

The Arizona Report

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Antonio L. Estrada Takes On Directorship of MASRC

In July, Antonio “Tony” Estrada, a noted expert in public health, was appointed as the director of the Mexican American Studies & Research Center by UA Provost George Davis and Diana Liverman, Interim Dean of the College of Social and Behavioral Sciences.

Estrada first came to the University of Arizona in 1986, and has been a faculty member in the MASRC since 1991. He received his master’s and doctorate degrees in Public Health, graduating from the UCLA School of Public Health in 1986.

His primary interests are in Hispanic health, focusing on health promotion and disease prevention within this population. Much of his work has analyzed the cultural and behavioral aspects



Antonio Estrada

of HIV/AIDS, and on ways to prevent the spread of the disease. Additionally, Estrada is interested in applied public health policy as it

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affects the health status and access to health care among Hispanics.

Estrada follows Adela de la Torre as director. An agricultural economist, de la Torre directed the Center for six years, beginning in 1996. She departed for the University of California, Davis, in the summer.

Estrada and de la Torre are the authors of *Mexican Americans and Health*, published in 2001 by the University of Arizona Press as part of its Mexican American Experience series of college text books.

Before his appointment, he served as associate director of the Center and chair of the Mexican American Studies graduate program.

In 1998, he earned the UA College of Social and Behavioral

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New Booklet Has Useful Advice for Latinos in Higher Education

The Mexican American Studies & Research Center has published a handbook of useful advice for Hispanic students planning on going to college or to graduate school.

MASRC Assistant Professor Andrea Romero and MAS graduate student Veronica M. Vensor authored the publication, titled “Consejos Para Su Futuro en Educación:

Suggestions for Your Future in Higher Education from Chicanos and Chicanas.” (An excerpt appears in this issue on pages 6 and 7.) The handbook was developed from *charlas*, or

roundtable discussions, that were held at the 2002 annual conference of the National Association for Chicana and Chicano Studies (NACCS) in Chicago.

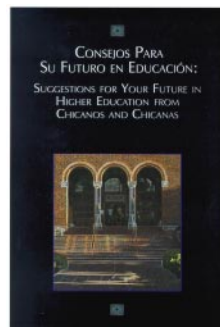
The 16-page handbook project was funded by the Committee on Ethnic Minority Recruitment, Retention and Training in Psychology from the American Psychological Association.

The *charlas* were open discussions on topics of particular relevance to students of color. The discussions covered a wide array of issues, such as the difficulty in being the first in the family to

attend college, racism on campus, and practical matters like time management and applying to graduate school.

First convened at the 2000 NACCS conference and held every

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Master's Program Graduates Seek Success in Doctoral, Medical Studies

Carlos Reyes and Patricia Rodríguez graduated last spring from the Mexican American Studies master's program. Reyes studies were concentrated in the Latino Health strand of the program, while Rodríguez focus was on History and Culture. (The MAS MS program also offers a concentration in Public Policy.)

Reyes is now beginning his first year of medical school at the University of Iowa, and Rodríguez has been accepted into the doctoral program in history at the University of Arizona.

The Arizona Report corresponded with both of these outstanding graduates to find out their motivations for enrolling in the MAS graduate program, their plans for the future, and to learn what advice they might have for those just starting college or graduate school.



Carlos Reyes

What made you decide to study medicine?

I came into the UA feeling that it was a pleasure just to be here. Becoming a physician appeared to me to be an unreachable dream, but a dream nonetheless. I wanted to help people, and I thought medicine would provide an opportunity to help people in a way that other professions could not. Apart from provid-

ing mental and emotional help, medical doctors are able to alleviate physical problems through their expertise in diagnosing ailments, prescribing medicines and other interventions.

Even though I was unsure about my ability to be a physician, I took it bit by bit without thinking about the competitiveness or length of time I would be in school. First, I took the required courses and worried about passing those, then I took a practice MCAT, the test needed to apply to medical school, and I felt that I would never be a physician. I gave up for a while until I took a course on the psychology of death and dying, and it sparked my interest again. From then on, I had to figure out how I was going to get in.

What was the focus of your studies as an MAS graduate student?

Under the Latino Health concentration, I focused on HIV/AIDS intervention among Hispanic injection drug users. I looked at the relationships between acculturation and high-risk behaviors and HIV/AIDS knowledge. In addition, I conducted research on *curanderismo* (Mexican folk medicine) and its relevance to the clinical setting.

What did you major in as an undergraduate?

Psychology.

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Patricia Rodríguez

What led you to major in MAS?

I learned about the program from my husband, Jonathan, who participated in the first Border Academy. Dr. Adela de la Torre had just then announced that the Board of Regents had approved the master's program. I was thrilled to know that a major Latino group was the focus of a master's degree. I had done graduate work in public

policy years earlier, but Latinos were often an afterthought. I wanted to learn about the experiences of Mexican Americans, and to contrast or draw parallels with Salvadorans, like myself, in the United States.

What was the focus of your studies as an MAS graduate student?

I was in the history and culture track. In my research, I focused on the gender and intergenerational relationships among Salvadoran refugees in Tucson, particularly among women, who are most often left out of the literature. I have also researched other topics such as the 1969 Salvadoran-Honduran "Soccer War," post traumatic stress disorder, and political asylum policies.

What did you major in as an undergraduate?

My major was political science, and my minor was Spanish.

Did you belong to any groups or organizations while at the UA?

Yes, I was a founding member and served as co-chair of the ¡Aquí Estamos! Graduate Student Collective. I also participated in activities and events put on by the Chicano/Hispano Student Affairs Office.

Could you provide a little bit on your personal background?

I was born in El Salvador and raised in the Washing-

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From the Director



Welcome to the start of a new academic year! There is much work ahead of us, but we are fortunate that our former director, Dr. Adela de la Torre, left us with a solid foundation on which to build. The MASRC has come a long way since its inception in 1981, but we have much work still to do.

This past year the MASRC was the focus of yet another attempt to diminish its status within the university. Thanks to MASRC's Community Advisory Board, and the renewed commitment to the Center from the UA Administration, the Center will continue to represent the interests of the Hispanic community in Arizona and the Southwest.

My vision for the Center includes building on our strengths and strengthening our weaknesses. Integration and synthesis with other university departments and colleges (while maintaining our uniqueness) is crucial to our mission. I envision a comprehensive center focused on three complimentary areas: public history and cultural studies; public policy, especially that which is related to immigration; and Hispanic and border health.

The major focus of my tenure as director of MASRC will be to enhance our community outreach, and research dissemination activities in each of the above areas. The Center must find innovative ways to take its research and scholarship to the

Hispanic community. The Center must work with community-based organizations to assist them, where possible, in meeting the needs of the Hispanic population.

The Center can bring its collective expertise to bear on many social and health issues facing the Hispanics in southern Arizona.

Beyond the many pressing issues facing our community, the Center must also maintain its academic excellence in both the undergraduate and graduate curricula, and continue to generate external funding to assist with infrastructure needs and targeted community projects.

One of my goals as the new director is to increase our external funding by at least 50 percent in order to support the Center's growth and mission. Additionally, over the next several years, I would like to increase departmental resources for faculty, staff, and students; increase the number of students majoring in Mexican American Studies; continue to enhance our graduate program; develop a doctoral minor in Mexican American Studies; and, eventually, develop a doctoral program.

In order to accomplish these goals, the Center must hire additional faculty. I am happy to report that the university has committed to hire three new faculty members in MAS during the next several years, which should enable the Center to accomplish its goals.

The Center is here to stay. The sheer number of Hispanics in southern Arizona and the location of the University of Arizona only 60 miles from the Mexican

border demands it. However, the Center must maintain its academic excellence and be responsive to community issues where it can. The struggle for equality is far from over, but with your help we can succeed.

Antonio Estrada

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Sciences distinguished teaching award. His health-related grants have brought more than \$8 million to the UA since 1987.

Shortly after his appointment he referred to the recent budget crisis, saying, "I never again want to see the MASRC on the fringes of being cut or its programs downsized. In order to accomplish this, we must integrate ourselves with other departments and colleges while maintaining our uniqueness, refocus our mission to encompass the Hispanic community, and maintain our academic excellence in teaching and research. It is our responsibility as Chicano faculty to represent our community in the academy and to assist the community in achieving its goals of empowerment and vitality." *AZR*

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Book Excerpt: Chicano Popular Culture

Chicano Popular Culture: Que Hable el Pueblo by Charles Tatum, was published by the University of Arizona Press last year as part of its series *The Mexican American Experience*. Written primarily for undergraduate instruction, *Chicano Popular Culture* was one of just 35 titles recognized as “The Best of the Best from the University Presses” for 2002 by the selection committee for “University Press Books Selected for Public and Secondary School Libraries.”

By Charles M. Tatum

Chicano Music on the West Coast

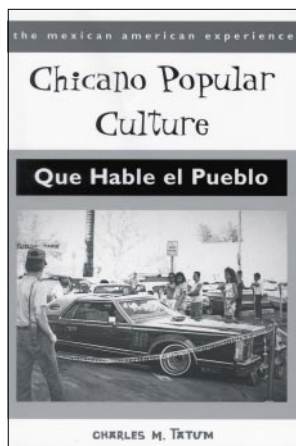
If Texas was the most important center for the development of Chicano popular music from the late nineteenth century through the 1990s, it was not by any means the only site of musical activity. Especially since about 1960, California—particularly Los Angeles—has produced several musical genres and numerous groups, musicians, songwriters, and individual singing artists. This is not to say they all were from California, only that many of them eventually ended up in the Los Angeles area because it was the center of the recording industry and had a huge and enthusiastic Chicano population that supported its musical artists. Eduardo “Lalo” Guerrero and Ritchie Valens (Valenzuela), were two Mexican Americans who broke into the California recording industry early, the former in the 1940s and the latter in the 1950s. Although they were different in their musical tastes, both of them should be considered pioneers in terms of their success in an Anglo-dominated industry.

Eduardo “Lalo” Guerrero

Guerrero was born in Barrio Libre (the Free Barrio) in Tucson in 1916. His father, head boilermaker in the roundhouse of the Tucson Southern Pacific Railroad, worked tirelessly to support his family of five children, which was to grow to seventeen children by the time Guerrero was a young man. His mother, Doña Conchita, taught Guerrero to play the guitar when he was fourteen years old, but he began his career as a performer when he was in grammar school. His mother died when he was a young man and his father con-

tracted Lou Gehrig’s disease (amyotrophic lateral sclerosis).

Guerrero and his brother Frank relocated from Tucson to Los Angeles when he was eighteen. He recorded exclusively in Spanish for a few years, and his records sold modestly in the southern California market. His first recording as a solo singer was in 1948, and his songs began to get airplay on Spanish-language radio stations in the Los Angeles area. His popularity grew and he was soon performing in many venues as the featured artist.



Despite the predominance of Spanish-language recordings he made during the late 1940s and 1950s, Guerrero desired to be primarily a performer of stock American tunes of that era. His idols as a high school student had been Rudy Vallee, Al Jolson, Eddie Cantor, and later, Bing Crosby (Reyes and Waldman 1998, 7). Imperial Records asked Guerrero to begin recording in English and to change his professional name to Don Edwards. The experiment flopped, however, and he went back to recording and playing for Mexican American audiences

through the 1950s. At the same time, he recorded a parody of the “Ballad of Davy Crockett,” which had been popularized by Bill Hayes and Fess Parker. Guerrero’s version, which was called the “Ballad of Pancho López,” was a success and eventually sold more than 500,000 copies. He performed it on the “Tonight Show” hosted in the mid-1950s by Steve Allen as well as on the “Art Linkletter Show.”

Twenty years later, cultural nationalists and others would harshly criticize Guerrero for this song because it appeared to make fun of Chicanos (Reyes and Waldman 1998, 8). Some argued that he was merely satirizing American icon—Crockett—while others resented the humor being directed at Chicanos. Guerrero also wrote and recorded other parodies in late 1950s, including “Tacos for Two” (a parody of “Tea for Two”), “There’s No Tortillas” (“Yes, We Have No Bananas”), “Pancho Claus,” and “I Left My Car in San Francisco” (a parody of the Tony Bennett standard “I Left My Heart in San Francisco”). In 1960, he was able to open his own nightclub, Lalo’s Place, in Los Angeles financed from the proceeds of his recording and performing successes.

Despite the criticism of his “Pancho López” parody, Chicano students of the Chicano Movement era generally considered Guerrero to be a pioneer the music field, and Chicano organizations invited him to speak on college campuses during the 1960s and 1970s; now more than eighty years old, he is still performing on college campuses. At the same time, Guerrero has continued to perform for largely Anglo audiences at venues

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such as luxurious restaurants in Los Angeles, Palm Springs, and elsewhere.

Guerrero has never considered himself a militant, but he has taken strong stands on occasion in order to combat negative stereotyping and overt racism. For example, he composed and sang “No Chicanos on TV” as a protest against the television industry’s practice of relegating Chicano characters to minor (and usually negatively stereotyped) roles.

Guerrero received numerous awards throughout his career, not only for his contribution to American musical culture but also for his public stands on social issues. The Latino organization *Nosotros* (founded by actor Ricardo Montalban) awarded him two Golden Eagle Awards in 1980 and 1989. The Smithsonian Institution declared him a “National Folk Treasure” in 1980 . . . Perhaps Guerrero’s crowning honor was receiving the National Medal of the Arts awarded at a White House ceremony on February 7, 1997. In making the award, President William Clinton said, “Presented by the president of the United States of America for a distinguished music career that spans over sixty years, two cultures, and a wealth of different musical styles. With humor, passion, and profound insight, he has entertained and enlightened generations of audiences giving powerful voice to the joys and sorrows of the Mexican American experience.”

From Chapter 2, pp. 31-34.

Citation

Reyes, David, and Tom Waldman. 1998. *Land of a Thousand Dances: Chicano Rock 'n' Roll from Southern California*. Albuquerque: University of New Mexico Press.

Excerpt from Chicano Popular Culture: Que Hable El Pueblo, by Charles M. Tatum. Copyright 2001 The Arizona Board of Regents. Reprinted by permission of the University of Arizona Press.



New MAS Graduate Students Have Varied Interests, Career Plans

Eight new students have been accepted into the Mexican American Studies Master of Science program for the fall of 2002. The incoming class — five men and three women — is a diverse group of individuals, with backgrounds and career goals that range from education to health care to literature. The MASRC is proud to welcome them. Below are profiles of four of our new graduate students.

Salvador Acosta was born and grew up in Mexico City, and has attended San Jose State University and UCLA. He has academic backgrounds in Latin American Literature, Chicano Literature, and History. He will follow the Culture and History strand, and upon graduation, hopes to join a Mexican American Studies department in a two- or four-year college.



Fran Brazzell is taking the Latino Health strand. She has worked in healthcare since 1984, and almost from the beginning worked with Latino patients. She spent 5 of the last 7 1/2 years working in Latin America; 2 years in Nicaragua with the Peace Corps as a community health promoter, and 3 years in Mexico helping prepare healthcare providers to work with Latino patients in the United States. “I realized very quickly that working with this population is much more complicated than Spanish language competency. I’m very excited about continuing my own journey to understanding the cultural components of healthcare delivery specific to the Latino population and contributing to the knowledge base for other healthcare providers,” she says. Upon completion of the program, she plans to pursue a Ph.D. in Cultural Studies with an emphasis on healthcare delivery.

José de Jesús Muñoz Serrano, was born in León, Guanajuato, México, and his study concentration is in the MAS Public Policy strand. He is interested in studying the causes of Mexican migration to the United States during the last three decades. After the completion of his master’s degree, he plans to enroll in a Ph.D. program either in Spanish literature or Sociology.



Rick Orozco graduated from the UA with a degree in Political Science, and currently teaches Mexican American Studies at Sunnyside High in Tucson. He will be studying in the History and Culture strand of the MAS graduate program. He is interested in pursuing a Ph.D. in Cultural Anthropology after completing the program, and creating a Department of Mexican American Studies in the Sunnyside Unified School District.

Booklet from page 1

year since then, the charlas were facilitated by students and faculty who had personal experience in various aspects of higher education. The discussions, which were open to all conference attendees, were taped and later summarized.

In the booklet, both students and faculty share their valuable experiences in higher education in the hope that their observations will motivate and help others.

One of the primary missions of NACCS is to advance the professional interests and needs of Chicanas and Chicanos in the academy. *AZR*

**From “Consejos Para Su Futuro en Educacion: Suggestions for Your Future in Higher Education from Chicanos and Chicanas”*****How do I balance my time between family, friends and studying?***

Balancing time between family and friends while in college can be difficult. Studying can be very time-consuming, usually lonely, and tiring. You need to find a balance between family, friends, and study time. Finding your own daily rhythm with the demands of school is key. It also helps to do other things that are not academically related. For example, you can make it a point to have dinner once a week with fellow students where you have all agreed NOT to talk about school or anything related to your studies. You can get to know this group outside of class and find it to be relaxing. Think of these techniques as somewhat of a reward system.

Tailor your reward system to your hobbies or maybe find new ones.

You may also find a group of friends or classmates that you can study with on a regular basis. This can help you structure your studies and provide some socialization at the same time. Studying with other students and sharing notes can be highly beneficial and help improve your understanding of class material.

Balancing time between extracurricular activities and school is difficult also. The best advice is to not take on too many projects. This will help ensure that you can produce all required work in a timely fashion. If you work best at your studies at a particular time of day, try to schedule your activities accordingly. Everything else should be put aside during your study/writing/homework time. Once you figure out a daily schedule, you will

Continued on next page

Rodríguez from page 2

ton, D.C., area from the time I was seven years old. I lived in the area until moving to Tucson with my husband about six years ago. I have a sister who still lives in the D.C. area. My father remarried after my mother's death in 1994; he and his wife reside in Santa Clara, CA. I also have family in Montreal, Canada, and in El Salvador. After enjoying a 12-year career in the non-profit sector, working for local and national organizations, I returned to school because I was ready for a career change.

What are the most important things you've learned as a result of following this curriculum?

One of the most important things I've learned is to take an interdisciplinary approach to my research. People of color are generally under-represented in any field of study, so this type of approach can provide a broader picture of what is happening in our communities.

What has been your biggest challenge as a student?

One of the biggest challenges I faced was balancing a demanding teaching assistant position with my own schoolwork. I had to remind myself that my classes and research were as important. I also tried to maintain a balance among these and my family life.

What have you found to be most rewarding in your studies?

The opportunity to explore my own interests. I felt encouraged and supported by my professors to do research on a group that was not Mexican American. I also valued the sharing and learning from other students. Since we all come from different experiences, we each bring a unique perspective to our class discussions.

Where are you headed now?

This fall, I am starting in the doctoral program in history at the UA.

What are your present goals?

My present goal is to become a

professor of U.S. history. As the field grows to include immigration of groups from Latin America and Asia, I hope to contribute to the emerging and exciting specialization of Central American studies.

How will your degree in MAS help you achieve those goals?

My degree in MAS provided the groundwork from which I can now build on in the history department.

Do you have any advice for new or younger students?

You cannot succeed as a graduate student alone. You should try to establish a good, working relationship with your adviser and your classmates. I found it useful to pair up with a more experienced student through our Compareñas/Compareños program. You can serve as a resource to each other. Get involved with activities around campus so that you don't feel isolated. You will always have more work than is humanly possible to complete, so do your best and enjoy it! *AZR*

see that it is easier to get your work done, and to reward yourself later for working hard. A regular work routine has the added benefit of reducing stress.

What should I expect if I decide to live at home and go to school?

Living at home and going to school can be difficult because of the different demands of college and home life. It can be challenging to balance spending time with family and time studying. Often, other family members are not in school and thus have different schedules than yours. They may expect you to spend more time with them when you are home, or to have a similar schedule. It can be helpful to give

your family a class and studying schedule at the beginning of the semester so that everyone knows when to expect that you will be in class or studying. It might also be helpful to plan a chores schedule with your family so that you also are helping around the house.

Some students find that it is difficult to find a quiet place at home to get studying done, and decide to rent a study carrel at the library for a small fee. You can keep your books and papers in the study carrel, so you will not have to carry [them] from school to home as much. Also, look for any programs on campus that cater to commuter students. Oftentimes, programs will offer coffee get-togethers for students who

do not live on campus. This is a good opportunity to meet other students in your same situation.

Don't forget to recognize and appreciate how your family is helping you. They are probably saving you money on rent and utility expenses, and helping you by providing home-cooked meals. Your family may be helping in many other ways as well, and it is good to recognize and appreciate the support. *AZR*

Copies of the handbook are available from the Mexican American Studies & Research Center



Reyes from page 2

Did you belong to any groups or organizations while at the UA?

Sigma Lambda Beta, a Latino-based fraternity, and F.A.C.E.S. (Fostering and Achieving Cultural Equity and Sensitivity), a pre-health professions club.

Could you provide a little bit on your personal background?

I am the middle of three boys. My mother and father are from México. I was born in Torrance, California, then I lived in Sonora, México, a few years and then in Arizona. I briefly went to elementary school in Tucson, then I moved to Mesa, where I grew up. I graduated from Dobson High School and returned to Tucson for my undergraduate and graduate education.

What led you to major in MAS?

What led me to apply to the Masters program is that I was not accepted to a medical school after applying the first time. I wanted to stay in the health field and I heard about the MASRC Latino Health concentration. I loved my MAS classes as an undergraduate where I became enlightened about Chicano scholarship on the South-west.

What are the most important things you've learned as a result of following this curriculum?

I learned that the research process has many details that are not noticeable until you go through it. I also learned about the importance of student mentoring and professionalism.

What has been your biggest challenge as a student?

Reading comprehension and organizing my studies so that I'm able to retain knowledge that I can use in the future. Another big challenge was applying to medical school – there are a lot of hoops to jump through.

What have you found to be most rewarding in your studies?

Mentoring from the faculty. They were outstanding, I could not have asked for anything more. Small group discussions were key to learning more from the class readings. Also, the opportunity to travel to conferences enriched my studies

Where are you headed now?

I will attend the University of Iowa College of Medicine.

What area of medicine do you plan to practice?

Right now, I think it might be primary care, but I may change my mind.

How will your degree in MAS help you achieve those goals?

Presenting my research to faculty and other graduate students helped me develop intellectually and professionally. Attending conferences exposed me to other professionals around the country. These experiences will allow me to think less narrowly and, perhaps, make me a more flexible and well-rounded physician.

Do you have any advice for new or younger students?

Never give up on your dreams, even if they seem unreachable. Many believe that there is a secret to success, but any successful person will tell you, when you are passionate about something and you love what you are doing, you cannot help but to be successful. Also, don't let anybody tell you what you want to be, follow your feelings and don't be afraid to take the hard road. Even I begin each day with some fear, but that's just life. *AZR*

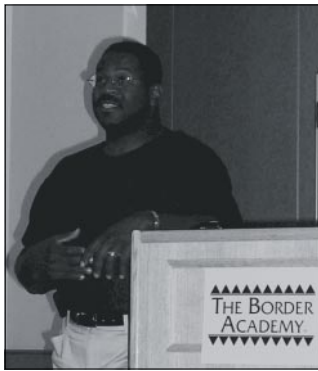


Richard Carmona Gives Keynote Speech at Border Academy *Trauma Care Is Focus of Fifth Annual Summer Seminar*

The Border Academy, a summer seminar for health care professionals and students, took place in Tucson during the summer at the Westward Look Resort.

The Border Academy's faculty included practicing physicians and other medical and public health professionals with expertise in trauma care from Mexico and the United States.

Dr. Richard Carmona, who was later named United States Surgeon General, delivered the keynote



Dr. John Porter, director of Trauma and Critical Care at University Medical Center, and professor of clinical surgery at the UA College of Medicine, spoke about Pediatric Trauma. (Photo: Tom Gelsinon)



Dr. Richard Carmona is flanked by Border Academy students. Medical students attending the four-day seminar came from the UA, Stanford University, the University of California, Berkeley, UC Davis, UC Irvine, and UC San Francisco. (Photo: Tom Gelsinon)

address to the audience of medical students, physicians, health care workers, researchers, and other members of the Tucson community.

Other speakers included Drs. Terence Valenzuela and Frank Walter of the University of Arizona Dept. of Emergency Medicine; Dr. Miguel Fernández of the University of Texas Health Sciences Center, San Antonio; Drs. Juan Miguel Reyes Amézcuca and Maricela Zárate Gómez of the Universidad Autónoma de Nuevo León; and Gerald Perry, head of Information Services at the Arizona Health Sciences Library.

The intensive, four-day seminar, which focused on emergency

medicine in the U.S.-Mexico border region, included a day-long tour of health-related facilities and *colonias* in the *ambos Nogales* area of southern Arizona and northern Sonora. The tour was conducted by BorderLinks, a Tucson-based organization that began providing educational seminars on U.S.-Mexico border issues in 1987.

The Academy was sponsored by the Arizona Hispanic Center of Excellence, which was a joint project of the MASRC and the UA College of Medicine. *AZR*



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