outside the Chicano community
8. Support the pursuit of Chicana dreams and aspirations and
9. Recognize and study the diversity of sexuality in the community.

In the early 1990s, the faculty re-organized the major, and established new introductory required courses. In 1992, a specialization (minor) was established in a renamed Chicana and Chicano Studies degree.

However, times were tough all over. The retrenchments in social and budget policies during the 1980s and the recession of the early 1990s left California higher education in a tight financial situation. Chicano Studies reflected this in lowered enrollments, majors and graduates. In 1992, the interdepartmental program at UCLA was in danger of being closed. In spring of 1993, students and faculty undertook civil disobedience, and a non-violent hunger strike to underscore their demands for greater support of the program and the establishment of a department of Chicana and Chicano Studies. The result of the subsequent compromise was the development of a new academic unit—a center for interdisciplinary instruction—and six new full-time faculty positions within this unit. It was named in honor of César E. Chávez—in memory of his leadership for social change, fair treatment of farmworkers, his support of nonviolence, and his use of the hunger strike as a tool to prick the moral conscience of the nation and the world.

In the following year, 1993-94, the University

¹ The information provided in the 2001-02 annual report was compiled through a collaborative effort of staff from the César E. Chávez Center. In addition, the faculty have contributed to ideas and certainly worked to make sure the Center grew and developed successfully. Jo Ana Ley, the Center’s web tech, Elizabeth Serna, a student research assistant, MEChA and other student organizations contributed the line graphics to the final project. The photographs were taken by Jo Anna Ley (p. 6 & 8), Olivia Díaz (p. 7), and Carol Peterson (p. 11).

hired three new junior faculty who started work on July 1, 1994 (Alicia Gaspar de Alba; Otto Santa Ana; Abel Valenzuela). The following year, three additional senior faculty were hired, and they started work July 1, 1995 (Camille Guerin-González; Aida Hurtado; Judith Baca). In 1997-98, two of the senior faculty left UCLA and were replaced by two junior faculty (Eric Avila in July 1997; María Cristina Pons in July 1998). In Fall 1998, with the mid-year hire of a new senior faculty member (Reynaldo F. Macías), the total number increased to seven full-time faculty. Despite initial problems and growing pains, the Center is established in 7th floor offices in Bunche Hall, and adopted 10 goals in winter 1999 to guide its development between 1999 and 2005.

1. Academic staffing—increase to 10 FTE over 5 years
2. Guide and support the junior faculty so that they will be promoted and tenured
3. Develop the curriculum of the major and minor by adding a focus on: (a) Experiential and service learning; (b) Pro-seminar/senior thesis; (c) to teach courses in Spanish in support of the language requirement; (d) courses on indigenous languages and groups; and (e) the development of a graduate program

4. Seek departmental status
5. Increase our visibility and public image through: a speaker series; a newsletter; a WWW site; and list serves for faculty, staff, students, public
6. Seek stakeholder advice, possibly through community advisory committees
7. Increase student participation through the student departmental senate (SDS)
8. Stabilize our facilities by re-organizing our office to improve the work environment; network printers; support digital lab; TA office; upgrade computers
9. Stabilize staffing for the Center: hire an MSO; hire full-time academic advisor
10. Create and pursue a development plan for the center which will include:
 - creation of two endowed chairs—one in labor studies and political economy; the other in cultural studies (\$1 million each)
 - a discretionary fund for student support and scholarships.

The Center will report its progress in meeting these goals to its various constituencies on a regular basis. This annual report, covering 2001-02, is one of the mechanisms for this reporting. The rest of this report on the “state of the art” is organized into four



Chávez Center faculty and staff after a meeting in fall 2001. From left to right, back row, standing: José Zavalza (SDS), Norma Corral (Librarian), María Cristina Pons (Assistant Professor), Eleuteria Hernández (Student Advisor), Edwina Barvosa-Carter (Postdoctoral Fellow), Elena Mohseni (Administrative Specialist), Paule Cruz-Takash (Visiting Assistant Professor), Raúl Hinojosa-Ojeda (Urban Planning, Affiliated Faculty), Alicia Gaspar de Alba (Associate Professor), Fernando Gapasin (Visiting Assistant Professor), Eric Avila (Assistant Professor), Stacy Macías (Urban Planning, Teaching Assistant), Alma Martínez (Urban Planning, Teaching Assistant). Front row: Vanessa Sifuentes (SDS), Cindy Cuevas (SDS), Olivia Díaz (Management Services Officer), Reynaldo F. Macías (Chair), Otto Santa Ana (Associate Professor). Missing is Abel Valenzuela (Associate Professor) and Judith Baca (Professor).

sections: (1) faculty; (2) curriculum; (3) enrollments and students; and (4) administration.

Faculty

The progress during 2001-02 towards the goals involving faculty has been in several areas. Greater attention to building courses, enrollments and program has allowed us to document growth in these areas within the last few years. This is helping make the case for greater faculty resources.

Faculty staffing has remained consistent for the most part from 2000-01 to 2001-02. There are seven core faculty members. The number of affiliated teaching faculty, which is comprised mainly of the faculty who made up the earlier Inter-Departmental Program (IDP) in Chicana/o Studies, went up from 19 in 2000-01 to 20 in 2001-02. The number of teaching assistants and readers also increased to 16 and 3 respectively in AY 2001-02 as a result of the increased enrollments in several of our larger and introductory courses from 8 and 4 in 2000-01, and collaboration with other units on campus to share in the costs of these instructional personnel.

Two Distinguished Community Scholars, Moctesuma Esparza (Award Wining Producer) and Antonio Villaraigosa (former Speaker of the California State Assembly), taught courses during the year. Distinguished Community Scholar Esparza taught a course in spring 2002 on the role of the producer in the making of feature films and, more

generally other productions in the entertainment industry. Distinguished Community Scholar Villaraigosa co-taught a course on “Latino Community Formation” with Assistant Professor Raúl Hinojosa-Ojeda (Urban Planning) in the winter 2002 quarter.

Lecturers or visiting part-time faculty vary each year. Among the nine visiting faculty and lecturers during the 2001-02 year several well-known scholars and professionals helped strengthen the curriculum of the Chávez Center.

Reverend James Lawson, renown for his role in civil rights movement of the 1950s and 1960s and still active in the contemporary non-violence and social justice movements, taught a two-quarter course on “Non-violence and Social Movements.” This course was initiated and organized by the UCLA Center for Labor Studies and offered in collaboration with the Chávez Center. It included in its enrollment UCLA students and members of the labor community and unions (enrolled through UCLA Extension).

Juan Carlos Paz y Puente, a professional composer and musician from México City, taught a course on “Composition of Popular Songs.” The UCLA Chicano Studies Research Center initiated and collaborated on this course, which included a focus on different genres of popular music along the frontera.

During the summer 2002 session, Magaly Lavadenz, Education professor from Loyola Marymount University and President-Elect of the California Association for Bilingual Education, taught the first Chávez Center course focused principally on Central American experiences in the U.S.

The faculty also voted on the first adjunct appointment, Paule Takash (Anthropology, UC Berkeley), who teaches courses on politics and gender. Our only joint faculty member, Diego Vigil, left the UCLA campus to accept a position at UC Irvine this past year. We are currently reviewing other faculty for joint and adjunct appointments in



Chicana/o Studies M190—Bilingual Writing Workshop (Associate Professor Alicia Gaspar de Alba), spring quarter 2002. Professor and students at their final project public readings.

the near future.

For the 2001-02 year we also had a Ford Foundation Post-Doctoral Scholar, Edwina Barvosa Carter (Assistant Professor, Chicano Studies, UC Santa Barbara), who conducted research and completed a book manuscript in the area of Chicana/o politics. She also presented some of her work in a presentation entitled "Mestiza Autonomy: Chicana Feminist Perspectives on Agency," in May as part of the Chávez Center Lecture Series in Chicana & Chicano Studies.

In addition, we have been successful in strengthening the security of the current faculty. There was a successful two year renewal and 4th year appraisal of core faculty members. In all, we continue to retain the core faculty, and help them progress in their career work. The faculty also participated in

the tenure review case of an affiliated faculty member.

The movement toward the development of endowed chairs continues to be a cautious and deliberative process. We are building our capacity to undertake this substantial development activity.

In general, the Chávez faculty has slightly grown in number, rank and tenure since its initial appointments. It is stable in membership and includes its core faculty, affiliated teaching faculty and temporary faculty/visiting scholars. Their contributions to the Center, the University, scholarship and the community continued to blossom during this academic year. With a stable and secure faculty the Center and its programs will continue to grow and contribute to the university, its students, scholarship and society.

Curriculum & Program

The major curricular goals established in winter 1999, were to develop the curriculum of the major and minor by adding a focus on: Experiential and service learning; Pro-seminar/senior thesis; indigenous studies and courses taught in Spanish in support of the language requirement. In addition, we committed to develop a graduate program.

Undergraduate curriculum & program development

In 2001-2002, we continued to develop new courses, revise old ones and cross-list courses with other departments to strengthen the undergraduate curriculum. There were 2 courses revised, 7 courses added, and 3 submitted for review and pending final disposition. Amongst the new courses added to the catalog were three courses on politics—Affirmative Action, Coalition Building and Chicana/Latina Political Participation—one on Latinos and Literacy, another on Chicano/Latino Community Formation and another on Latinos and the Law. The Dept. Of Urban Planning asked to cross list two of our courses and we agreed. We asked to cross list an existing course in the Dept. Of Information Sciences on Latino Bibliography and they agreed. These courses provided breadth to the academic program, stability to the program by taking advantage of existing courses in other departments and a continuing recognition in other departments about the value of our courses. The Chávez Center faculty

continued to review new courses with an eye toward their contribution to and coherence with the major and minor programs.

Another major curricular development was in the area of field studies, by which our majors are required to engage in service learning for one quarter. We hired a dedicated field studies teaching assistant to coordinate the placements and the reflective part of the learning—Yolanda Cruz (Film, MFA). The usual practice in the previous several years was for majors to satisfy the requirement through enrollment in an independent studies course with a faculty member of choice in the Chávez Center. It was difficult for students to bear the brunt of finding their own placements, not being able to share different field experiences with other students, and, with the growth of the number of majors, a difficulty in managing the distribution of the students by faculty member for independent studies.

As part of the faculty's review of the field studies requirement, a refinement of the curricular specific learning goals were identified for this requirement. In part, these were satisfied through a focus group seminar, led by a dedicated teaching assistant in bi-weekly seminars, while still maintaining their independent studies relationship with specific faculty. The field studies coordinator also helped increase communication to create a more effective relationship with community partners. There were a total of 21 non-profit

organizations with which we partnered in 2001-02, including the Mexican American Legal Defense and Education Fund, the Pico Youth Family Center, Korean Immigrant Workers Advocates, Self-Help Graphics, the California Association for Bilingual Education, the Coalition for Humane and Immigrants Rights of Los Angeles, the United Farm Workers, and others. We will continue to develop options to meet the field studies requirement for the major in the 2002-03 academic year.

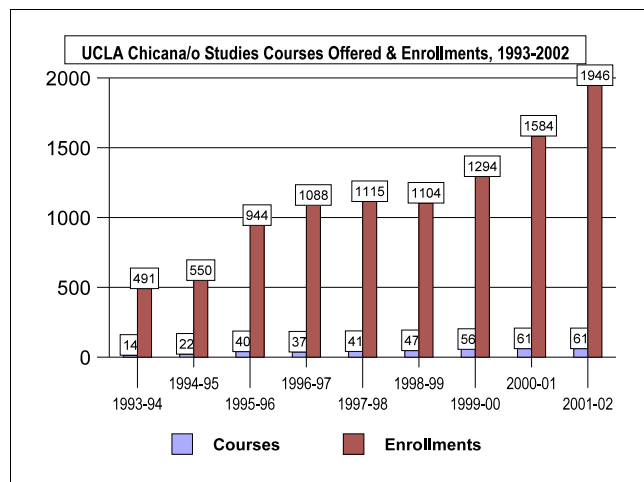
Courses on indigenous cultures remain under development. Courses being taught in Spanish or bilingually in Spanish and English increased to 3

Enrollments, majors and graduates

The Chicana/o Studies undergraduate program continues to grow in several dimensions—the number of courses offered during the academic year, the total Chicana/o Studies enrollments for these courses, the numbers of declared Chicana/o Studies majors and minors, and the numbers of majors and minors who graduate yearly.

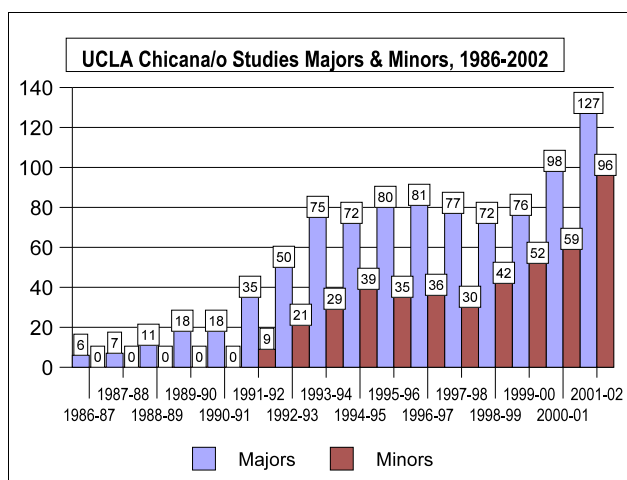
In 2001-02, the Chávez Center offered 55 courses with a combined enrollment of 1,848 students. This reflected a 24% increase in total annual student enrollments over the previous academic year (54 courses and 1,485 total enrollment for 2000-01). The average student enrollment per course was 34. Forty-three of these courses were exclusively Chicana/o Studies and another 12 courses were cross-listed with other departments. In addition, six summer courses were offered in 2002, with 98 students enrolled, compared to 7 courses and 99 total enrollment in summer 2001.

The number of majors and minors continues to



increase every year. In 2001-02, there were 127 majors and 96 minors for a total of 223. This was a 37% increase over the previous year (98 majors and 59 minors), reflecting the hard work of the student advisor, faculty, students, and student organizations in outreach, promotion and support.

There were other bright spots regarding the declarations of majors. The number of entering students declared as a Chicana/o studies major has increased each of the last 3 years. For the fall 2001 entering class, there were 27 students declared as Chicana/o Studies majors (3 freshman students, and 24 transfer students), and an additional 4 transfer students entering in winter 2002, totaling 31 for the year. This signaled a 63% increase from the previous year.



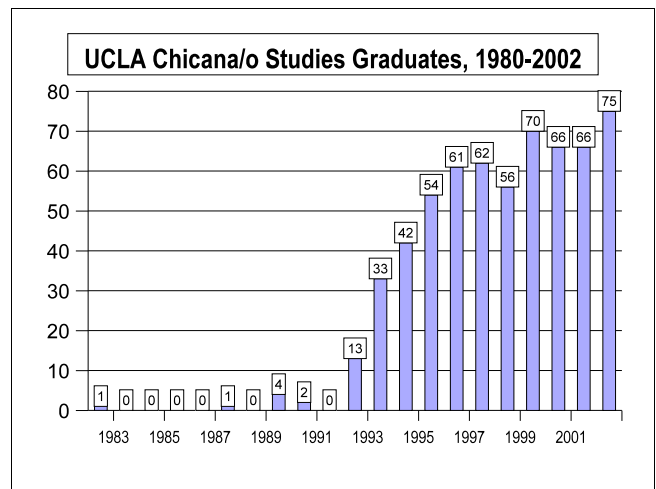
Many of our students double major with other disciplines, and of course, our minors have a major in other departments. In 2001-02, there were 53 double majors with Chicana/o Studies. The top 4 other majors that students declared were: History (n=14), Sociology (n=15), Political Science (n=6), and American Literature and Cultures (n=3). The 96 Chicana/o Studies minors were distributed across 30 majors. The top 5 declared majors were: Sociology (n=9), Political Science (n=8), History (n=8), American Literature and Cultures (n=8), and psychology (n=4).

Our graduates have gone on to become leaders in many different occupations. Those that have continued in higher education have been accepted at Stanford, Cornell, MIT, UC San Francisco Medical Center; various law schools, and schools of education. In 2001-02, there were a total of 37 majors and 38 minors (total 75) who graduated, an increase of 13.6% over the 32 majors and 34 minors

(total 66) who graduated the previous year.

Graduate program development

The progress towards the development of a graduate programs proposal was substantial during the past year, including more faculty investment in developing the proposed programs. It began with a faculty retreat in late Summer of 2001, and continued in faculty meetings throughout the 2001-02 academic year. During the spring 2002 quarter we also held a successful public meeting to gather input from undergraduate and graduate students, affiliated and other faculty, staff, and community members. There have been important changes and additions to the draft proposal over the year, including the proposed program structure and requirements, a list of proposed specializations and graduate courses. We fully expect to submit a proposal for graduate programs in early 2002-03.



Administration

The strengthening of the administration of the Center continues to increase and supports the achievement of other goals. These goals have pretty much been achieved and now operate proficiently to assure the operations of the Center, especially the support of the academic programs. We stabilized our staff and facilities, networked departmental printers; and upgraded computers throughout the Center this past academic year.

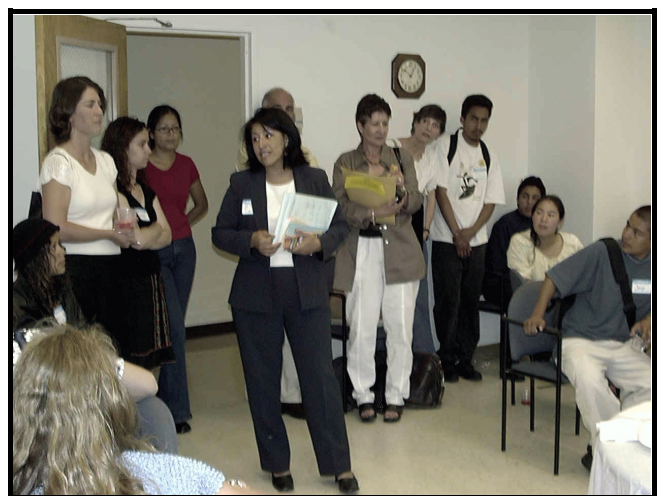
Student support and participation in governance

A critical element of support for the creation and development of Chicana/o Studies has always been student involvement. The Chávez Center faculty By-Laws outline the participation of students in the governance of the Center through the Student Departmental Senate (SDS). The By-Laws call for SDS representation and involvement in each of the Standing Committees of the Center—Executive, Curriculum and Admissions, and Community Relations and Development. In addition, the three elected SDS representatives are invited to faculty meetings, and are often involved in departmental ad hoc committee assignments. The Chair and the Management Services Officer of the Center attend the meetings of the SDS during the academic year. This mutual exchange has led to increased student participation through the Student Departmental Senate, one

of the more important goals set in 1998-99 and continues to the present.

The Chair also meets with the MEChA Board once a year to coordinate activities, receive suggestions, and to maintain open lines of communications between the principal student organization and the leadership of the Center. In addition, the Center hosts or sponsors other student organizations: Hermanas Unidas, UCLA Ballet Folklórico, and the Raza Graduate Students Association.

The participation of students in the life of the



Eleuteria Hernández, Student Advisor, speaks to interested high school students about majoring in Chicana/o Studies at UCLA.

Chávez Center continued to be important—not only to its growth and expansion, but to its health and vitality.

Staff

The Center was not fully staffed until the end of this academic year. We began with a full-time Management Services Officer, an Administrative Assistant and a temporary, part-time student advisor. In summer of 2001, we successfully asked for a reclassification of the Administrative Assistant to an Administrative Specialist to better accommodate her work load and job description. We also started the fall quarter with a search for a full-time, career Student Affairs Officer. In a competitive search the Center hired Eleuteria Hernández, as the new SAO. In late fall the university imposed a hiring freeze because of budget problems, and we were not able to complete this search until May 1, 2002. The Management Services Officer position was also upgraded to an MSO II.

Facilities & equipment

In 2001-02, we were able to take advantage of the campus policy of redistributing equipment from computer laboratories. Two staff and two faculty received these computers as upgrades. For the staff this was their first upgrade since 1997-98. We also added three more computers and a printer to the visiting faculty office, with the help of Social Science Computing.

The Center’s main office was re-organized to accommodate more part-time support staff (the Web Tech especially), which allowed for a more productive environment for the Center’s administration. The copy machine was relocated outside of the main office which reduced noise in the working environment tremendously.

The conference room was refurnished with three folding tables and stackable chairs. This has allowed us to use the room for three different purposes with a variety of seating arrangements—lecture/ auditorium style seating; seminar/meeting tables and chairs; and open-style receptions..

The communications within and outside the Chávez Center are maintained through our five list servs:

Chavez-news general information sent out on activities of the Center or of interest to Chicana/o Studies

and communities
 Chavez-students specific information for all of the Chicana/o Studies majors and minors
 Chavez-staff includes all non-academic staff in the Center
 Chavez-faculty communications between and among the core faculty of the Center
 Chavez-allfaculty communications between all teaching/affiliated faculty within the Center.

The Chavez-News list serv has grown to include approximately 1,400 people at UCLA and in the local community. In addition to these list servs we have maintained and enhanced the Center’s website.

Program

The Chávez Center also increased its visibility through co-sponsorship of activities on campus, several public lectures, and expanding its open-houses. There were 37 such activities in 2001-02, a slight increase compared with 32 activities in 2000-01. We also updated our brochure to include new courses, and changes in faculty.

The Chávez Center made slower progress on two other goals: seeking departmental status and establishment of community advisory committees. Departmental status was an important issue to all stakeholders of the Center. The hunger strike agreement left open the subsequent review of departmental status for the Center. The strategy for departmentalization is to complete the undergraduate curriculum and program work, develop a proposal for graduate programs, and then request departmental status. Since we have nearly completed the graduate programs proposal, we are in the process of drafting a departmentalization proposal. We plan to submit a proposal for departmental status in early 2002-03.

The establishment of community advisory committees, has also moved very slowly. The main reason for this has been the need to stabilize the Center, its structure, organization and procedures, so that we can decide the purposes of these committees. At the same time as this is being done, the Center has been working with community organizations in different ways to maintain and develop relationships with the larger community of Los Angeles.

Development

There were two goals related to development—endowed chairs and student support. Each has been pursued with deliberation and in stages. The more advanced is the development of activities for student support. In consort with the UCLA Latino Staff and Faculty Association, an annual award commemorating the spirit of César E. Chávez is given to a worthy individual(s) on or about Chávez’ birthday on March 31. In March of 2002, the Chávez Spirit Award was given to Dolores Huerta for her role in the United Farm Workers Union, as co-founder and First Vice-President. Her contributions have reflected the same intense commitment to equity, non-violence and even civil disobedience in response to a higher moral calling as César Chávez. Past recipients of the award

include Martin Sheen (2000), and Deborah and Carlos Santana (2001).

The funds raised through this event go to the support of Chicana/o Studies majors and minors. Our goal is to raise a \$50,000 endowment to support an annual scholarship of approximately \$2,500. We had a balance of \$17,000 by the end of June 2002. We plan to provide a scholarship to students who have demonstrated a strong commitment to academic work and to activism in the Chicano/Latino community. These scholar-activists will be selected by a committee of faculty, students, staff and alumni, and they will reflect our best and our brightest.

The development of a campaign for an endowed chair (in labor studies and political economy) continues to be explored. The structure for such a campaign is developing but not yet launched.

Summary & Conclusion

During 2001-02, the Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies has continued to stabilize, grow and expand a vision of where it should develop. The Center has 7 core faculty, 20 affiliated faculty in other departments, and 9 visiting or part-time faculty, who taught 55 courses and 1,848 students in the 2001-02 academic year (summer session added another six courses and 98 students). Each year there is an increase in the number of new students coming into UCLA already having declared their major as Chicana/o Studies, both as first year students and as transfer students. Our graduates have gone on to become leaders in many different occupations. Those that have continued in higher education have been accepted at Stanford, Cornell, MIT, UC San

Francisco Medical Center; various law schools, and schools of education. Each of these indicators reflects growth but also the quality of the academic programs.

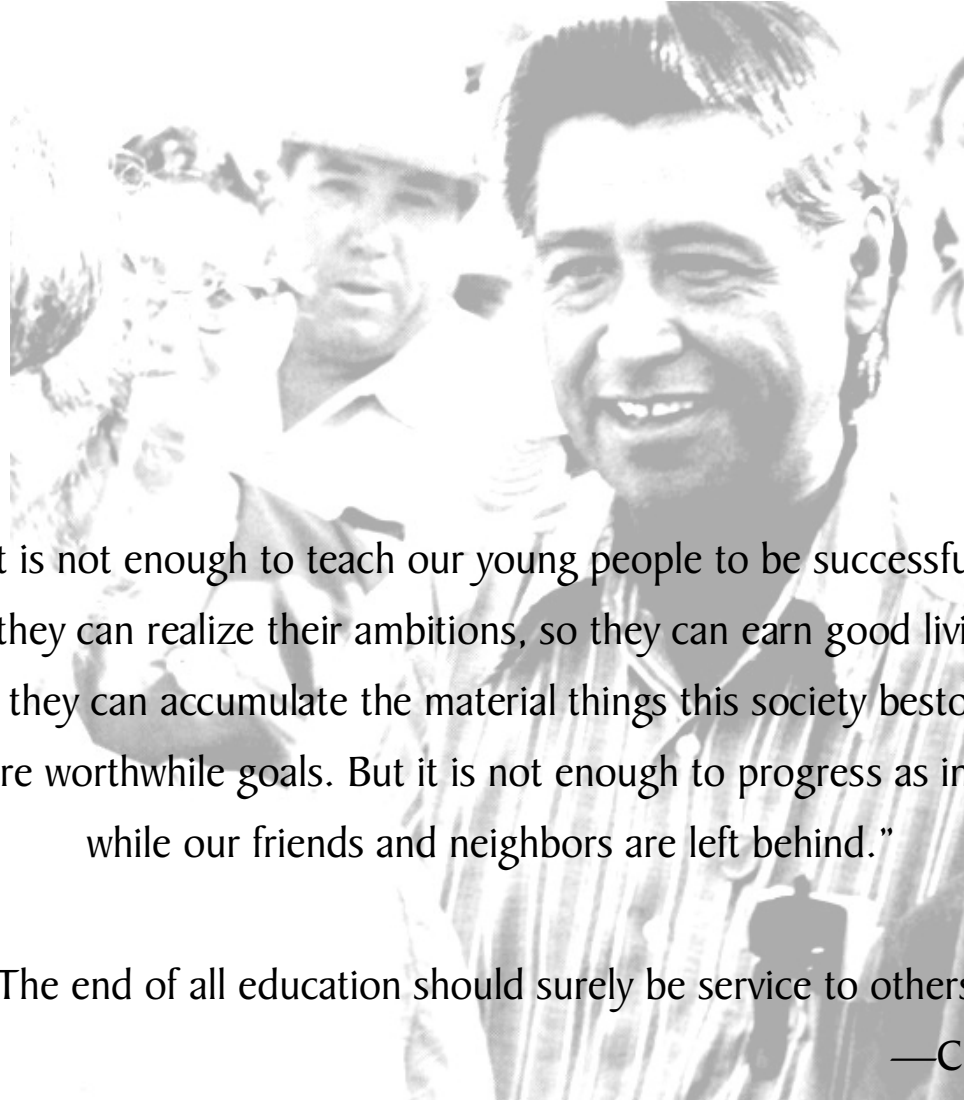
All of the 10 goals established in early 1999 have not been reached, but there is substantial progress on each one, as noted below. Not only are we—the faculty, students and staff—pursuing the goals of Chicano and Chicana Studies, but we do so cognizant of the contributions to social change that comes with self-sacrifice, dedication to social justice and equity. We recognize that the use of methods of nonviolence and civil disobedience strengthen the heart and deepen our soul. It is in our work, after all, that the spirit of César E. Chávez is reflected. It is in our students in which it is lived.

Goals	Progress
1. Academic staffing—increase to 10 FTE over 5 years	In progress.
2. Guide and support the junior faculty so that they will be promoted and tenured	Three Assistant Professors have been promoted to Associate Professors with tenure. One Assistant Professor successfully completed 4 th year review
3. Develop the curriculum of the major and minor by adding a focus on: (a) Experiential and service learning; (b) Pro-seminar/senior thesis; (c) to teach courses in Spanish in support of the language requirement; (d) courses on indigenous languages and groups; and (e) the development of a graduate program	(a) Stronger and more focussed (b) One Honors thesis in Chicana/o Studies accepted (c) 3 courses in Spanish or bilingual (d) In progress (e) Proposal development with submission target in fall 2002
4. Seek departmental status	In progress. Slated for 2002-03

Goals	Progress
5. Increase our visibility and public image through: a speaker series; a newsletter; a WWW site; and list servs for faculty, staff, students, public	Completed, now working on regular annual planning and execution: Lecture series of 10 speakers 37 events sponsored or co-sponsored in 2001-02 Growth of public list serv to 1,400 email addresses
6. Seek stakeholder advice, possibly through community advisory committees	In progress
7. Increase student participation through the student departmental senate (SDS)	Completed with regular SDS elections and participation Regular consultation during the school year with other groups
8. Stabilize our facilities by re-organizing our office to improve the work environment; network printers; support digital lab; TA office; upgrade computers	Completed. In 2001-02--upgraded computers, furniture and space re-organization.
9. Stabilize staffing for the Center. hire an MSO; hire full-time academic advisor	Completed. Hired a full-time, career Student Affairs Officer in May 2002.
10. Create and pursue a development plan for the center which will include:	
<ul style="list-style-type: none"> ● creation of two endowed chairs—one in labor studies and political economy; the other in cultural studies (\$1 million each) 	In progress
<ul style="list-style-type: none"> ● a discretionary fund for student support and scholarships. 	In progress. Supported, in part, by the annual Chávez Spirit Award and Scholarship Event—current level of \$17,000, with \$50,000 endowment as target.



The Chicana & Chicano Studies graduating class and faculty of 2002



“It is not enough to teach our young people to be successful...
so they can realize their ambitions, so they can earn good livings,
so they can accumulate the material things this society bestows.
Those are worthwhile goals. But it is not enough to progress as individuals
while our friends and neighbors are left behind.”

“The end of all education should surely be service to others.”

—César E. Chávez

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For more information about the
UCLA César E. Chávez Center for Interdisciplinary Instruction for Chicana & Chicano Studies,
please visit our web site at <http://www.sscnet.ucla.edu/chavez>
You can also reach us through email at chavez-info@csrc.ucla.edu, by phone at 310-206-7695,
or stop by our main office at 7349 Bunche Hall on campus.