



UCLA SUMMER PROGRAMS FOR UNDERGRADUATE & GRADUATE RESEARCH

Conference Presentations

August 12-13, 2008

Bunche Center Summer Humanities Institute

California State University Sally Casanova Predoctoral Scholars

UCLA Graduate Division

University of California Diversity Initiative
for Graduate Study in the Social Sciences

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CONFERENCE PRESENTATION SCHEDULES

August 12, 2008

- 8:30 Continental Breakfast
- 8:55 Opening Remarks: Dr. N. Chérie Francis, Director,
Graduate Outreach, Diversity & Fellowships
- 9:00 Panel I - Moderator: Alise Parrish (SHI)
- 9:00 Christopher Bonner. There is a River:
Connections Between the Founding Fathers,
Proto Nationalists and 20th Century Black
Nationalism
UCLA Faculty Mentor: Dr. Berky Nelson
- 9:15 Adrienne Dunn. Silent Fight: An Examination
of African American Women's Roles During
the Civil Rights Movement
UCLA Faculty Mentor: Dr. Berky Nelson
- 9:30 David Rozzell. Bringing MOVE to the Light:
How Did MOVE Relate to Black Power?
UCLA Faculty Mentor: Dr. Berky Nelson
- 9:45 Q & A
- 10:00 Panel II - Moderator: Jessica Kizer (UC DIGSSS)
- 10:00 Nelson T. Oliver. The Socioeconomic
Implications of White Flight for Inner
City Blacks
UCLA Faculty Mentor: Dr. Leah Boustan
- 10:15 Alejandra Villalobos-Melendez. Economic
Research Methodology
UCLA Faculty Mentor: Dr. Sebastian Edwards
- 10:30 Q & A

- 10:45 Intermission
- 11:00 Panel III - Moderator: Christopher Bonner (SHI)
- 11:00 Selah Johnson. Liberation on the Brink: A Comparative Study on the Goals and Achievements of the Cuban Revolution and the Black Power Movement
UCLA Faculty Mentor: Dr. Paul Von Blum
- 11:15 Terrica Sampson. Historically Black Colleges and Universities: Protecting African American Heritage and Legacy
UCLA Faculty Mentor: Dr. Paul Von Blum
- 11:30 Alexes Toomes. Black Politicians in Louisiana During Reconstruction: Oscar Dunn and Cesar C. Antoine
UCLA Faculty Mentor: Dr. Paul Von Blum
- 11:45 Q & A
- 12:00 Panel IV - Moderator: Liliana Miramontes (CSU Predoc)
- 12:00 Magda Garcia. Sexual Politics in Aphra Behn's Works
UCLA Faculty Mentor: Dr. Helen Deutsch
- 12:15 Normandi Pitts. An Examination of the Association Between Perceived Ethnic Discrimination and Delinquent Behavior in Adolescence
UCLA Faculty Mentor: Dr. Sandra Graham
- 12:30 Veronica J. Sanchez. Resilience and Health in Adults Experiencing Chronic Strain
UCLA Faculty Mentor:
Dr. Christine Dunkel Schetter
- 12:45 Q & A
- 1:00 Lunch

August 13, 2008

- 8:30 Continental Breakfast
- 8:55 Opening Remarks: Dr. Lisbeth Gant-Britton,
Student Affairs Officer,
Summer Humanities Institute
- 9:00 Panel I - Moderator: Jacqueline Hammack (SHI)
- 9:00 Alise Parrish. The Power of Narrative
as Theory: An Examination of the Black
Middle Class in *Linden Hills* and *Women
of Brewster Place* by Gloria Naylor
UCLA Faculty Mentor:
Dr. Lisbeth Gant-Britton
- 9:15 Jahi Wise. Beyond Black and White;
Identity, Ideology and Strategy in the
2008 Democratic Primary Candidacy
of Barack Obama
UCLA Faculty Mentor:
Dr. Lisbeth Gant-Britton
- 9:30 Maliza A. Kalema. Finding a
Woman's Place: The Political
Inclusion of Black Women
UCLA Faculty Mentor:
Dr. Mark Q. Sawyer
- 9:45 Q & A
- 10:00 Panel II - Moderator: Johnny C. Ramirez
(CSU Predoc)
- 10:00 Rosie Bermudez. Recovering Histories:
Alicia Escalante and the East Los Angeles
Welfare Rights Organization 1966-1974
UCLA Faculty Mentor:
Dr. Maylei Blackwell

- 10:15 Monica De La Torre. Emerging
Feminism(s): Chicana Experiences
in Higher Education
UCLA Faculty Mentor:
Dr. Maylei Blackwell
- 10:30 Adán Alonso. Califas: Perpetuating
Traditions of Pedagogy in Chicana/o Music
UCLA Faculty Mentors: Dr. Juan-Gomez
Quinones & Dr. Steven Loza
- 10:45 Q & A
- 11:00 Intermission
- 11:15 Panel III - Moderator: Jahi Wise (SHI)
- 11:15 Jacqueline Hammack. The Pumping Black
Heart: The Construction of Racial Identity
in Amiri Baraka's *Dutchman*
UCLA Faculty Mentor:
Dr. Dionne Bennett
- 11:30 Peta Millner Lindsay. Tired of
Oppression but Not Tired of Fighting:
The Contributions of Radical Black
Women to the Early Struggle for Civil
Rights in the United States
UCLA Faculty Mentor: Dr. Dionne Bennett
- 11:45 Jessica Kizer. Evaluation of Current
Literature on Black Lesbians
UCLA Faculty Mentor: Dr. Mignon Moore
- 12:00 Leah M. Hernandez. Revealing Lesbian and
Gay Realities in Black America
UCLA Faculty Mentor: Dr. Mignon Moore
- 12:15 Q & A

- 12:30 Panel IV - Moderator: Rosie Bermudez (CSU Predoc)
- 12:30 Casandra Salgado. A Portrait of the Educational Attainment Gap Between Second Generation Chicana/o Parents and their Children
UCLA Faculty Mentor:
Dr. Daniel Solorzano
- 12:45 Johnny C. Ramirez. "Don't Point the Deficit Finger at Me Foo!!" Chicana/o School Disengagement & Re-engagement in West L.A
UCLA Faculty Mentor:
Dr. Daniel Solorzano
- 1:00 Liliana Miramontes. Latina Mothers' Barriers and Reasons for Not Enrolling Their Children in Preschool and Their Beliefs of Preschool Education
UCLA Faculty Mentor: Dr. Carollee Howes
- 1:15 Q & A
- 1:30 Lunch

PRESENTERS AND ABSTRACTS

ADÁN ALONSO

Chicana/o Studies and Music

Undergraduate Institution:

California State University, Dominguez Hills

*UCLA Faculty Mentors: Juan Gomez-Quinones, History,
and Steven Loza, Ethnomusicology*

Summer Program: UCLA Graduate Division

Califas: Perpetuating Traditions of Pedagogy in Chicana/o Music

This study focuses on the Chicana/o musical group Califas, which was based out of East Los Angeles between 1981 and 1986. This study draws upon literature from historian George Lipsitz, Victor Hugo Viesca and ethnomusicologist Steven Loza, specifically addressing three major issues in the Chicana/o music of Califas. These issues are reinterpretation in music, bifocality of Chicano rock and roll musicians and the influence of East Los Angeles on Chicana/o music. Information about Califas is drawn heavily on the experience of Marcos Loya, band leader of Califas, through the use of a transcribed video interview. The experience of Califas is important because they represent a period in Chicana/o music after the success of Los Lobos de East Los Angeles but before contemporary Chicana/o musicians, such as Quetzal. Califas music and repertoire also denote a tradition of pedagogy within Chicana/o music, utilizing this medium as means to educate their audiences.

ROSIE BERMUDEZ

Interdisciplinary Studies

Graduate Institution: California State University

Dominguez Hills

UCLA Faculty Mentor: Maylei Blackwell,

Chicana and Chicano Studies

Summer Program: CSU Sally Casanova Predoctoral Scholars

Recovering Histories: Alicia Escalante and the East Los Angeles Welfare Rights Organization 1966-1974

Within the United States the voices and the actions of the marginalized are hardly ever heard or recognized within the halls of history. Recently over the past few decades this reality has been met with resistance by scholars who seek to recapture histories that have long been silenced. This project strives to recover a history that has largely been untold. Alicia Escalante, a welfare mother from East Los Angeles, established the East Los Angeles Welfare Rights Organization in 1966. The study will examine her life and the formation of this organization that directed its efforts to resolving issues Chicana mothers encountered when dealing with public assistance. This project will also be analyzed within the larger contexts of the Chicano movement and the Chicana feminist movement of the 1960s and 1970s. Chicano movement and Chicana feminist discourse, archival materials, and lastly Chicana/o movement newspapers and journals will be utilized to inform this study. A discussion of Chicano movement and Chicana historiography will be included. Through recovering the histories of our past we can empower future generations of activists and scholars.

CHRISTOPHER BONNER

History

Undergraduate Institution: Howard University

UCLA Faculty Mentor: H. Viscount “Berky” Nelson,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

There is a River: Connections Between the Founding Fathers, Proto Nationalists and 20th Century Black Nationalism

This paper describes the process by which altruism during the American Revolution faded in conjunction with a rise in racist ideology, leading to the passage of laws maintaining slavery and oppressing free blacks throughout the country. As a result of decisions made by the Founding Fathers, those who framed and signed the Declaration of Independence and the United States Constitution, organized dissent among African Americans developed. James Forten and Richard Allen emerged as two significant leaders of that dissent in the early United States, advocating abolition, separatism and self-determination. For the purpose of this research, Forten and Allen are termed proto-nationalists, indicating their status as ideological precursors to later nationalists. The paper concludes by comparing their views with those of Marcus Garvey and Malcolm X, two of the most prominent black nationalist leaders who also supported separatism and self-determination. The paper thus connects racism in the nation's earliest years to a tradition of black protest spanning two centuries.

MONICA DE LA TORRE

Women's Studies

Graduate Institution: California State University, Northridge

UCLA Faculty Mentor: Maylei Blackwell,

Chicana and Chicano Studies

Summer Program: CSU Sally Casanova Predoctoral Scholars

Emerging Feminism(s): Chicana Experiences in Higher Education

Chicanas have a long and rich history of feminism and feminist practices. Within the social and political movements of the late 1960s and early 1970s, such as the Chicano Movement and the Women's Movement, Chicanas played a crucial role in contesting racial, ethnic, class, gender and sexual oppressions. Yet, both Chicano Studies and Women's Studies continue to ignore the contributions of these women. Thus the history of the development of Chicana feminism and activism remains largely untold or inaccurately portrayed (Blackwell, 2003). The focus of this research is to analyze the development of Chicana feminism in the context of Chicanas' early educational experiences, particularly in the case of those Chicanas who were among the first women of Mexican descent to enter institutions of higher education. Utilizing primary documents written by Chicanas from this time period, this study will trace the emergence of Chicana feminist thought and its significance to contemporary Chicana feminism. Documenting and historicizing the Chicana experience is a vital element in deconstructing the hegemonies that seek to silence the voices of Chicana feminists.

ADRIENNE DUNN

African American Studies

Undergraduate Institution: North Carolina

Agricultural & Technical State University

UCLA Faculty Mentor: H. Viscount "Berky" Nelson,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Silent Fight: An Examination of African American Women's Roles During the Civil Rights Movement

The contributions of African American women have been marginalized since the abolitionist movements of the nineteenth century. The Civil Rights movement of the 1950s and 1960s is a continuation of female activism. However, few published accounts exist regarding the civil rights era emphasizing female involvement. In fact, those who study the Civil Rights Movement often minimize the contributions of African American women. Therefore, this study focuses on the roles of lesser-known black women and provides insight about their contributions toward Civil Rights. Women such as Jo Ann Robinson, Ella Baker and Ruby Doris Smith went virtually unrecognized by male leaders. Through an examination of secondary literature about this period in our history, it is evident that the hierarchical structure the gender division established within the movement prevented women from attaining status equal to their male counterparts.

MAGDA GARCIA

English

Undergraduate Institution: University of Texas at San Antonio

UCLA Faculty Mentor: Helen Deutsch, English

Summer Program: UCLA Graduate Division

Sexual Politics in Aphra Behn's Works

Sex and politics are indispensable and indivisible components of Aphra Behn's works, particularly her fiction. Using *The Fair Jilt* and *Love-letters Between a Nobleman and His Sister* as examples, it becomes evident how both aforementioned components must be comprehended to fully grasp the subversive nature of Behn's fiction. To ignore one or the other would be to simply continue in the tradition, present even in academia, of classifying her work as bawdy pulp. Therefore, *The Fair Jilt* and *Love-letters Between a Nobleman and His Sister* are viewed in their proper historical context where Charles II reigned with libertinism and the Glorious Revolution brought turmoil into quotidian life. With such events, it is clear why sex is so deeply entwined with politics and even clearer how Behn's fiction served to both titillate and critique society.

JACQUELINE K. HAMMACK

History

Undergraduate Institution: Jackson State University

UCLA Faculty Mentor: Dionne Bennett,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

The Pumping Black Heart: The Construction of Racial Identity in Amiri Baraka's *Dutchman*

Whether racial identity is a function of nature or nurture is a matter that has received much debate in the 20th century, both within the academy and in society at large. In the 1960s, the African American community engaged this debate through an arts movement that came to be known as the Black Arts Movement. Poet and playwright Amiri Baraka was one of the most influential leaders of the movement. Although Baraka and many other participants in the Black Arts Movement often espoused a philosophy of racial identity as being a fixed and essential component of being African American, Baraka's controversial 1964 play, *Dutchman*, demonstrates a reluctance to commit wholeheartedly to that idea. Instead, a careful analysis of the play reveals that Baraka flirted with the idea of race being a social construction. Through a comparison of competing interpretations of the play, this essay shows how *Dutchman* presents two protagonists who exhibit the complex process of negotiating racial identity. Recognizing Baraka's dichotomous thinking on the issue of racial identity as manifest in *Dutchman* is essential to formulating a complete understanding of the complexity of the Black Arts Movement.

LEAH M. HERNANDEZ

Anthropology

Graduate Institution: California State University, Los Angeles

UCLA Faculty Mentor: Mignon Moore, Sociology

Summer Program: UC DIGSSS Master the Doctorate

Revealing Lesbian and Gay Realities in Black America

My summer research has focused on Black Lesbian families and the construction of alternative family relationships. Before taking a look at this specific community, background work on race and sexuality in Black communities needs to be broken down. This paper will discuss the realities of Black America, focusing particularly on issues of race and sexuality. The paper will discuss the history of Black America, issues of race and sexuality, the difference between the Black perspective and the White perspective on race and sexuality, and the difference between the male perspective and the female perspective on race and sexuality in Black America.

SELAH JOHNSON

Political Science

Undergraduate Institution: Spelman College

UCLA Faculty Mentor: Paul Von Blum,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Liberation on the Brink: A Comparative Study on the Goals and Achievements of the Cuban Revolution and the Black Power Movement

Inadequate housing conditions, inadequate health care and judicial inequality were three particular issues that led to the development of Castro's revolution in Cuba and the Black Power Movement in the United States. These specific issues became some of the main goals of both of these movements. The degree to which the goals of each movement were achieved is directly related to the type of governmental power they would ultimately possess. This study concentrates on the Cuban Revolution from 1953–1975, beginning with Castro's "History Will Absolve Me" speech and the Black Power Movement from 1966–1975, beginning with the March Against Fear, when Kwame Ture (also known as Stokely Carmichael) first coined the term "Black Power." Speeches from the leaders of both movements are used to highlight the significance of housing, health care and judicial equality. Furthermore, the efficacy of these movements in these three areas will be analyzed using recent statistics on how many people still are subject to poor housing conditions, how health care is being implemented and the types of people being incarcerated and for what reasons.

MALIZA A. KALEMA

Political Science

Undergraduate Institution: Howard University

UCLA Faculty Mentor: Mark Q. Sawyer, Political Science

Summer Program: UC DIGSSS Summer Research Scholars

**Finding a Woman's Place:
The Political Inclusion of Black Women**

The Black community holds an unusually marginalized position in American politics as a group that has been historically oppressed by the same political system in which it seeks inclusion. Black women are in an even more unusual position as both gender and race present historical and intersectional facets of oppression within the American political system. Without an adequate and intersectional political framework, restricted notions of race and gender cannot satisfactorily address their unique position within the American political system nor Black politics. This paper explores the extent to which Black women are a part of the Black political agenda. Furthermore, this study seeks to analyze Black interest groups and leadership's active inclusion of and response to the unique concerns of Black women and whether those concerns are seen as representative and reflective of the entire community hence worthy of communal mobilization. The research introduces several future implications noting current trends and social gains of Black women as having significant impact for their political inclusion, for Black politics overall, and thus for the Black community.

JESSICA KIZER

Sociology

Undergraduate Institution:

California State Polytechnic University, Pomona

UCLA Faculty Mentor: Mignon Moore, Sociology

Summer Program: UC DIGSSS Summer Research Scholars

Evaluation of Current Literature on Black Lesbians

There is a dearth of literature on black lesbians and black lesbian family formation. Black lesbians may experience their sexuality differently from white lesbians and this hypothesis deserves to be examined. The current literature on black lesbians covers their minority status and coping strategies, specific communities in Detroit and Harlem, involvement in the feminist movement and gendered presentations of self. However, there are four holes that need to be explored further: black lesbian family formation, timing of a gay identity and its relation to motherhood, intersections of class in the context of relationships, and the relationship of the biological dad to his children in a lesbian family. Information gained from exploration into these topics may be applicable or similar to other family types and will strengthen the discourse on lesbians and the literature on lesbian-headed households by examining the black lesbian perspective

PETA MILLNER LINDSAY

History

Undergraduate Institution: Howard University

UCLA Faculty Mentor: Dionne Bennett, Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Tired of Oppression but Not Tired of Fighting: The Contributions of Radical Black Women to the Early Struggle for Civil Rights in the United States

This essay serves to illuminate the life and works of two Black women activists and organizers who made significant contributions to the early struggle for Civil Rights in the United States. Through a comparative examination of the lives and work of Claudia Jones and Ella Baker, this essay demonstrates that their commitment to organizational labor and powerful ideological leadership laid the foundation for the powerful and dynamic civil rights movement of the 1950s and 1960s. The essay focuses on Claudia Jones' work with the Communist Party USA (1930–1950) and Ella Baker's work with the NAACP (1940–1950). Claudia Jones was instrumental in shaping the political program of the Communist Party, particularly in regards to its role in the Black struggles of the day. Ella Baker was key to building the organizational bases of the NAACP in the South and training young leaders for the Civil Rights struggle to come. These women are not well known figures in the history of the United States because the historical record tends to marginalize the contributions made by women, particularly women of color, in major political movements. This paper seeks to construct a historical account of the origins of the Civil Rights movement, which gives these extraordinary women the recognition that they deserve.

MELISSA S. MCQUEEN

Psychology

Undergraduate Institution: University of Missouri-Columbia

UCLA Faculty Mentor: John C. Piacentini,

Psychiatry & Biobehavioral Sciences

Summer Program: UCLA Graduate Division

Comorbid Psychopathology among Youth with Tic Disorders and Obsessive Compulsive Disorder

Current research indicates approximately 30-50% of patients with Tourette's Disorder (TD) also meet diagnostic criteria for Obsessive Compulsive Disorder (OCD), and approximately 20-38% of those with OCD report comorbid tic disorders. The aims of this study are to investigate the rates of comorbid conditions in children with TD, OCD, and TD+OCD, as well as to evaluate clinical correlates of these conditions. Method: 278 children meeting DSM-IV criteria for TD, OCD or TD+OCD were interviewed and administered self-report scales to evaluate the prevalence and characteristics of comorbid psychiatric disorders. Results: Data suggest that children with OCD present with significantly higher rates of anxiety disorders, whereas children with TD present with higher comorbid occurrences of externalizing disorders. Youth with OCD also report increased depressive symptoms in contrast to the comparison groups. Conclusions: The findings presented in this study highlight the significant degree of comorbidities that occur among TD and OCD. When considering comorbidity and clinician rated functioning, the TD+OCD group does not appear to represent a more severe disorder than OCD or TD alone. Directions for future research are discussed.

LILIANA MIRAMONTES

Early Childhood Education

Graduate Institution: California State University, Long Beach

UCLA Faculty Mentor: Carollee Howes, Education

UCLA Graduate Student Mentor: Nora Obregon

Summer Program: CSU Sally Casanova Predoctoral Scholars

Latina Mothers' Barriers and Reasons for Not Enrolling Their Children in Preschool and Their Beliefs of Preschool Education

The purpose of this qualitative research study was to explore in detail the reasons Latina mothers have for not enrolling their children in preschool programs and the barriers they face when doing so. It was significant to conduct this qualitative study because achievement gaps among Latina/o children first appear in early childhood. The study also explored beliefs of preschool education held by Latina mothers, their justifications for not enrolling their children and their experiences of previous sibling enrollment. Twenty Latina mothers were selected for this study. One-on-one interviews were conducted with participants who had a four- or five-year-old child not enrolled in preschool and who will start kindergarten in fall of 2008. The findings revealed that Latina mothers consider preschool education important in preparing their children for kindergarten and laying a strong foundation for future academic development. The primary reason Latina/o children are not being enrolled is that there is either no preschool near their communities or there is limited access to preschool programs. Latina mothers who prefer keeping their children at home instead of being enrolled in preschool believe that younger children are better cared for by their parents or family members.

NELSON N. T. OLIVER

Economics

Undergraduate Institution: Morehouse College

UCLA Faculty Mentor: Leah Boustan, Economics

Summer Program: UC DIGSSS Summer Research Scholars

The Socioeconomic Implications of White Flight for Inner City Blacks

The purpose of this research is to observe the socioeconomic affect of 'white flight' on Black inner cities. Our study will focus primarily on black postal distribution center workers, because they provide a more stable control group for national observations. PDC's (Postal Distribution Centers) are in every major city in America and can help to provide a template for discussing this occurrence in other major industries throughout the country.

ALISE PARRISH

Marine Science/English

Undergraduate Institution: Hampton University

UCLA Faculty Mentor: Lisbeth Gant-Britton,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

The Power of Narrative as Theory: An Examination of the Black Middle Class in *Linden Hills* and *Women of Brewster Place* by Gloria Naylor

In the quest for autonomy within the United States, African Americans have explored several different mechanisms including nationalism, transformation and inclusionism. The latter, also referred to as integration, is an ideology for gaining progress within the black community that involves establishing status equal to whites within society. Unfortunately, inclusionism often requires blacks to adopt the ethos of the dominant society that includes a propensity for exploitation and consumerism. This paper uses the works of Gloria Naylor to establish the shortcomings of the inclusionist ideology as reflected in the black middle class while examining the author's use of characterization to propose cross-class unity as a new direction for advancement within the black community. Using sociological and historical data, this paper will examine the feasibility of Naylor's suggested approach. This multifaceted analysis proves that Naylor's suggestions hold relevance; middle class and lower class black communities working in conjunction appear to provide a mutually beneficial way in which to alleviate socio-economic concerns amongst African-Americans. The works of Naylor, along with the works of other authors, function as theory in narrative form, promoting ideas that hold relevance outside of the text. Investigations into these theories have the potential to elucidate and ameliorate societal conditions and, thus, deserve serious consideration.

NORMANDI PITTS

Sociology

Undergraduate Institution: Spelman College

UCLA Faculty Mentor: Sandra Graham, Education

UCLA Graduate Student Mentor: Alice Ho

Summer Program: UC DIGSSS Summer Research Scholars

An Examination of the Association Between Perceived Ethnic Discrimination and Delinquent Behavior in Adolescence

Race-based discrimination forms a significant component of the daily experiences of ethnic minority youth. Existing research suggests that perceived discrimination in adolescence may be associated with internalizing symptoms and externalizing problematic behaviors (Fisher et al, 2000). Using existing data from a larger longitudinal study of social adjustment during adolescence, the current study sought to determine if there is an association between perceived ethnic discrimination and delinquent behavior in an ethnically diverse group of 10th grade students. The study also considered whether the association between ethnic discrimination and delinquent behavior is stronger for certain ethnic groups, as well as for males rather than females. Results indicated that the association between perceived discrimination and delinquent behavior was strongest in Latino youth, and that perceived institutional discrimination was most strongly correlated with adolescents' engagement in risky behaviors outside of school. Findings varied little by gender. These results shed light on the disadvantage imposed on ethnic minority youth, as society's reaction to their physical appearance makes them more susceptible to engage in risky behaviors that often have negative consequences.

JOHNNY C. RAMIREZ

Chicana/o Studies

Graduate Institution:

California State University, Northridge

UCLA Faculty Mentor: Daniel Solorzano, Education

UCLA Graduate Student Mentor: Maria Malagon, Education

Summer Program: CSU Sally Casanova Predoctoral Scholars

“Don’t Point the Deficit Finger at Me Foo!!”

**Chicana/o School Disengagement & Re-engagement
in West L.A.**

In the United States, 54 percent of Chicana/o students drop out of high school (Solorzano, Villalpando & Oseguera 2005). As a result, traditional deficit-based perceptions of Chicana/o dropouts have been employed to contextualize the casual factors leading to their school failure. Moving away from a deficit perspective, this study will utilize counter hegemonic theoretical frameworks that situate Chicana/o school disengagement youth from being seen as dropouts to pushouts. Specifically, using Latina/o Critical Race Theory (LatCRT) and Critical Pedagogy frameworks, I will conceptualize and describe that the Chicana/o school disengagement phenomena is not solely a expression of school failure but a function of colonization within schooling structures. This study will examine the schooling experiences of Chicana/o pushouts of a progressive grassroots organization in Los Angeles. In describing adolescents’ counter stories, this study will center around the lived experiences and experiential knowledge of Chicana/o pushouts, thus re-inscribing Chicana/os as producers and holders of knowledge. By conducting educational research from a strength-based perspective, this will help educational policy makers transform traditional deficit models and re-engage Chicana/o pushouts as contributors to addressing Chicana/o educational attainment.

ALVINA ROSALES

Psychology

Graduate Institution: California State University, Los Angeles

UCLA Faculty Mentor: Connie Kasari, Education

Summer Program: CSU Sally Casanova Predoctoral Scholars

Parent Stress and Behavioral Problems of Children with Autism

The purpose of this study is to examine the association between parent self-reports of stress (via the Parent Stress Index [PSI]) and their autistic child's social and emotional competencies and problems as measured by the Infant-Toddler Social and Emotional Assessment (ITSEA). Extant literature has observed the association between parent stress and frequency of social engagement activities with their autistic child, where parents expressing high levels of stress have been found to be less likely to engage in social activities with their children (Kasari & Sigman, 1997). This study will report preliminary findings obtained from a larger on-going study evaluating different types of social skills interventions. The current sample consists of 13 children (aged 18 to 33 months) diagnosed with an Autism Spectrum Disorder (ASD) or Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS) and their parents. Consistent with previous literature, it is expected that higher levels of a child's social and emotional problems will be significantly associated with higher levels of parent stress.

DAVID ROZZELL

Political Science

Undergraduate Institution: Morehouse College

UCLA Faculty Mentor: H. Viscount "Berky" Nelson,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Bringing MOVE to the Light: How Did MOVE Relate to Black Power?

Before members of the MOVE organization of Philadelphia met their demise at the hands of city authorities, they gained a reputation advocating for animals and the right to live a naturalistic, capitalism-free lifestyle. MOVE members represented anti-social critique in their dirty clothing and appearance, stark denunciations of society and violent stance towards the system. Although the group showed no association with the Black race, most of the members were Black and the group used tactics similar to Black Power groups such as armed self-defense and public displays of protest. MOVE existed in the aftermath of an era of radical social thought which included the likes of the Nation of Islam and the Black Panther Party. Essayist J.M. Floyd-Thomas asserts that MOVE evolved as an outgrowth of the Black Power era and was influenced by Black consciousness. The project seeks to analyze the similarities and differences between the membership factors, community relations, and political views of MOVE and the Black Power groups, the Nation of Islam and the Black Panthers.

CASANDRA SALGADO

Peace and Conflict Studies

Undergraduate Institution: University of California, Berkeley

UCLA Faculty Mentor: Daniel Solorzano, Education

UCLA Graduate Student Mentor: Lindsay Huber

Summer Program: UCLA Graduate Division

A Portrait of the Educational Attainment Gap Between Second Generation Chicana/o Parents and their Children

Due to persisting racial inequalities in K–12 public education, access to post-secondary education continues to be dismal—despite the fact that the parents have obtained an advanced degree. It is assumed that children of parents who have obtained advanced degrees will also have a “guaranteed pathway” toward an advanced degree. In the case of Chicana/os, the opposite is true. This is a proposed study on the educational attainment gap of Chicana/os who have attained a four-year degree and their succeeding generations. Using a Critical Race Theory lens, this study explores the Chicana/o educational attainment gap.

TERRICA SAMPSON

Political Science

Undergraduate Institution: Fisk University

UCLA Faculty Mentor: Paul Von Blum, Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Historically Black Colleges and Universities: Protecting African American Heritage and Legacy

Historically Black Colleges and Universities (HBCUs) have a history of producing outstanding African American scholars and thus need increased support. This project explores previous studies of African American student interactions at HBCUs and Predominately White Institutions (PWIs). These studies assess the campus atmosphere, academic diversity, and social nature of both types of institutions. Research and statistics show that though some African American students excel at PWIs, HBCUs produce African American students with greater levels of self-confidence and career success. Given this research, I suggest that HBCUs require more effective policy to continue as institutions of intellectual growth and thus should garner more funding from government and private agencies, significant academic program reform, increased community support, improved recruitment strategies and the development of annual university self-evaluations. Sound financial, community and educational policy must be formulated in order to sustain HBCUs and continue their legacy as a valuable asset to society.

VERONICA J. SANCHEZ

Psychology

Graduate Institution: California State University, Long Beach

UCLA Faculty Mentor: Christine Dunkel Schetter,

Psychology

Summer Program: CSU Sally Casanova Predoctoral Scholars

Resilience and Health in Adults Experiencing Chronic Strain

The study of resilience in psychological literature has commonly placed an emphasis either on children or on adult trauma. Research on childhood resilience has shown that children are capable of adapting to a variety of adverse situations including socioeconomic disadvantage, parental mental illness, maltreatment and community violence. In contrast, research on adult resilience has been limited, for the most part, to studies on how adults deal with potentially traumatic events (e.g., violent or life-threatening occurrences). However, traumatic events are not the most common adverse situations that adults confront. Chronic strains, such as those that result from socioeconomic status, parenting or unemployment, are much more pervasive and can have detrimental effects on health. Thus, further research is needed to address how adults overcome chronic strain. It is also important to note that the literature on psychological resilience has not produced a single, unified definition of resilience, nor has it clearly identified its components. The purpose of the present paper is to review the various definitions of resilience in order to establish a working definition that incorporates the multiple dimensions of resilience and that applies to the study of diverse adults managing chronic strain.

ALEXES M. TOOMES

History

Undergraduate Institution: Grambling State University

UCLA Faculty Mentor: Paul Von Blum, Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Black Politicians in Louisiana During Reconstruction: Oscar Dunn and Cesar C. Antoine

During Reconstruction, black politicians were classified by negative stereotypes placed upon them by white southerners. The stereotypes that haunted many Southern African American politicians during Reconstruction included the belief that they were “crooks, thieves, ignoramuses and public plunders.” Although some black politicians acted consistently with these negative stereotypes, other politicians overlooked and rose above these negative images. The focus of this research is centered on two of Louisiana’s elected African American Lieutenant Governors, Oscar Dunn and Cesar C. Antoine. Oscar Dunn and Cesar C. Antoine both strayed away from these negative images of African American politicians and stayed focused on the advancement of African Americans in Louisiana. This research also illuminates the political context of other African American politicians, aside from the widely researched P.B.S. Pinchback, who were active in Louisiana politics during Reconstruction

JAH I WISE

Political Science

Undergraduate Institution: Morehouse College

UCLA Faculty Mentor: Lisbeth Gant-Britton,

Afro-American Studies

Summer Program: Bunche Summer Humanities Institute

Beyond Black and White; Identity, Ideology and Strategy in the 2008 Democratic Primary Candidacy of Barack Obama

The purpose of this paper is to identify what made Barack Obama uniquely able to obtain the 2008 Democratic Party Nomination. Specifically, this paper investigates the relationship between identity, ideology and strategy and how they impacted Obama's 2008 campaign. The researcher hypothesizes that Obama's construction of his multiracial identity combined with his inclusive political ideology allowed him to develop a campaign strategy that fostered the strong multiethnic coalition needed to gain the democratic nomination. Through a three-step analysis, this study discusses Obama's identity construction, the influence of this identity on his political ideology and finally how these affected Obama's campaign strategy. Within the third stage, the researcher also compares the campaign strategy of Obama to that of Jesse Jackson during the latter's 1988 Democratic Primary race while focusing on electoral outcomes. Although far more research is needed, this project concludes that there is a strong correlation between the identity construction and perception of Obama and his ultimately successful democratic campaign strategy.

