



INTER-UNIVERSITY PROGRAM
for LATINO RESEARCH

WORKING GROUPS (1984-2020)

Since its inception in 1983, the principal objective of the Inter-University Program for Latino Research (IUPLR) has been to foster collaborative, interdisciplinary, and comparative research on the nation's major Latino subgroups. The IUPLR seeks to accomplish this objective through the working group model as a primary vehicle for conducting research and related activities. IUPLR seed money or in-kind support for the formation of member centers' working groups is intended to allow for the development of relevant research proposals. The IUPLR encourages the establishment and support of working groups and is committed to increasing the network of scholars affiliated with the consortium through these groups.

Hispanic-Serving while Online: Latinx-Enhancing Teaching in the time of COVID-19 (2020 – 2021)

In the spring 2020, faculty from across the country were mandated to provide their courses via distance learning to the crisis initiated by COVID-19. With disparate amounts of training, faculty were expected to transition their courses and provide effective content delivery to all students regardless of faculty and student familiarity with or desire to teach/be taught online, not to mention both student but also faculty access to internet (Gurley and Gordon 2020). This takes greater significance at Hispanic Serving Institutions where faculty, many who were overwhelmingly adjunct, were expected to hastily provide remote learning in spite of evidence that in "normal" times, Latinx and other minority students are at a disadvantage in online learning and do not perform as well as their white counterparts (Xu and Jaggars 2014; Kaupp 2012). Studies of online courses and learning at community colleges that have been disaggregated by race and ethnicity have demonstrated that Latinx students, as well as African Americans, males, students with lower skills and part-time students fare more poorly than white students in various traditional measures of success: course completion, passing, subsequent course performance, program persistence and degree attainment (Baum and McPherson 2019; Pallas and Neumann 2019; Johnson and Cuellar 2014).

Our Working Group will undergo critical Blackboard course training with Dr. Irma V. Montelongo, the Online Program Coordinator for the University of Texas at El Paso's Online Bachelor of Arts Chicano Studies program, and then the remaining working group members will then train 10 additional faculty in their respective departments. Over the course of the semester, all working group members will meet with and provide technical assistance to each other and the ten additional faculty members, develop rubrics and surveys to evaluate the effectiveness of the courses being delivered and ultimately, evaluate and analyze artifacts, surveys and grades to prepare a manuscript.

This research is relevant to the field in that it focuses on Latinx undergraduate students in Hispanic Serving Institutions. Additionally, this research and work is relevant to policy making as Governors have already announced using this crisis as an opportunity to "Reimagine Education" in ways that may rely more on technology (Cuomo 2020). Findings from our study can help inform this "reimagined

education” for the growing Latinx student population and hopefully offset any losses in Latinx educational gains that may occur with greater reliance on online learning.

Members: Isabel Martinez, John Jay College of Criminal Justice; Irma V. Montelongo, University of El Paso; José Luis Morín, John Jay College of Criminal Justice; Nicholas D. Natividad, New Mexico State University; and Antonio Pastrana, John Jay College of Criminal Justice.

Crisis and Culture of Fear among Latino Communities in the Midwest (2020 - 2021)

When we think about fear, the first notions that come to mind are those micro-aspects studied by psychologists. The other social sciences have been slowly attempting to study fear as a ‘collective’ phenomenon. From a micro perspective, fear has been studied as a socially constructed emotion, influenced by media consumption and other discourses. From a macro perspective, we can mention two somewhat similar approaches. On the one hand, the sociology of risk has argued that one of the conditions of the current modernity is the notion of uncertainty in the future. A future that is seen increasingly unsafe due to conditions that are beyond any society’s management. This approach analyses the impact of macro/global hazards such as climate change, terrorism, and most recently, pandemics. A similar approach proposes that contemporary societies are living in a “culture of fear”. This “culture of fear” argues that contemporary human experience is defined by the need to constantly manage potential risks. This approach adds to the potential risks, crime, authority (conspiracies), and ‘the other’. This other is defined usually in racial and ethnic terms. Immigrants, particularly Latinos, Muslims, and more recently Chinese are people the national majority should fear according to this argument; they produce unemployment, terror, and disease among other maladies. In this approach, there is little research on the fears of ethnic minorities and immigrants have of the majority population.

Our main objective is to develop a framework to research and comprehend the construction of fear among Latinos and Latin American immigrants in moments of crisis and moment of ‘calm’. More specifically, first, we will use this framework to analyze the social impact of this culture of fear among Latinos everyday lives. Second, this analysis will allow us to think how this culture of fear can affect the work of community-based organizations in the current crisis and in future crisis.

Members: Cristián Doña-Reveco, University of Nebraska at Omaha; Christina Abreu, Northern Illinois University; and Simón Weffer, Northern Illinois University.

Latino Leadership Opportunity Program (LLOP) at IUPLR: Review, Reflections and Implications for Supporting Latinx Student Success and Leadership through Community Engaged Policy Research (2019 - 2020)

The Latino Leadership Opportunity Program was initiated with Ford Foundation funding in the 1980’s, as a multi-center initiative designed to prepare Latinx students to achieve academically and strive for faculty positions and other leadership roles. Initially meeting regionally, LLOP evolved into a University based program, with most programs affiliated with an IUPLR Center. Common themes included a selective program for academically accomplished Latinx students interested in working with Latinx communities, emphasizing policy research and leadership development training, intensive mentoring, and presentations at a Public Policy conference in Washington DC. After funding ended, LLOP programs continued with local Centers and Institutes funding and contributions from IUPLR and the Washington DC Office (Olga Herrera, Director) until 2012. Through preliminary inquiry, we learned the Gaston Institute’s LLOP (1993-present) is the only remaining program. UMASS Boston is celebrating 25 years of the program with a systematic evaluation of student experiences of LLOP, faculty reflections on the program’s evolving public policy research seminar and mentorship model, and impacts on alumni

professional development. The Working Group will conduct an assessment of LLOP's history and lessons learned by reaching out to its founders, grant-writers, and Center programs for both archival review and interviews. Luis Fraga of Notre Dame, whose Center has consistently worked on Latino student leadership development through community engaged policy research, and who was involved with LLOP at key transitions, will be Working Group Co-Director.

Members: Lorna Rivera, University of Massachusetts, Boston; Luis Fraga, PhD, University of Notre Dame; Ester R. Shapiro, University of Massachusetts, Boston; Lisandro Perez, John Jay College of Criminal Justice, City University of New York.

Latino Education (2018-present)

Latino educational attainment has nearly doubled in the past 20 years and we have seen significant increases in the percentage of Latino students enrolled in higher education (from 1 to 3.2 million) (Excelencia in Education 2015). The National Center for Education Statistics also projects a 42% increase in Latino college students by 2021, however, Latino students continue to lag behind other racial/ethnic groups and represent a lower percentage of students in professional and graduate programs. There is much to be learned from the perspectives and experiences of students already enrolled in undergraduate, graduate and professional degree programs. Relevant questions for the group are: What is the impact of context on Latino decision-making and educational achievement? What kind of programs are needed to inform Latino youth about pursuing and completing a college and/or graduate track? What kind of support structures and campus climate is conducive to advance Latino student well-being and academic achievement?

The working group would concentrate to identify gaps and propose policy recommendations that would increase Latino success in higher education and create a more conducive campus environment. Outcomes include: survey instrument, report on survey findings, white paper with policy recommendations, press release.

Members: Pamela Anne Quiroz, University of Houston; Jeronimo Cortina, University of Houston; Jorge Chinae, Wayne State University.

Teaching Latinx Studies in the 21st Century: Developing New Tools in the Digital Era -- Year 2 (2018-2019)

The working group proposes to explore, develop, compile and curate the best digital practices in both Hispanic Serving Institutions and more specifically, Latin/o Studies Departments that deepen students' understandings of heterogeneous Latinx knowledges and subjectivities. With a focus on building upon an initiative of a global learning community by using technologies including e-portfolios, digital storytelling (otherwise known as a "signature pedagogy for the 'new' humanities) as well as videoconferencing. The working group addressed both the "new digital divide" facing Latinx students "participation gaps" or inequalities in "(digital) opportunities, experiences, skills and knowledge" that youths need in order to be active, conscientious citizens in an increasingly "global complex society," as well as neoliberal efforts that both excessively homogenize but also divide Latinx communities (Rehn 2017; Brown et al., 2016; Watkins 2012; Jenkins et al., 2006). The proposed product is an edited volume on Digital Latinx Studies, a website for Latinx Studies Educators and the development of a second transregional and/or transnational Latinx Studies Global Learning Community.

Members: Isabel Martinez, John Jay College of Criminal Justice, CUNY; Irma V. Montelongo, University of Texas at El Paso; Nicholas D. Natividad, New Mexico State University; Angel D. Nieves, Hamilton College.

Narratives that Challenge Freedom in the Hispanic Caribbean (2017-present)

The working group will examine a poorly understood chapter in the sociohistorical development of the diasporic homelands of Latinos and Latinas of Dominican and Puerto Rican heritage. Our focus will be the narratives that challenged freedom (widely interpreted) in the two formerly Spanish Antillean territories during the first half of the 19th century, an era characterized by intensified forms of social, ideological, economic and political control. The working group proposes addressing the imbalance by identifying, sorting out and deconstructing the discourse of anti-liberalism appearing in contemporaneous printed materials.

Members: Jorge Chinae, Wayne State University; Ramona Hernández, CUNY City College; Jesús Raúl Navarro, Escuela de Estudios Hispanoamericanos

Draft of manuscript for a bilingual (Spanish and English) book tentatively titled *Miedo a la Libertad en Tiempos de la Esclavitud: Narrativas Anti-Liberales en Puerto Rico y Santo Domingo/República Dominicana*

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Members: Isabel Martinez, John Jay College of Criminal Justice, CUNY; Irma V. Montelongo, University of Texas at El Paso; Nicholas D. Natividad, New Mexico State University; Angel D. Nieves, Hamilton College.

¡Latinoamerica Presente! Tracing the Hidden Histories of Latina/o Art, Aesthetics and Expressive Culture in the Global Midwest (2016-2018)

The working group will examine the role of arts and music in advancing collective social expression in Chicago, South Bend, Omaha and Columbus. It will utilize various strategies to interpret the unique global Midwest complexities of transnational experiences—migratory processes, bi-national identities, and transnational networks—focusing on ways by which artistic expressions in the visual and musical arts have illuminated and communicated social realities that speak to the Midwest's becoming global in Latino context. Our analysis necessarily tethers Latino aesthetics and aesthetic practices to unique processes of migration and labor circulation which have contoured histories of settlement and growth of a multiplicity of Latino-origin groups in the Midwest for over a century, and in doing so, demonstrate the role spaces of aesthetic cultural production have played in forming strong and vibrant communities. Both identifying and gathering material in archival records and conducting ethnography will provide a humanistic perspective on the vitality of Latino communities over time. This grant will complement a larger Humanities Without Walls grant on the global Midwest. The result will be an edited volume by Alex Chavez and Olga Herrera with chapters by each of the members of the working group and invited scholars.

Members: Juan Casas, University of Nebraska-Omaha; Gilberto Cardenas, University of Notre Dame; Alex Chavez, University of Notre Dame; Victor Espinosa, Ohio State University; Maria de los Angeles Torres, University of Illinois at Chicago; Olga U. Herrera, University of Illinois at Chicago.

Language within and across Latinx (2016-present)

Our aim is to contribute to IUPLR's research foci by developing a public intellectual voice that informs discourses about Latinx and their languages and to examine and address misconceptions and research that are prejudicial to Latinx children, families, and communities. Goals of the working group are: 1) Identify and examine recent scholarship that documents the linguistic varieties spoken within and across Latinx communities. This effort will also examine the racialization processes that intersect with linguistic expression. A starting point will be the group's discussion of selected readings from the participants of the Working Group, including the handbook by Potowski (forthcoming), which provides a comprehensive treatment of the Spanish in the U.S. 2) Engage in and disseminate research that rigorously examines the linguistic, social, and cultural practices of Spanish-speaking, bilingual, translanguagers, and multilingual Latinx with the goal of identifying and showcasing new linguistic practices and trends of the past 10 years. 3) Expand the scope of the Working Group by including scholars from a variety of disciplines to convene around language related issues and to develop or present the best methodologies to examine the current linguistic landscape of Latinx communities. The working group is committed to the training and mentoring of junior scholars in this area of research and will outreach to graduate students and junior faculty within and outside IUPLR institutions. 4) Commission a series of white papers/research briefs that frame linguistic and social issues that could be helpful in combating restrictive policies in schools and other institutions and advancing new language policy.

Members: Patricia Baquedano-López, University of California Berkeley; Kim Potowski, University of Illinois at Chicago; Dolores Inés Casillas, University of California, Santa Barbara; Jonathan D. Rosa, Stanford University; Nelson Flores, University of Pennsylvania; Zitlali Morales, University of Illinois at Chicago

Mental Health and Underserved Latino Children (2016)

The working group developed an R21 Exploratory/Developmental Grant. This work brought together Michigan State University and Oregon State University to collaborate on the development of a proposal addressing the physical and mental health needs of the underserved Latino children in the United States. Several key populations were addressed including: migrant families and their children, undocumented youth, and mixed-status children in Latino households. The Latino population living in the US has increased by 58% over 10 years, and health service delivery gaps have widened unable to meet the growing need and demand of the changing demographics. Latino children are at risk for depression, substance abuse, teenage pregnancy, fear of deportation, mental stress (anxiety, suicide, and so on). To this end, Michigan State and Oregon State used the planning grant to evaluate current literature, assess local partnerships and agencies, and develop a plan to submit a competitive R21 in the 2016-2017 Academic Year as part of the NIH call: Reducing Health Disparities Among Minority and Underserved Children: <http://grants.nih.gov/grants/guide/pa-files/PA-14-034.html>.

Members: Pilar Horner, Michigan State University; Daniel López Ceballos, Oregon State University; Rubén Martínez, Michigan State University; Cynthia Sagers, Oregon State University

Art & Transnational Experiences Working Group (2016-2018)

This group explored various strategies to interpret and understand the complexities of transnational experiences—including migratory process, bi-national identities, and transnational networks—focusing on ways by which artistic expressions in the visual arts can illuminate and communicate the social realities of migratory, border and transnational experiences to a broader public with a multiplicity of audiences in the United States and Mexico. The group explored ways that art can communicate and change perceptions about reified categories that continue to obscure communication and learning about the social realities of borders and migration experiences. Artists and scholars will work together with organizations to establish rational platforms leading toward re-imagination of complex issues. The group organized a series of exhibitions with panel presentations leading to the production of a catalog.

Members: Gilberto Cardenas, University of Notre Dame; Amelia Malagamba, University of Texas at San Antonio; Eduardo Díaz, Smithsonian Latino Center; Juan Sánchez, Artist; Pepe Coronado, Artist; Maceo Montoya, UC Davis; José Manuel Valenzuela, Colegio de la Frontera Norte.

Latino(a) Children and Families Working Group

This group will address family financial capacity building and access to banking services; family stability, healthy relationships and responsible fatherhood within families; military families; and access to quality early childhood education. The project is intended to plan and conduct culturally competent research to inform federal policies aimed at the well-being of low- income Latino children and families via collaborations with the following institutions: UTSA Mexico Center, Dominican Studies Institute, Center for Puerto Rican Studies, Cesar E. Chavez Institute, University of Illinois at Chicago.

Members: Harriett Romo, University of Texas at San Antonio

Linguistics and Latino Speech Communities Working Group (2015-2016)

This group examined the cognitive and linguistic implications of US Latina/o speech communities. By employing experimental psychology and sociolinguistic laboratory instruments and technologies they will collect, assess, and evaluate cognitive and linguistic data. They will also establish connections between quantitative results and qualitative explanations to discover and pinpoint linguistic trends and behavioral patterns characteristic and representative of US Latina/o communities, and how these correlate to the way they speak. The group will explore the different linguistic aspects that shape identity, identify and illustrate historical developments relevant to the presence of Latina/o populations in the US, discuss the diversity of US Latina/o communities and its linguistic implications, and explain and analyze important language policy challenges posed by the presence of other language-speaking communities in the US. The group hosted an inaugural meeting for a three-year project that will lead into a book manuscript.

Members: Juan J. Colomina-Almiñana, University of Texas at Austin, Center for Mexican American Studies; María Irene Moyna, Texas A& M University; Irene Checa-García, University of Wyoming; Kim Díaz, University of Texas at El Paso; Belem G. López, Texas A & M; Barbara Rodríguez, University of New Mexico

Undocumented Youth and Organizing Working Group (2015-2016)

This group answered the following questions: What is the political and social potential of formerly undocumented youth in Latin American and the undocumented/DACA youth in the United States who organize jointly and transnationally? How might their separate struggles become strengthened if the youth created a transnational agenda that linked their respective goals and networks? They coordinated and studied a new transnational initiative "De Aquí y de Allá," an encounter of 30 immigrant youth

leaders (15 from US—mostly from Illinois and California—and 15 from Mexico). The encounter took in Mexico City in July 2015 to create a transnational youth agenda, develop a regional network, and launch a multilayer organizing process.

Members: Amalia Pallares, University of Illinois at Chicago; Xochitl Bada, University of Illinois at Chicago; Leisy Abrego, University of California Los Angeles; Kim Potowoski, University of Illinois at Chicago; Leticia Calderon-Chelius, Instituto Mora, Mexico; Nuty Cardenas Alaminos, CIDE, Mexico.

Border Control Policies, Human Rights and Security (2014-2015)

This group advanced the knowledge and capacity for positive social change in the border region (The Paso Del Norte—Ciudad Juarez to El Paso, Las Cruces and north through the historic Camino Real to Albuquerque/Santa Fe) by working with regional community actors. This group examined the dynamic socio-economic and political context of the border from a cross-disciplinary and assets-based lens, as well as helped focus a critical inquiry towards “real-life” issues. Affiliated institutions: University of New Mexico, University of Texas at El Paso, New Mexico State University.

Members: Lisa Cacari Stone, University of New Mexico; Christine Sierra, University of New Mexico; Barbara Reyes, University of New Mexico; Susan Tiano, University of New Mexico; Cristobal Valencia, University of New Mexico; Alexis Handel, University of New Mexico; Josiah Mc C. Heyman, University of Texas at El Paso; Patricia Juarez, University of Texas at El Paso; Maria Socorro Tabuenca, University of Texas at El Paso; Sandra Garabano, University of Texas at El Paso; Guillermina Nuñez, University of Texas at El Paso; Cristina Morales, University of Texas at El Paso; Lorena Murga, University of Texas at El Paso; Eva Moya, University of Texas at El Paso; Mark Lusk, University of Texas at El Paso; Zulma Mendez, University of Texas at El Paso; Silvia Torezani, University of Texas at El Paso; Jose Villalobos, University of Texas at El Paso; Jeff Shepherd, University of Texas at El Paso; Kathleen Staudt, University of Texas at El Paso; Iñigo García-Bryce, New Mexico State University; Molly Molloy, New Mexico State University; Lois Stanford, New Mexico State University; Mary Alice Scott, New Mexico State University; Melisa Galvan, New Mexico State University; Christopher Brown, New Mexico State University; Rebecca Joyce Garay, New Mexico State University; Neil Harvey, New Mexico State University; Christina Medina, New Mexico State University; Frances Nedjat-Haiem, New Mexico State University; Dulcinea Lara, New Mexico State University; Maria Gurrola, New Mexico State University

Afro-Latino Working Group (2014-2015)

This group explored broad questions of black identity and representation, transnationalism and diaspora, with a particular interest in research on Afro-Latinos in the United States. It will examine African-descended populations in Latin America and Afro-Latinos in the United States to build on previous work on race and blackness, using a hemispheric approach that build up from the US context to critically examine how blackness, and more specifically *afrolatinidad*, is understood, transformed, and reimaged in different locales throughout the Americas. Primary goal was to develop and prepare an edited volume *Afro Latinos in Movement* published as part of Palgrave MacMillan’s series Afro-Latino Diasporas, edited by Juan Flores, Miriam Jimenez-Roman and Natasha Gordon-Chipembere.

Members: Jennifer A. Jones, University of Notre Dame; Petra Rivera-Rideau, Virginia Tech; Tiana Pashel, University of Chicago.

IUPLR Spanish Caribbean History Working Group (2010-2012)

The working group is comprised of scholars who specialize in the study of the history, society, and culture of the peoples of the Spanish-speaking Caribbean and those in immigrant communities who

trace their origin to those same countries. With an emphasis on the peoples of Cuba, the Dominican Republic and Puerto Rico, the group seeks to establish Spanish Caribbean Studies as an acknowledged, institutionalized, and well-funded field in the academy. In addition to revitalizing research and teaching on historic and present-day aspects of Spanish Caribbean societies, the group will promote academic attention to the rich and complex interactions between the countries of origin and their emigrated communities, as well as to the equally important interactions amongst the countries of origin themselves at the regional level, and amongst their respective communities in those receiving countries where they coexist.

Members: Sherrie Baver, The City College of New York; James Biles, CUNY International Studies Program; Jorge China, Wayne State University; Eduardo Díaz, Smithsonian Institution; Ada Ferrer, New York University; Alejandro de la Fuente García, University of Pittsburgh; Juan Carlos Guzman, University of Notre Dame; Ramona Hernández, The City College of New York, CUNY; Félix Matos, Eugenio Maria de Hostos Community College; Marisel Moreno, University of Notre Dame; Lisandro Pérez, John Jay College, CUNY; Maria Elizabeth Rodriguez, Instituto de Altos Estudios en Ciencias Sociales; Francisco Scarano, University of Wisconsin-Madison; Anthony Stevens-Acevedo, The City College of New York; Fidel Tavarez; Carlos Vargas-Ramos, Hunter College.

IUPLR Higher Education Working Group (2007-2012)

Conducts research on Latinos in Higher Education to collect data and information of practical importance to education advocates, practitioners and administrators focusing on informative pedagogical research findings and inventories of best practices that support Latino educational processes. The Higher Education Working Group worked on the manuscript of the book: *Latino Higher education Policies and Practices: Improving College Access, Degree Attainment, and Career Aspirations* (tentative title). Research funded with grants from Pennsylvania Department of Education and Project GRAD.

Members: Victor B. Sáenz, University of Texas at Austin; Lisa F. Chávez, University of California, Berkeley; Philip Garcia, California State University System; Luis Ponjuan, University of Florida; José Luis Santos, UCLA; Stella Flores, Vanderbilt University; Carlos Adrian, Gates Millennium Scholars

Music and Performance at the U.S.-Mexico Border (2009-2010)

This working group brought together scholars from anthropology, literary studies, musicology, ethnic studies, history, performance studies, and ethnomusicology, to discuss a large variety of musical manifestations in an attempt to understand how they inform the transnational experiences of people who live at the U.S.-Mexico border. Working Group Publication: Madrid, Alejandro L., Ed. *Transnational Encounters: Music and Performance at the U.S.-Mexico Border*. Oxford University Press, 2011.

Members: Alejandro L. Madrid, University of Illinois at Chicago; Luis Álvarez, University of California at San Diego; Estevan Azcona, University of Houston; Ignacio Corona, Ohio State University; Mark Edberg, The George Washington University; Donald Henriques, California State University at Fresno; Sydney Hutchinson, Phonography Archive, Berlin Museum; Josh Kun, University of Southern California; José E. Limón, University of Notre Dame; Cathy Ragland, University of Texas, Pan American; Jesús Ramos Kittrell, Southern Methodist University; Ramón Rivera-Servera, Northwestern University; Brenda Romero, University of Colorado at Boulder; Helena Simonett, Vanderbilt University; Joan Titus, University of North Carolina at Greensboro

Border and Family Working Group (Las Fronterizas) (2002-2010)

This working group researched the lives and experiences of women and families on the US-Mexican border focusing on families' strategies as they use resources from both sides of the border for their well-being, the ways families participate in economic activities on both sides of the border, and the social and cultural dynamics in which these families live their daily lives and socialize their children across national borders. Publication: Research funded with a grant from the Annie E. Casey Foundation

Members: Raquel Marquez, Ph.D., University of Texas, San Antonio; Ana Marie Argilagos, Senior Program Officer, Annie E. Casey Foundation; Lydia Arizmendi, J.D., University of Texas-Pan American; Irasema Coronado, Ph.D., University of Texas, El Paso; Julia Curry Rodriguez, Ph.D., National Association for Chicana/o Studies; Marie-Laure Coubes, Colegio de la Frontera Norte; Caroline Domingo, University of Notre Dame; Norma Iglesias-Prieto, Colegio de la Frontera Norte; Nancy López, Ph.D., University of New Mexico; Amelia Malagamba, Arizona State University; Norma Ojeda, Colegio de la Frontera Norte, Yolanda C. Padilla, Ph.D., University of Texas at Austin; Catarina Palmer, Red por los Derechos de la Infancia en México; Bárbara Robles, Ph.D., Arizona State University; Harriett Romo, Ph.D., University of Texas at San Antonio; Belinda I. Reyes, Ph.D., University of California, Merced, Patricia Sanchez, Ph.D., University of Texas at San Antonio

National Alliance for Latino Economic Progress (NALEP) Working Group

The Alliance is a partnership of IUPLR, The Center for Community Development and Civil Rights at ASU, Rural Development and Finance Corporation and the National Latino Financial Issues Program. NALEP investigated the consumer behavior of low and moderate (middle class) income households in the context of the housing and financial crisis. It was also interested in assessing the implementation of asset building strategies and wealth accumulation.

It provided the infrastructure to conduct community and policy-relevant research, distribute the findings, offer training and technical assistance and utilize university-based resources to mentor youth to assume leadership positions in wealth and asset building.

Members: David Becerra, Doctoral Student, Arizona State University; Ramón Borges-Mendez, Ph.D., University of Massachusetts-Boston; Gilberto Cárdenas, Ph.D. Professor and Director, ILS, University of Notre Dame; Zoraima Díaz, Ph.D. Candidate, Brandeis University; Roberto G. Gonzalez, Ph.D. Candidate, University of California, Irvine; Maria Gurrola, Ph.D. Student, Arizona State University; Ramona Hernández, Ph.D., Professor and Director Dominican Studies Institute
Mark López, Ph.D., University of Maryland College Park; Edwin Melendez, Ph.D., Professor, The New School; Lisa Montoya, Ph.D., Assistant Dean, University of Texas, San Antonio
Lisa Peñaloza, Ph.D., University of Utah; Alex Perilla, Director, Center for Community Development & Civil Rights, ASU; Barbara Robles, Ph.D. Associate Professor, Arizona State University; Andrés Torres, Ph.D., Senior Researcher, Hunter College; Abel Valenzuela, Ph.D. Director, Center for the Study of Urban Poverty.

Alliance partially funded by the Annie E. Casey Foundation.

Documents of 20th Century Latin American and Latino Art: A Digital Archives and Publications Project (2006-2009)

In 2007 IUPLR entered into a partnership with the International Center for the Arts of the Americas at the Museum of Fine Arts Houston to conduct research on Latino and Latin American art and artists in the United States. The Documents Project encompassed the recovery, translation, and dissemination of the critical sources of modern and contemporary Latin American and Latino art criticism and theory. The findings were compiled in an internet-based digital archive that serves as a foundation for a series of

fully annotated book anthologies delineating new areas of analytical research on Latin American/Latino art. Documents of 20th century Latin American and Latino art seek to recover and publish primary source materials related to Latin American and Latino art to address an endemic lag in the field of Latin American/Latino art history, research, and teaching by providing access to writings by artists, artistic movements, critics, and curators from Mexico, Central and South American, the Caribbean and the United States. Research sponsored by a grant from the International Center for the Arts of the Americas, Museum of Fine Arts-Houston. Institutional partners in this hemispheric initiative include: International Center for the Arts of the Americas at the Museum of Fine Arts-Houston Fundación Espigas, Argentina; CURARE, Mexico; Universidad de Playa Ancha, Valparaíso, Chile FAPESP, Brazil; Universidad de los Andes, Colombia; Fundación Banco Mercantil, Venezuela; Museo de Arte de Lima, Peru; Museo de Historia, Antropología y Arte, Universidad de Puerto Rico - Rio Piedras, Puerto Rico; and IUPLR member institutions University of California, Los Angeles; University of Notre Dame; CUNY Hunter College; and Florida International University.

Members: Chon Noriega, UCLA; Tere Romo, UCLA; Yasmin Ramírez, CUNY Hunter College; Juan Martínez, Florida International University; Gilberto Cárdenas, University of Notre Dame; Tracy Grimm, University of Notre Dame; Olga U. Herrera, University of Notre Dame; Victor Sorell, Chicago State University; Flavia Marichal, Universidad de Puerto Rico, Rio Piedras; Alejandro Anreus, William Patterson University.

National Hispanic Education Alliance (2005-2009) IUPLR partnered with the Hispanic Scholarship Fund and the Tomás Rivera Policy Institute to unite the nation's leading Hispanic education organizations, academics, and education policy researchers in one common goal: improvement of the educational outcomes among the ever growing number of Hispanic youth in our nation's schools. *Objectives:* To increase the national awareness and understanding of, and sense of urgency about, Latino education issues; identify key questions, needs and public concerns related to the education of Latinos, commissioning responsive research and expert commentary to answer these questions; provide an hospitable and respected place for constructive dialogue and debate about key issues, in ways that foster expanded understanding, awareness, and the creation of durable solutions; provide professional support, training, and education about Latino education issues and solutions to those engaged in improving educational success for Latinos; ensure that existing findings relevant to the enhancement of Hispanic student achievement are effectively communicated to all stakeholders; and serve as a repository and clearinghouse for information about best practices—of all sorts—in Latino education, and systematically disseminating best practices information, both in print form as well as through a comprehensive website.

Members: Miguel A. Carranza, University of Nebraska-Lincoln; Gilberto Cárdenas, University of Notre Dame; Lisa F. Chávez, University of California, Berkeley; Philip Garcia, CSU Office of the Chancellor; Roberto A. Ibarra and Nancy López from University of New Mexico; Rubén Martínez, Michigan State University; Arcela Nuñez-Alvarez, CSU San Marcos; Victor B. Saenz, University of Texas at Austin; José Luis Santos, UCLA Graduate School of Education & Information Studies.
Alliance funded by the W. K Kellogg Foundation.

Obesity Working Group (2005-2009)

The primary purpose of this initiative was to address the obesity epidemic amongst Latinos through a culturally attuned information campaign that, in coordination with existing efforts of the U.S. Department of Health and Human Services, increased Latinos' knowledge and awareness of the adverse health consequences of overweight and obesity and of the importance of healthy eating and exercise.

Members: Gonzalo Bacigalupe, University of Massachusetts, Boston; Martha L. Daviglius, Northwestern University; John P. Koval, University of Notre Dame; Mercedes Rubio, National Institutes of Health; Richard Santos and Robert Valdez, University of New Mexico; Adela de la Torre, Ph.D., University of California, Davis; Raquel H. Dominguez, St. Francis Center Our Mission is Life; Tony Estrada, Ph.D., University of Arizona; Victor Ortiz, Ph.D., Northeastern Illinois University; Tim Ready, Ph.D., University of Notre Dame; Victoria Santiago, Center for Puerto Rican Studies, CUNY Hunter College; Richard Santos, Ph.D., University of New Mexico
Research funded with a grant from the U.S. Department of Health and Human Services, Office of Minority Health

Comparative Civic and Place Engagement Working Group (2003-2007) examined civic and place engagement in three Latino ethnic enclaves: Chicago's Pilsen neighborhood, Miami's East Little Havana and Phoenix's Garfield neighborhood. The two-year study is a collaborative effort of the University of Notre Dame and De Paul, Florida International, and Arizona State Universities. Research funded with a grant from the National Science Foundation.

Members: Daniel Arreola, Ph.D., Professor of Geography, Arizona State University; Damian Fernández, Ph.D., Florida International University; Christopher Lukenbeal, Ph.D., Arizona State University; Patricia Price, Ph.D., Florida International University; Tim Ready, Ph.D., University of Notre Dame; Maria de los Angeles Torres, Ph.D., University of Illinois at Chicago.

Latino Politics Working Group (2002-2006)

The project aimed at obtaining a careful and up-to-date mapping of Latino political and social attitudes across a range of dimensions, including partisanship, orientation to the political system, issue preferences, self-reported behaviors, and beliefs about politics. The resulting major study highlighted differences in Latino political attitudes and behaviors in 15 states and the District of Columbia offering an in-depth look at Latino political experiences. Research funded with grants from the Russell Sage Foundation, Irvine Foundation, Carnegie Foundation, and Joyce Foundation.

Members: Valerie Martinez Ebers, Ph.D., Texas Christian University; Luis Fraga, Ph.D., Stanford University; John A. García, Ph.D., University of Arizona; Rodney Hero, Ph.D., University of Notre Dame, Michael Jones-Correa, Ph.D., Cornell University, Gary M. Segura, Ph.D., University of Iowa

K-12 Education Working Group (Established 1999 now NLERAP)

To generate an organic research framework and agenda for Latino/a, publicly funded K-12 educational research. To ensure that Latino/a students are educated in a way that provides for their holistic development as well as their full and equal participation in broader social, economic and political contexts. The working group became the National Latino/a Education Research Agenda Project (NLERAP) in 2003 and it is now a 503 (c) (3) organization with headquarters at the University of Texas at Austin. Research funded with grants from the Annie E. Casey Foundation, the Ford Foundation, The Rockefeller Foundation.

Members: Pedro Pedraza, Hunter College; Melissa Rivera, Hunter College; Victoria Nuñez, Hunter College; Angela Valenzuela, University of Texas at Austin; Victoria Maria McDonald, Florida State University

Health/Mental Health

Mission: to advance knowledge and understanding by conducting collaborative research across IUPLR centers, focusing on behavioral health, mental health, and health-related research projects that spotlight Latina/o populations, and to disseminate the findings to benefit communities.

Objective: To create and expand on research knowledge addressing mental and health issues confronting Latina/o communities; to foster the development of Latina/o scholars and scholarship; to disseminate research findings to inform policy and practice in the service of Latina/o communities.

Members: Teresita Camacho-Gonsalves, Human Services Research Institute; Dharma Cortéz, UMass Boston; Israel Cuéllar, Michigan State University; Adela de la Torre, University of California, Davis; Estevan Flores, University of Colorado at Denver; Gerardo Gonzalez, California State University San Marcos (Chair); Steve López, UCLA; Shobha Ramanand, Michigan State University; Tim Ready, University of Notre Dame; Michael Rodríguez, UCLA; and Ester Shapiro, UMass Boston.

Latina Spirituality

Objective: To engage current research in Latina studies, drawing from a multidisciplinary perspective—the humanities (literature, art and, art history), social sciences (sociology and education), and Christian theology—and viewing with a critical eye what scholars are doing to define spirituality and theology in Latina communities.

Members: Patricia Baquedano, University of California, Berkeley; Miryam Bujanda, Policy Analyst; Gilberto Cárdenas, University of Notre Dame; Yreina Cervantes, California State University, Northridge; Fr. Virgilio Elizondo, University of Notre Dame; Ramona Hernández, CUNY; Gloria Loya, PBVM, Jesuit School of Theology at Berkeley; Daisy Machado, Texas Christian University; Amelia Malagamba, University of Texas at Austin; Tim Matovina, University of Notre Dame; Lara Medina, California State University, Northridge; Renee Moreno, California State University, Northridge (Chair); Mary Pardo, California State University, Northridge; Fr. Arturo Pérez, Instituto Tepeyac; and Olga Villa Parra, consultant.

Census

Objective: To establish a priority list for acquiring Census materials and to train member centers to access and analyze past and present Census data.

Members: Jorge Chapa, Indiana University, Bloomington; Estevan Flores, University of Colorado at Denver; John Garcia, University of Arizona; Philip Garcia, California State University System; Felipe Gonzalez, University of New Mexico; René Hinojosa, Michigan State University; Lisandro Pérez, Florida International University; and Avelardo Valdez, University of Texas at San Antonio.

Religion

Members: Anthony M. Stevens-Arroyo, Hunter College, CUNY; David Avalos, Seton Hall University; Gilbert Cadena, Pomona College; Ana María Díaz-Stevens, Rutgers University; Otto Maduro, Maryknoll School of Theology; Caleb Rosado, Humbolt State University; and Olga Scarpetta, John Jay College, CUNY.

Migration & Poverty: The Puerto Rican Experience

Members: Edwin Meléndez, Massachusetts Institute of Technology; Clara Rodríguez, Fordham University; and Andrés Torres, University of Massachusetts, Boston.

Latino Higher Education Forum

Members: Albert Camarillo, Stanford University; Carlos Vélez-Ibañez, University of Arizona; Charlene Aguilar, Stanford University; Cecilia Burciaga, Stanford University; María Josefa Canino, University of Puerto Rico; María Chacón, Hunter College, CUNY; F. Chris García, University of New Mexico; Sylvia Hurtado, UCLA; Arturo Madrid, Tomás Rivera Center; and Michael Olivas, University of Houston.

Arts and Politics

Objective: Discuss the significance of Latino popular art and its relationship to mobilization, public policy, and social change.

Members: Gilberto Cárdenas and Ricardo Romo, University of Texas, Austin; Richard Carlisle, Northwest State University, San Marcos, Texas; Karen Boccalero, Self-Help Graphics; Amelia Malagamba, Colegio de la Frontera Norte; Malaquías Montoya, California College of Arts and Crafts, Oakland; René Arceo, Mexican Fine Arts Center, Chicago; and Fernando Salicrup, Taller Boricua, New York.

Latino Cultural Studies

Objective: Examine the affirmation of cultural citizenship. How culture is expressed through practices and symbols.

Members: Renato Rosaldo, Stanford University; Rina Benmayor, Hunter College, CUNY; Ana Juarbe, Pedro Pedraza and Rosa Torruellas of Hunter College, CUNY; Richard Chabrán; Ray Rocco; Richard Flores, University of Texas, Austin; and Blanca Silvestrini.

The Effects of Poverty on the Health and School Performance of Mexican American Children

Objective: Examine the relationship between poverty, health, and school performance among Latino children, focusing on the experiences of Mexican Americans *and Puerto Ricans*.

Members: Fernando Mendoza, Children's Hospital at Stanford

Demography Working Group: Latino Life Chances, 1940-1980

Objective: To produce a comprehensive analysis of the progress of Latinos—or Lack of it—over the 40 year period between 1940-1980. Using U.S. Census data it analyzed income, education, occupational status, and employment status over five census periods (1940, 1950, 1960, 1970, 1980)

Members: Erol R. Ricketts, Urban Institute; Andrés Torres, Hunter College/CUNY; Dudley Poston, University of Texas at Austin; Avelardo Valdez, the University of Texas at San Antonio; and Manuel Avalos, California State University, Northridge.

Latino Political Attitudes and Behavior

Objective: Conduct an extensive review of the literature on Latino political values and attitudes. Plan a national political survey on the Latino population in the U.S.

Members: Rodolfo de la Garza (chair), University of Texas, Austin; Angelo Falcón, Hunter College, CUNY; F. Chris García, University of New Mexico; and John García, University of Arizona.

Latinos in Changing U.S. Economy

Objective: Assemble and analyze national and regional data on the U.S. population from 1950-1986. Develop a prototype for regional analyses that will address the context and differing dynamics of each region in a way that details the role of Latinos.

Members: Frank Bonilla, Hunter College; Rebecca Morales of UCLA; Raúl Hinojosa of Stanford University; Martin Carnoy, Stanford University; Hugh Daley, Stanford University; Brad Barham, University of Wisconsin; Gilberto Cárdenas, University of Texas, Austin; Jorge Chapa, University of Texas, Austin; Teresa Córdova, University of New Mexico; Miren Uriarte Gastón, University of Massachusetts; Raúl Hinojosa, UCLA; Edwin Meléndez, Massachusetts Institute of Technology; Paul Ong, UCLA; Marifeli Pérez-Stable, State University of New York; Erol R. Ricketts, Russell Sage Foundation; Saskia Sassen, Columbia University; Andrés Torres, University of Massachusetts, Boston; and María de los Angeles Torres, DePaul University.