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EL GATO

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Monday to Thursday
8:00 A.M.-7:00 P.M.

Hours:

Friday
8:00 A.M.-5:00 P.M.

FROM THE DESK OF THE COUNSELOR

Welcome to the Chicana/o Latina/o Student Center, a student centered place to build community and to promote college student success. We are proud of the ten student organizations that help incoming students develop their leadership skills through numerous extracurricular activities. Our Chicano/Latino Student Mentor Program makes extraordinary efforts to retain first year and transfer students by assisting these students to navigate the university system.

Our center strives to stay abreast of changes in technology. The computer workstation in the back room has six computers with both educational and creative software packages.

I strongly believe that the mission of the Chicana/o Latina/o Student Center is reflected in our work: "The Center is committed to promoting college student success for Chicana(o) Latina(o) students."

In whatever way you decide to enhance your

education here at WSU, I am confident your experience here at the center will prepare you well to meet the challenges of a multicultural society. Felices Pascuas!!!

Francisco N. Tamayo
Counselor

SEMANA DE LA RAZA
2000

FEBRUARY 28 MARCH 4

Semana de la Raza

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Celebrating our Past,
Embracing the Future

THE SEMANA DE LA RAZA TASKFORCE
MEETS EVERY WEDNESDAY AT
9:00 PM IN THE CHICANA/O
LATINA/O STUDENT CENTER.

EVERYONE IS WELCOME TO ATTEND!

THE STAFF

First of all, I would like to welcome the new students to Washington State University. You all deserve our praise and encouragement. For those of you who are returning this year, I would like to congratulate you on sticking it through. Oftentimes, it is not the easiest thing to do.

As some of you may be aware, I am one of the student interns for the Chicana/o Latina/o Student Center. It is important that you know first and foremost that I am not here to arbitrarily do things without student input. I know that the center is of and for the students; it can be no other way.

Two of the immediate projects that I am working on this year are: 1) establishing a closer working relationship with the Chicana/o Latina/o Alumni of WSU and 2) helping to revive El Gato.

El Gato is a means by which to articulate the social, cultural, and political aspects of our experience here at WSU, and society at large. If you have any material that you would like to submit for publication in El Gato, please place it in my box in the center or email it to me at esanchez@wsu.edu.

EL GATO

THE CHICANA/O LATINA/O STUDENT
CENTER NEWSLETTER
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DIVISION OF MULTICULTURAL
STUDENT SERVICES
WASHINGTON STATE UNIVERSITY

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EL GATO WELCOMES ARTICLES,
POEMS, SHORT STORIES, GRAPHICS,
PICTURES, COMICS OR ANY OTHER
APPROPRIATE INFORMATION. IF YOU
WOULD LIKE TO CONTRIBUTE, PLEASE
CONTACT US AT THE CHICANA/O
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EL GATO THANKS EVERYONE WHO
MADE CONTRIBUTIONS TO THIS ISSUE.
GRACIAS.

If you have any questions you can find me in the Chicana/o Latina/o Center on Tuesdays and Thursdays from 3-7 P.M. I hope everyone has a great spring semester.

Tlazocamati,
Ernesto Sanchez

Hasta La Victoria Siempre!

INTERNSHIPS AND SCHOLARSHIPS

The Gabriel Cardenas Scholarship

Annual scholarship awarded to one (1) male and one (1) female leader. Please contact Ernesto Sanchez (esanchez@wsu.edu) or Cecilia Martinez (latulla@hotmail.com) for more information.

Coalition for Women Students Scholarship

Annual scholarship awarded based on academic achievement, financial need, non-academic activities, and future goals. The amount of the scholarship is \$500. The deadline to submit applications is Wednesday, March 15, 2000. Please contact Alice Coil at 335-6849 if you have any questions.

The American Psychological Association Minority Fellowship Program (APA MFP)

The APA MFP's objective is to increase the knowledge of issues related to ethnic minority mental health and to improve the quality of mental health treatment delivered to ethnic minority populations. They do this by providing financial support and professional guidance to individuals pursuing doctoral degrees in psychology and neuroscience. They are currently accepting applications for the 2000-2001 academic year.

TRAINING FELLOWSHIPS

The APA MFP has three fellowship programs and two summer programs to support the training of researchers and practitioners.

Mental Health Services Fellowships, funded by the Substance Abuse and Mental Health Services Administration, supports the training of school, counseling and clinical practitioners and researchers in substance abuse prevention and treatment. Deadline is January 15th.

Mental Health Research Fellowships, funded by the National Institute of Mental Health (NIMH), supports the training of researchers in psychological and mental health research and in HIV/AIDS research. Deadline is January 15th.

Predocctoral and Postdoctoral Neuroscience Fellowships, funded by the NIMH, supports the training of research scientists in neuroscience. Deadline is January 15th.

SUMMER PROGRAMS

Summer Program in Neuroscience, Survival, and Ethics (SPINES), funded by NIMH, is a month long program at the Marine Biological Laboratory in Woods Hole, MA, beginning in June and concluding in July. The program is designed to broaden knowledge of neuroscience, scientific ethical issues, and scientific survival skills. Those selected for a Neuroscience Fellowship are required to attend SPINES. Deadline is March 1st.

Summer Institute on Aging, funded by the National Institute on Aging, is a one week institute/retreat in July designed to introduce undergraduate juniors and seniors and 1st and 2nd year graduate students to aging research in the field of psychology. Deadline is March 15th.

Applications are available on the APA MFP home page at www.apa.org/mfp or by contacting:

APA MFP Fellowship Application
750 First Street, NE
Washington, DC 20002-4242
Email: mfp@apa.org
Phone: (202) 336-6127
Fax: (202) 336-6012



NEW PROFESSOR

José Manuel Alamillo, Assistant Professor in the Department of Comparative American Cultures, received his Ph.D. in 1999 at the University of California, Irvine.

Born in Cueva Grande, Zacatecas, Mexico and raised on one of the largest citrus ranches in the country, Limoneira Ranch, located near Santa Paula, California. Unlike other agricultural fruits, lemon and oranges are harvested year-round requiring a permanent workforce. For this reason, long-standing Mexican communities formed around this agricultural industry and near schools and colleges offering educational opportunities for children of lemon pickers and packers. Alamillo was one of many that took advantage of educational opportunities, including college outreach programs targeting children of Mexican farmworkers.

He enrolled at the University of California, Santa Barbara and majored in Sociology and Communication Studies with a minor in Chicano Studies. After working with Latino youth as a volunteer coordinator in Santa Ana, California, he began graduate work at the University of California, Irvine. There he received both his Masters and Doctoral degrees in Social Sciences, with an emphasis in Chicano/Latino Studies.

At Washington State University, he teaches courses in Chicano/Latino Studies and Comparative Racial and Ethnic Studies for the Department of Comparative American Cultures. For next year, he has proposed to teach several new courses, such as: Comparative Latino/a Cultures and Communities, Mexican Immigrants in a Diverse Society, Latino Cultural Studies and Race, Gender and Ethnicity in the U.S. Labor Movement.

His general research interests include Chicano/Latino Studies, Agricultural Labor History, Race and Gender Relations in Rural America and Oral History Methodology. His book manuscript focuses on the relationship between race, gender, paternalism and space in California's citrus ranches. Among his future research projects, he is interested in exploring the racial and ethnic transformation of rural agricultural communities in the Yakima Valley, and how they impact local political representation,

community organizing and intercultural relations.

THE CHICANA/O LATINA/O FACULTY AND STAFF ASSOCIATION

The function of the Chicana/o Latina/o Faculty and Staff Association has always been dedicated to creating a support network for Chicana/o Latina/o faculty and staff at WSU. In this capacity the group provides mentoring and support to Chicana/o Latina/o faculty and staff as they seek to address professional concerns within the governance of the WSU systems. Another goal of the association is to provide support for cultural activities and events of interest to the Chicana/o Latina/o population. The group also serves as a liaison between the University administration, alumni and community members at large concerned with issues pertaining to our faculty, staff, students, programs, activities, or curriculum.

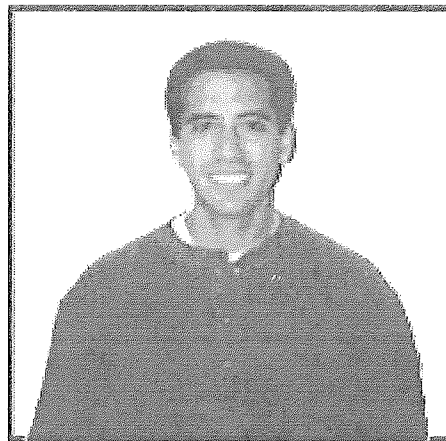
If you would like more information about the association, please contact the Co-Chairs:

Lucila Loera
335-5569
lucila@wsunix.wsu.edu

Brian McNeil
335-6477
mcneill@mail.wsu.edu

**Chicana/o Latina/o Graduation
Committee Meeting
January 18, 2000
3:00 pm
Chicana/o Latina/o Center**

THE PEER MENTOR PROGRAM BY PATRICK B. CARRILLO



The Peer Mentor Program held a Mentor-Mentee Social on Thursday, December 2, 1999. Approximately 25 students gathered together to have dinner and get to know one another better. Although it is a very busy time for all students as finals week approaches, many of those who attended said that they appreciated the

opportunity to meet one-on-one with their mentors or mentees.

The Peer Mentor Program pairs experienced WSU students (Sophomores-Seniors) with First Year and Transfer students. The student mentor assists the new student in his/her transition to the university. Mentors provide information about activities on campus, provide referrals to campus resources, and offer support and encouragement to the mentees throughout their first year at WSU.

THE CHICANA/O LATINA/O RECRUITER

This has been an exciting year for Multicultural Student Services (MSS) Recruitment. I am not the only one here now! The best part is having a team in which to collaborate and plan. So much more gets accomplished when the team functions as a unit.

The MSS Recruitment team has formed an action plan. All of us here have been very busy visiting high schools and following up. These connections are paying off with great results. Our recruitment efforts have never been stronger.

WSU students are key to successful recruitment. The PACE program has been rekindled. We like to think of it as the equivalent to the Multicultural Student Mentor Program for Multicultural Student Retention Services (MSRS). The PACE Recruiters provide a necessary link to our recruitment efforts and have been very helpful already.

With more traveling than ever this year, the number of students being contacted by my efforts has greatly increased. In order to better report the progress of Recruitment, Ch/L Recruitment and MSRS are forming an advisory committee. This is intended to be a platform where Francisco and I can report our progress and discuss plans for the future. I expect that this committee will greatly improve the communication and understanding between MSS and you, the students. If you are interested in finding out more about this, contact me at 335-4533.

Have a great break,
John Alaniz-Mendoza

BEYOND THE TACO BELL REVOLUTION

BY MARTA MARIA MALDONADO Y LUCILA LOERA

Do you recognize Dinky, the Chihuahua superstar of Taco Bell's multi-million ad campaign? More than likely, your answer is yes. Somehow, hearing this cute, bright-eyed dog with pointy ears talk about tacos and burritos is quite appealing to most of us, the fast food consumers. But a lot lies behind the sparkle in Dinky's eyes. Dangerous ideas resonate in Dinky's Spanish words and Mexican accent. There is much more than what's apparent to the Taco Revolution.

The success of the Taco Bell campaign is due, in part, to the easiness with which seemingly harmless Dinky enters our homes and our consciousness, reinforcing commonly held ideas and stereotypes of what it means to be Mexican, and more broadly, to be Latino. Stereotypes are passed on, from one generation to the next, and in the process we learn how to think about ourselves and others.

The ideas bearing Dinky and the Taco Revolution is not new. Historically, the media has used characters like Dinky to display negative images of people of color. In the 60's it was Frito Bandito, bombarding American homes with the idea that Mexicans pillage and plunder. Similarly, the "Little Black Sambo" cartoon character adopted by the Sambo's restaurant chain, was a symbol perceived by African Americans to have negative connotations. These images eventually disappeared from the media, but not without leaving a

trace of misunderstandings in the minds of the majority. What is lacking is an understanding that images, such as Dinky, caricature the culture. Having this Mexican dog advertise for Taco Bell is like having an Ebonic speaking monkey advertise for Kentucky Fried Chicken.

By portraying Dinky as a revolutionary leader (who wears a beret like the one distinctively associated with Che Guevara), Taco Bell's campaign disrespects a history of Latinos' struggle for change and social justice. The work of all those men and women who have died fighting for liberation and equality is minimized and ridiculed. There is nothing cute about this. Actually, these are issues that should compel us to change the channel when Taco Bell commercials air. These are the reasons why we should stop the Taco Revolution by not being patrons and protesting Taco Bell's Dinky campaign.

The media is an important means of creating and perpetuating ideas and cultural values. Ideas about race and ethnicity are socially-constructed. It is our responsibility to protest and let our voices be heard when media displays images that are not accurate. By openly opposing certain portrayals of us and our communities, we have a shot at reconstructing society's ideas. If we, people of color are to empower ourselves, we need to correct the negative and distorted images disseminated by the media. Otherwise, the images will continue to feed from our inaction and apathy. They will grow stronger and be reinforced in the minds of the majority, and planted in the minds of our young.

CONGRATULATIONS

Dr. Victor Villanueva was recently appointed the new Chair of the English Department at WSU. Felicidades!

Chicana/o Latina/o 1999-2000 WSU McNair Scholars: **Patricia Acevedo**, Psychology; **Michelle Conover**, Animal Sciences; **Jose Garcia**, Foreign Languages - Spanish; **David Gutierrez**, Comparative American Cultures; **Guillermo Macias**, Business - Management Information Systems; **Cecilia Martinez**, Political Science and CAC; **Jackie Martinez**, Women's Studies and CAC; **Sylvia Mendez**, Business - Decision Science; **Alma Montes de Oca**, CAC; and **Evelia Sandoval**, Biology.

Students considering applying to be scholars in the future may find information at the McNair Program Web site, <www.wsu.edu/~mcnair> or by contacting Schmidt at 509/335-7702.

The Office of Multicultural Student Services Convocation Faculty of the Year Award went to **Lucila Loera** because of her involvement with the community at all levels.

The Council for Multicultural Student Presidents Leadership Award was given to **Cecilia Martinez** for being an outstanding leader of multicultural students and a contributor to the student community and the university at large.