DECLARATION OF MARCELO M. SUÁREZ-OROZCO, PH.D.

1 THE REGENTS OF THE UNIVERSITY OF CALIFORNIA and JANET NAPOLITANO, in her official capacity as President of the University of California, Plaintiffs,

v.

STATE OF CALIFORNIA, STATE OF MAINE, STATE OF MARYLAND, and
STATE OF MINNESOTA,

Plaintiffs,

v.

U.S. DEPARTMENT OF HOMELAND SECURITY, ELAINE DUKE, in her official
capacity as Acting Secretary of the Department of Homeland Security, and the UNITED
STATES OF AMERICA,

Defendants.

CITY OF SAN JOSE, a municipal corporation,

Plaintiffs,

v.

DONALD J. TRUMP, President of the United States, in his official capacity, ELAINE C.
DUKE, in her official capacity, and the UNITED STATES OF AMERICA,

Defendants.

DULCE GARCIA, MIRIAM GONZALEZ
AVILA, SAUL JIMENEZ SUAREZ,
VIRIDIANA CHABOLLA MENDOZA,
NORMA RAMIREZ, and JIRAYUT
LATTHIVONGSKORN,

Plaintiffs,

v.

UNITED STATES OF AMERICA, DONALD
J. TRUMP, in his official capacity as President of the United States, U.S. DEPARTMENT OF
HOMELAND SECURITY, and ELAINE
DUKE, in her official capacity as Acting Secretary of Homeland Security,

Defendants.
COUNTY OF SANTA CLARA and
SERVICE EMPLOYEES INTERNATIONAL
UNION LOCAL 521,

   Plaintiffs,

   v.

DONALD J. TRUMP, in his official capacity
as President of the United States, JEFFERSON
BEAUREGARD SESSIONS, in his official
capacity as Attorney General of the United
States; ELAINE DUKE, in her official
capacity as Acting Secretary of the Department
of Homeland Security; and U.S.
DEPARTMENT OF HOMELAND
SECURITY,

   Defendants.
I, Marcelo M. Suárez-Orozco, declare:

1. I am the Wasserman Dean of the Graduate School of Education and Information Studies at the University of California, Los Angeles (“UCLA”). The matters set forth herein are true and correct of my own personal knowledge and, if called as a witness, I could and would testify competently thereto.

2. In my role as the Wasserman Dean of UCLA’s Graduate School of Education and Information Studies, I lead two academic departments, 16 nationally renowned research institutes, and two innovative demonstration schools. My research focuses on conceptual and empirical problems in cultural psychology and psychological anthropology with an emphasis on the study of migration, globalization, and education. I have authored, co-authored, or edited almost 40 books and over 150 articles and book chapters on these topics, including on the relationship between immigration, education, and achievement. My Curriculum Vitae is attached as Exhibit A.

3. A substantial body of research documents the negative educational, developmental, physical, psychological, and other effects that growing up without authorized immigration status has on children, adolescents, and young adults. DACA provided a safe and reliable mechanism through which young immigrants who were brought to this country through no fault of their own—often at a young age—could integrate more fully into the American communities in which they were raised.

4. DACA has enabled approximately 750,000 young immigrants to integrate into and contribute more to communities across the country; its rescission will snatch these youngsters from the stability they have come to expect and force them back into a life in the shadows as unauthorized immigrants. The research is clear: current DACA recipients who are forced to return to unauthorized immigration status will experience myriad negative educational, developmental, physical, psychological, and other effects because of DACA’s rescission.¹

The Benefits of DACA

5. Recipients of DACA status share a number of defining characteristics. First, they came to this country at a young age, through no volition of their own. Because of this, DACA recipients grew up in American society and have been socialized as Americans.

6. Most DACA recipients received some or all of their K-12 education at American schools. Although their American education created opportunities, such as pursuing higher education, DACA recipients’ undocumented status imposed burdens not faced by their citizen peers. For example, without their DACA status, youths cannot legally work in this country and face other hurdles such as the inability to open a bank account or travel freely.

7. DACA enabled its recipients to engage fully with society and pursue opportunities to better their lives and the lives of those around them. With the promise that they could freely live, work, travel, and pursue an education, DACA recipients enrolled in universities like UCLA, got jobs to help support their families and pay for the educations, and pursued internships and other endeavors that enriched their lives and our communities.

8. Studies of the impact of DACA reveal the measurable benefits that accrue to individuals gaining legal protections. Participation in DACA has been associated with greater experiences of incorporation and integration into U.S. society. These include greater sense of national belonging, civic participation, and involvement in college activities. Rates of obtaining a driver's license, obtaining health care, opening bank accounts, and applying for credit cards are also higher. There is also some

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3 Tom Wong & Carolina Valdivia, supra note 2.

4 Robert T. Teranishi, et al., supra note 2.

evidence that those who apply for and are awarded DACA attain higher levels of education, although the pathways of causality are not clear (those who apply for DACA may be positively selected).6

9. Put simply, DACA has provided young immigrants with many important benefits. For example, the UCLA study of childhood arrivals by the UndocuScholars Project found that 85.5 percent of students with DACA reported a positive impact on their education. DACA recipients indicated enjoying higher rates of working, greater housing & transportation stability, greater success in gaining access to both scholarships and internships. Lastly, 94 percent of DACA recipients indicated a wish to apply for U.S. citizenship if eligible.7

10. Research points to the mechanisms by which protection against deportation can bring improvement in an immigrant child’s life trajectory. First, most simply, such protection eliminates the fear and anxiety that flow from the constant concerns deportation and sudden forced family separations. Like removing a hobble, this allows a child, youth and emerging adult to ascend developmentally, grow psychologically more secure, and attain greater educational success. Second, protections serve to remove tangible barriers to economic opportunity and social integration that arise from unauthorized status. Third, protections foster social trust and civic engagement with the institutions of society. Basic social science research has documented these outcomes in a variety of empirical, conceptual, and methodological traditions.8

11. Research further suggest that even a temporary work permit, such as those granted under DACA, can set in motion a process that brings economic benefits first to the immigrants, in the form of higher wages, and then to the public sector, in the form of higher tax revenue, and then to the nation as a whole, in the form of a more productive labor force. Permission to work under DACA provides unauthorized immigrants with better educational opportunities, a shield against workplace exploitation, and grant freedom to move across the labor market to find work that best suits their skills.

6 Robert T. Teranishi, et al., supra note 2.

7 Id.

The Negative Effects of The Rescission of DACA

12. Rescinding DACA will thrust its young recipients back into turmoil and anxiety of living with unauthorized immigration status, thwarting the measurable gains in human and social capital that DACA has enabled.

13. Research on the negative effects of undocumented status sheds light onto the consequences that DACA recipients will face when they lose the benefits that DACA promised. In particular, DACA recipients who lose their DACA status will likely face a slew of negative educational, developmental, physical, and psychological consequences.

The Negative Educational and Developmental Consequences of DACA’s Rescission

14. Multiple studies have shown that children who grow up undocumented exhibit lower levels of cognitive development and emotional well-being throughout early childhood and adolescence than comparable children whose parents have no immigration issues. The research that has produced this finding carefully isolated the impact of immigration status from other factors such as low incomes or low levels of education among the parents.

15. As early as ages two and three, children growing up undocumented or with undocumented parents had lower cognitive skills as measured by standardized tests than comparable samples of children of parents who have no immigration issues. Research shows that the lack of a documented status is harmful to children’s development—particularly their cognitive and language skills. These findings are based on a study of 380 newborns recruited hours after birth in public hospitals in New York City and then followed for three years with assessments of the children and in-depth interviews with the parents. Conducted by Hirokazu Yoshikawa, a developmental psychologist formerly at Harvard and now a professor at New York University’s Steinhardt School of Culture, Education, and Human Development, the research offers a detailed assessment of how the everyday experiences of undocumented parents differ from legal immigrants in ways that can affect their children’s development.

16. Professor Yoshikawa’s research shows that parents are reluctant to interact with any government agencies to the point that children may not receive any resources for which they are eligible, and fear of interacting with the authorities could leave them vulnerable to criminal exploitation whether by smugglers, loan sharks or unscrupulous landlords. Undocumented immigrants tend to have more
restricted social connections of the sort that can help in childrearing as parents are cautious about interacting with neighbors, coworkers or even a playmate’s parents out of fear their status will be discovered. Finally, undocumented parents are more likely to experience exploitative work conditions, including unsafe workplaces, longer hours and lower pay. Professor Yoshikawa’s study found evidence of lower cognitive skills as early as twenty-four months and concluded that household-level “economic hardship and psychological distress—feelings of depression, anxiety, and worry—were responsible for this effect.” At thirty-six months, additional effects on cognitive skills were associated with undocumented status in the household and “the disastrous work conditions of the undocumented parents in the sample, combined with lower access to center-based child care.”

17. A more generalized study based on a large data set similarly concluded that the children growing up unauthorized are at greater risk of lower levels of development in the grade school years. That finding emerged from an analysis of data from the 2005 California Health Interview Survey, which has a sample of 43,020 households. The large sample enabled a team of researchers from the Institute for Social Science Research at the University of California Los Angeles to study developmental risks for children based on household level immigration status while controlling for other factors such as education, income and employment.

18. Many of the same impediments to full development observed in early childhood may apply to middle childhood, including less frequent use of service, such as afterschool enrichment programs, and greater social isolation of family networks.

19. Moreover, by middle childhood, a child’s cognitive skills and perspective-taking have developed to a point where he or she may have become aware of legal status—their own and that of their parents and siblings. At this stage in a child’s development, “concern over the family’s legal

10 Alexander N. Ortega et al., Documentation Status and Parental Concerns about Development in Young U.S. Children of Mexican Origin. 9 ACADEMIC PEDIATRICS 278-282.
vulnerabilities begins to seep into consciousness. They become more cognizant of the culture of fear in
which they live. Spanish-language television and radio frequently feature stories of deportations, and in
some homes, it is a topic of family conversation that children begin to metabolize.\textsuperscript{12}

20. At this stage in a child’s development, he or she is beginning to make social comparisons.
A child’s recognition that his or her family is different can “affect self-esteem, increase anxiety, and
produce internalizing symptoms” associated with depression and acting out behaviors.\textsuperscript{13}

21. Development in adolescence implicates additional consequences of not having
documented legal status. “[T]he key developmental task of adolescence is the formation of a stable sense
of identity, along with finding one’s place within the community beyond immediate family. Identity
formation is, in part, achieved by mastering culturally marked rites of passage, such as obtaining a
driver’s license, getting a first job, and, for many, going off to college. Unauthorized youth are unable to
fully partake in these normative coming of age rituals; moreover, their identity formation is complicated
when they come to face a negative social mirror that portrays them as illegitimate and unwanted. For
many adolescents who are unauthorized or are living in mixed-status homes, adolescence is a time when
liminality first comes to fully destabilize their fragile world.”\textsuperscript{14}

22. Although family and K-12 schooling often provide unauthorized adolescent immigrants
with relative protections, moving into young adulthood and the public sphere is shocking and renders
youth particularly vulnerable. These youth must “learn to be illegal. Although they might have been
under the initial illusion that they would have similar access to the opportunity structure as their
authorized peers, they are now confronted with limited life opportunities.” These youth learn that they
are vulnerable to deportation and have drastically limited educational and employment choices.\textsuperscript{15}

\textsuperscript{12} Id.
\textsuperscript{13} Id.
\textsuperscript{14} Id. at 453. See also Carola Suárez-Orozco & Marcelo M. Suárez-Orozco, Children of
Immigration (2001); Carola Suárez-Orozco, et al., Learning a New Land: Immigrant
Students in American Society (2008).
\textsuperscript{15} Carola Suárez-Orozco, supra note 11, at 454.
23. The consequences of a young immigrant’s undocumented status manifest in a variety of ways. For example, one survey of over 909 college students found statistically higher levels of anxiety in young college students who are unauthorized immigrants compared to standard measures of their peers in the general population.  

24. In sum, the negative consequences of unauthorized status, including limited access to services and opportunities, fear of deportation and forced family separations, have long-term and tangible developmental effects on the lives of their children and youth. Eliminating these negative consequences increases a child’s cognitive development and well-being in childhood, middle-childhood, and adolescence.

The Negative Physical and Health Consequences of DACA’s Rescission

25. Research suggests household-level undocumented status poses obstacles to access many means-tested benefits. An in-depth study of three communities by Randolph Capps and colleagues at the Urban Institute revealed that families go to great lengths to avoid contact with social service providers despite their children’s program or service eligibility for fear of being identified as undocumented and deported.  

26. Researchers from the Center for Family and Demographic Research analyzed data collected by the Survey of Program Dynamics and found that food insecurity among the children of non-citizens has been higher and more persistent since the passing of the Personal Responsibility and Work Opportunity Reconciliation Act, which made non-citizens ineligible for federally funded food assistance programs.

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16 Robert T. Teranishi, et al., supra note 2.

17 Children and youth with unauthorized status are excluded from most means-tested federal and associated state programs. This includes sources of health or mental health care such as Medicaid, Medicare, or Children's Health Insurance Programs (CHIP) (aside from emergency care and care provided during the perinatal and immediate postnatal period); publicly funded job training; public housing; Supplemental Nutrition Assistance (SNAP, or Food Stamps); the Earned Income Tax Credit; Social Security; and cash welfare assistance (TANF or Temporary Assistance for Needy Families). Unauthorized immigrants are also ineligible for the expanded health insurance coverage through exchanges provided by the Affordable Care Act.
27. Using national data from the Early Childhood Longitudinal Study—Kindergarten (ECLS-K) cohort, public policy researchers Ariel Kalil and Jen-Hao Chen found that children with immigrant mothers who are not U.S. citizens are more than twice as likely to experience food insecurity than children of mothers with similar socioeconomic characteristics but who are native born. Limited or uncertain access to nutrition can contribute to a range of developmental problems, from lower cognitive skills in early childhood and higher anxiety among adolescents.18

The Negative Psychological Consequences of DACA’s Rescission

28. The negative impacts of unauthorized status extend to the psychological harm to young, undocumented immigrants. These psychological effects of “unauthorized status on development across the life span are uniformly negative, putting children and youth at risk of lower educational performance, economic stagnation, blocked mobility and ambiguous belonging. In all, the data suggest an alarming psychological formation.”19

29. Drawing on interviews with 91 parents and 110 children in 80 households, sociologist Joanna Dreby reports that children in Mexican immigrant families (even when the children are U.S. citizens) express fear and anxiety about potential forced family separations. Notable, she found that children and youth fearing familial separations and deportations come to distrust law enforcement officials.20 Landale and colleagues found higher internalizing (depression, anxiety, withdrawal) and externalizing (aggressive and acting out) behavioral problems in a sample of Mexican-origin, primary-school-age children with unauthorized parents, relative to their counterparts with documented or citizen parents.21

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19 Carola Suárez-Orozco, supra note 11.


30. UCLA scholar Leisy J. Abrego’s study based on 200 interviews conducted between 1998 and 2010 with Central American immigrants in Los Angeles and Phoenix and in sending communities, found that fear of detention and deportation generated “normalized but cumulative injurious effects” in work, family and school contexts. Some of those effects include restricted social integration and impeded upward mobility.22

31. A recent UCLA study of undocumented youth who were brought to the United States as children and are now in college found very high levels of anxiety due to fears of deportation. The UndocuScholars Project at UCLA conducted a survey of 909 undocumented undergraduates in 2014 and found that more than three-quarters expressed worries about being deported and more than half reported knowing someone who had been deported. These worries and other aspects of the insecurity that comes from being unauthorized translated into measurable consequences for the respondents’ health. Among male subjects 28.5 percent produced scores on a standard anxiety screening that were above the cutoff for a clinical diagnosis; for females, it was 36.7 percent. In comparison, the shares in a population of college students with no reason to fear deportation would be 4 percent and 9 percent, respectively.23

32. In summary, rescinding DACA will return the youth who have benefited from the program back into the shadows of society, and to living in the state of fear and precariousness that triggers the negative consequences described above. Without DACA’s promise that they can pursue their education and work and travel freely, these young people—who are Americans in every way except on paper—will likely lose the motivation to pursue their education, the means to work and support themselves and their families, and the psychological and social stability upon which they have come to rely.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Executed on October 27, 2017, at Los Angeles, California.

Marcelo M. Suárez-Orozco

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EDUCATION

Ph.D., Department of Anthropology, University of California, Berkeley (1986).
M.A., Department of Anthropology, University of California, Berkeley (1981).
A.B., Department of Psychology, University of California, Berkeley (1980).

EXPERIENCE

Wasserman Dean, Graduate School of Education and Information Studies, UCLA, 2015-

Dean, Graduate School of Education and Information Studies, UCLA, 2012-14.

Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA, 2012-

University Professor, New York University, 2005-2012.


Faculty Associate, The Weatherhead Center for International Affairs, Harvard University, 1997-2004.


Visiting Associate Professor, Department of Human Development and Psychology, Harvard University Graduate School of Education, 1994-1995.

Associate Professor, Department of Anthropology, University of California, San Diego, Fall 1992-1995.

Adjunct Associate Professor, Department of Psychiatry, University of California, San Diego, Fall 1994-1995.

Visiting Associate Professor, Facultat de Psicologia, Universitat de Barcelona (Spain), Summer 1993.


Assistant Professor, Department of Anthropology, University of California, San Diego, 1988-1992.

Visiting Associate Professor, Centrum voor Sociale en Culturele Antropologie, Katholieke Universiteit te Leuven (Belgium), Winter 1989.

Lecturer, Department of Anthropology, University of California, San Diego, Fall 1987 and Spring 1988.

Visiting Assistant Professor, Anthropology Board, University of California, Santa Cruz, Fall 1986 and Spring 1987.

Visiting Assistant Professor, Graduate School of Education, University of California, Santa Barbara, Winter 1987.

Visiting Lecturer, Department of Education, University of California, Santa Barbara, 1986.

Visiting Lecturer, Anthropology Board, University of California, Santa Cruz, 1986.

Teaching Associate, Department of Anthropology, University of California, Berkeley. (Introduction to Socio-cultural Anthropology, Fall 1985).

Research Assistant, Institute of Human Development, University of California, Berkeley. 6/85-11/85.
Teaching Assistant, Department of Anthropology, University of California, Berkeley. (Introduction to Socio-cultural Anthropology, Summer 1985).

Teaching Associate, Department of Anthropology, University of California, Berkeley. (Culture and Personality, Spring 1984).

Research Assistant, Institute of Human Development, University of California, Berkeley. 9/83-6/84.

Teaching Assistant, Department of Anthropology, University of California, Berkeley. (Introduction to Socio-cultural Anthropology, Spring 1983).

Teaching Associate, Department of Anthropology, University of California, Berkeley. (Culture and Personality, Winter 1983).

Teaching Assistant, Department of Anthropology, University of California, Berkeley. (Introduction to Socio-cultural Anthropology, Summer 1982).

Research Assistant, Graduate School of Education, University of California, Berkeley. 2/81-1/83.

Reader, Department of Anthropology, University of California, Berkeley. Responsible for grading examinations for the following courses: Psycho-social Problems in Changing Cultures (Fall 1983); Folk Narrative (Spring 1982); Psycho-social Problems in Changing Cultures (Winter 1982); The Forms of Folklore (Fall 1982); The Forms of Folklore (Summer 1981); Myth (Summer 1981); Culture and Personality (Winter 1981); Mexico and Central America (Fall 1981); Psycho-social Problems in Changing Cultures (Summer 1980).

ADMINISTRATION

Dean, Graduate School of Education and Information Studies, UCLA, 2012-

Co-Director, Immigration Studies at New York University, 2004-2012.

Co-Director, Institute for Globalization and Education in Metropolitan Settings (IGEMS), New York University, 2005-2012.


Executive Committee, David Rockefeller Center for Latin American Studies (DRCLAS), Harvard University, 1996-2003.
PUBLICATIONS

Books, Edited Books, & Volumes


Edited Book Series: Interdisciplinary Perspectives on the New Immigration (Routledge) & The New Americans (LFB Scholarly Publications)


Articles & Book Chapters


86. Suárez-Orozco, Marcelo M. “Inmigración latinoamericana en los Estados Unidos.” *Temas, Cultura, Ideología, Sociedad* 26, (Fall 2001): 4-13. [Spanish version of entry 62]*


**Op-Eds**


**SELECTED INVITED PRESENTATIONS**


Public Scholarship on Global Migration & Structural Inclusion. AERA Presidential Session, Washington, DC, April 8, 2016.


Education in the Age of Mass Migration. The 2016 Carl and Alice Daeufer Endowed Education Lecture. The University of Hawai‘i, Mānoa, College of Education. Hawai‘i, January 20, 2016.


Education for Hyper-Diversity. UCLA Student Affairs Staff Meeting, UCLA, Los Angeles, CA, May 5, 2014.

The Children of Immigrants at School: A Comparative Look at Integration in the United States and Western Europe. Introductory Address. The Graduate Center CUNY, New York. May 1, 2014.


Education for Citizenship in the Public University-Israel & the US. Invited Address. Association for Israel Studies 29th Annual Meeting. UCLA School of Law, Los Angeles, CA, June 24, 2013.


Latino Youth in America: The Education Imperative. Invited Keynote. Kansas State University, Manhattan, Kansas, March 27, 2013.


(Re) Imagining Immigration and Education in the Era of Global Vertigo. Keynote Address. Imagining a World where it is Easier to Love. Celebrating the 10th Anniversary of the Paulo Freire Institute at UCLA, Los Angeles, CA, September 19, 2012.


Educating the Whole Child for the Whole World. The Rivers School of Weston, Weston, MA, March 26, 2012


Rethinking Immigration and Education in the Age of Global Vertigo. Keynote Address, The Center for Civic Engagement, College of Arts and Sciences, College of Education and Human Sciences, Department of Psychology, Department of Anthropology and UNL Research Council and the Faculty Senate Convocations Committee, University of Nebraska, Lincoln, February 6,


Immigration and Business after the Crisis. Keynote Address, Grand Valley State University School of Business, Grand Rapids, Michigan, October 13, 2011.


Educating the Whole Child for the Whole World. Keynote Address. Graduate School of Education, Rutgers University, Rutgers, NJ, April 15, 2011.


Interdisciplinary Reflections on Comparative Migration. Keynote Address. The President’s Lecture Series, Western Connecticut State University, Danbury, CT, September 17, 2008.


Immigration and Globalization. Class of ’48 Lecture, the Burgin Center’s Simon Theatre, Mercersburg Academy, Mercersburg, PA, April 14, 2008.


Immigration and Latin America Today. Keynote Address. The Honors College, Kent State University, Kent, Ohio, April 1, 2008.


Migration and Culture: A Dialogue for Integration. Roundtable with the Hon. Felipe González. Former Prime Minister of Spain, the Hon. Dominique de Villepin, Former Prime Minister of France, Joseph Stiglitz and others. The Atman Foundation, Madrid, Spain, June 15, 2007.


Educating the Global City, IGEMS Inaugural. The Great Hall, Cooper Union. New York City, November 1, 2005.


Building the Harvard Immigration Projects. Invited Address, the National Academy of Education. Teachers College, Columbia University, New York, October 20, 2005.


Everything you ever wanted to know about Cultural Psychology but were afraid to ask. The Monroe Stein Colloquium Lecture. New York University, Steinhardt School of Education. New York, April 28, 2005.


Rethinking the Urban. Invited paper read to the Dean’s Weekend, Graduate School of Education, Harvard University, Cambridge, MA, December 2, 2000.


Psychocultural Approaches to Immigration Research. Invited paper read to the program in Medical Anthropology, Department of Anthropology, Harvard University. October 30, 1998.


Rethinking the Study of Identity: Some Interdisciplinary Reflections. Invited paper read to the Children’s Studies Conference on Youth, Identity, and Achievement, Harvard University, February 27, 1998.


The Impossible Professions: Rethinking Psychoanalysis and Social Theory. Invited paper read to the conference on Mothering: Diverse Families, Diverse Theories. Women’s Studies Program, Brandeis University, April 13, 1997.


Everything You Ever Wanted to Know About Immigration but Were Afraid to Ask. Invited paper read to the Monthly Latin American Faculty Luncheon, David Rockefeller Center for Latin American Studies, Harvard University. March 6, 1996.


The New Immigration: Implications for Schooling and Society. Invited paper read to the 24th Annual Conference of the Texas Association for Bilingual Education, Fort Worth, Texas, November 15, 1996.

Comparative Perspectives on the ‘New Immigration.’ Invited paper read to the Asian American Studies Center, University of Houston, Texas, November 14, 1996.


Immigration and Socio-Cultural Remaking of American Democracy: Perspectives from Cultural Psychology. Invited paper read to the Program in Human Development Colloquium Series, Department of Psychology, Boston University, October 30, 1996.


Psychocultural Perspectives on Anti-Immigration. Invited paper read to the Conference on Psychoanalytic Perspectives on Neo-Fascism & Anti-Immigration Politics: Trends in Europe and the United States. Co-sponsored by the San Francisco Psychoanalytic Institute's Extension Division; the University of California at Berkeley's Center for Western European Studies, Doreen B. Townsend Center for the Humanities, and the Health and Medical Sciences Program. Alumni House, University of California, Berkeley May 6 & 7, 1995.


Ethnographic Perspectives in Educational Analysis. Paper read to the International Workshop on Ethnographic Perspectives in Educational Analysis in the 1990s (Jointly Sponsored by the Unité de Sociologie de L'éducation, CNRS, Paris and the Fundación "la Caixa"). Barcelona, Spain, October 29, 1993.

Immigrant Cultural Psychology: Methodological Considerations. Paper read to the Department of Social Psychology, University of Barcelona, Spain, October 27, 1993.

Terror at the Fin de Siècle: The Systematization of Hatred in a Paranoid Era. Invited Paper read to the Biannual Meeting of the Society for Psychological Anthropology, Montreal, Canada, October 8, 1993.


Terror and Mimesis in the Continent of the 'Disappeareds.' Paper presented to the Center for Latin American Studies, University of California, Berkeley, CA, April 26, 1993.


Hot Wars, Cold Wars, Dirty Wars: Mourning and Memory in the Continent of the 'Disappears.' Paper presented to the Faculty Colloquium, Department of Anthropology, Stanford University, CA, October 19, 1992.


Culture, Society and Schooling in Plural Settings: Comparative Dilemmas and Opportunities in the 1990s. Invited paper presented to the conference on Recent Contributions to the Study of Culture, Society and Schooling in Plural Societies. Division of Education, University of California, Davis, CA, October 12, 1990.


Psychological Responses to Political Terror: The Argentine 'Dirty War' Paradigm. Paper presented to the Psychoanalytic Interdisciplinary Seminar. Department of Psychiatry, School of Medicine, University of California, San Diego, CA, June 12, 1990.


The Uncanny in the Continent of the 'Disappeareds:' From Mourning to Political Discourse in 'Dirty War' and Post 'Dirty War' Argentina. Paper presented to an invited session of the American Ethnological Society, Atlanta, GA, April 26, 1990.


Suárez-Orozco, Marcelo M.


**SERVICE**

Chair of the Committee to Review the UCLA Vice Provost for Graduate Education & Dean of the Graduate Division, 2016.

Member of the Executive Advisory Board, UCLA David Geffen School of Medicine Center for Child Anxiety Resilience Education and Support [CARES], 2015- http://carescenter.ucla.edu/executive-advisory-board


Member of the Advisory Board, X-Prize Global Learning, 2015- http://bit.ly/1KnoWEV

Member of the Board, Stiftung Universität Hildesheim, Education Research and Teacher Quality in Germany, 2015-

Chair of the Committee to Review the UCLA Vice Provost for International Studies, 2014.

Member of the Committee to Review the UCLA Dean of Social Sciences, 2014.

Member of the UC Links Review Committee, University of California. Office of the President, 2013-

Member of the Search Committee, Dean UCLA Extension School, 2013.

Member of the International Scientific Advisory Board, EU Seven Nation Study, Reducing Early School Leaving in the European Union, Brussels, 2012-

EVC-Provost Dean’s Council 2012-

Member of the Editorial Board, Aztlán: A Journal of Chicano Studies, 2012-

Member of the UC Links Proposals Review Committee, Office of the President, University of California, 2012.


Member of the Search Committee, UCLA Extension Dean Search, 2012-13.
Member of the Fellowships Committee, The Paul and Daisy Soros Fellowship for New Americans, 2011–2012.


Member of the Faculty Board, New York University Press, 2009-2012.

Member of the Executive Committee, Center for Latin American and Caribbean Studies, New York University, 2009-

Member of the University-Wide Faculty Advisory Committee on Academic Priorities, New York University, 2007-2008.

Member of the Committee to Review University Professors, New York University, 2008.

Member of the Search Committee, Department of Communications, New York University, 2006-2007.

Member of the Committee to Review University Professors, New York University, 2005.

Member of the University-Wide Faculty Advisory Committee on Academic Priorities, New York University, 2005-2006.

Member of the Search Committee for the Director, Institute for Human Development and Contextual Change, New York University, 2005-2006.

Member of the Search Committee, Department of Social and Cultural Analysis, Faculty of Arts and Sciences, New York University, 2005-2006.

Member of the Advisory Committee, The Modern Language Association, A Map of Languages in the United States, 2005-2009

Member of the International Scholars Board of Advisors. Facing History and Ourselves, 2005-

Member of the Board of Directors, The Ross Institute for Advanced Study and Innovation in Education, 2005-2010.

Member of the International Education Search Committee. New York University, 2005.

Honorary Member of the Board, Ethnos: Investigación y Divulgación en Ciencias Humanas. Barcelona, Spain, 2003-

Member of the Advisory Board, American Anthropological Association Initiative on Understanding Race and Human Variation, 2002-2004.


Member of the Graduate School of Education Dean Search Advisory Committee, Harvard University, 2001-2002.
Member of the Graduate School of Education Human Development and Psychology Search Committee, Harvard University, 2001-2002.

Member of the Harvard Committee on Employment and Contracting Policies ("Living Wage Committee"). (Senior Faculty Representative), Harvard University, 2001.

Member of the Gender Studies Advisory Committee, Harvard University Graduate School of Education, 2001.

Member of the Advisory Committee, Research Program on Cultural Contact, Russell Sage Foundation, 2001-2003.

Member of the Series Advisory Board, Landscapes of Childhood, Wayne State University Press, 2000-2007.

Member of the Professorial Advisory Committee, Judge Baker Children’s Center, Harvard Medical School, 2000-2003.

Member of the Selection Committee, Harvard Fellows on Race, Culture and Education, Harvard University Graduate School of Education 2000-2001.


Member of the Task Force, Weatherhead Center for International Affairs, Harvard University, 1998-99.


Member of the International Scientific Board Revista Investigación en Salud, Guadalajara, Jalisco, México, 1999-.

Member of the Faculty Advisory Board, Harvard University Native American Program, 1999-2003.

Chair of the Search Committee, Department of Human Development and Psychology, Harvard University Graduate School of Education, 1998.

Member of the American Anthropological Association Cultural Diversity Publication Committee, 1997-98.

Member of the International Education Search Committee, Harvard University Graduate School of Education, 1996-97.
Member of the Policy Committee. David Rockefeller Center for Latin American Studies, Harvard University, 1996-2003.


Member of the Steering Committee, Risk and Prevention Program, Harvard University Graduate School of Education, 1995-96.


Member of the Program Advisory Committee, Spencer Foundation, 1995-1996.

Member of the Committee on Degrees, Harvard University Graduate School of Education, 1995-96 and 1996-97.

Member of the Faculty Recruiting Committee, Harvard University Graduate School of Education, 1995-96 & 1997-98.


Member of the Committee on International Education, Harvard University Graduate School of Education, 1994-1995.

Outside Ph. D. Examiner, Department of Social Psychology, University of Barcelona (Spain), July and October 1993.

Associate Editor, Anthropology and Education Quarterly, 1988 to 1992.

Member of the Academic Advisory Council, Center for U.S.-Mexican Studies, University of California, San Diego, 1988 to 1990.


Member of the Advisory Committee, Center for Iberian and Latin American Studies [CILAS], University of California, San Diego, 1988 to 1995.

Member of the Faculty Graduate Group in Latin American Studies, CILAS, University of California, San Diego, 1988-1995.

Member of the Faculty Group in Teacher Education, University of California, San Diego, 1988-1995.

Member of the Executive Committee, CILAS, University of California, San Diego, 1989 to 1995.
Member of the Committee, Urban Studies Program, University of California, San Diego, 1990 to 1995.

Convener, Center for German and European Studies, University of California, Berkeley, 1991-1994.

Graduate Advisor, Department of Anthropology, University of California, San Diego, 1993 to 1994.


AWARDS, FELLOWSHIPS, GRANTS & GIFTS

The Capital Campaign for UCLA GSE&IS (Chancellor’s Goal of 70 Million by 2019; raised $77 million by 2017)

Ford Foundation [Bridging the Compassion Gap] (Grant 2017-18, $1,000,000)

Carnegie Corporation of New York [The UCLA School Network] (Grant 2016-2018, $1,500,000)

Mrs. Courtney Ross [Humanism and Mass Migration] (Gift 2016, $75,000)

Anonymous [Humanism and Mass Migration] (Gift 2016, $50,000)

Spencer Foundation [Humanism and Mass Migration] (Grant 2016, $35,000)

W. T. Grant Foundation [Humanism and Mass Migration] (Grant 2016, $25,000)

Ford Foundation [Changing the Immigration Narrative] (Grant 2015-16, $100,000)

The Spencer Foundation [Immigration, Social Cohesion, and Cultural Sustainability] Grant 2013-14, $50,000)

Ford Foundation [The UndocuScholar Survey] (Grant 2013-14, $100,000)

Anonymous [The UndocuScholar Survey] (Grant 2013-14, 32,000)

William T. Grant Foundation [The Role of Settings on Relational and Academic Engagement for Latino Community College Students] (Grant 2012-2013, $25,000)

Ford Foundation [Research on Immigrants in Community College] (Grant 2011-12, $350,000)

Carnegie Corporation of New York [Civic Trust and Engagement among Immigrant Youth: a Pilot Study] (Grant 2011-12, $325,000)
William T. Grant Foundation [The Role of Settings on Relational and Academic Engagement for Latino Community College Students] (Grant 2010-2012, $499,201)

The Richard Fisher Membership, Institute for Advanced Study, Princeton, NJ (Fellowship, 2009-2010)

Covering Immigration: Academic and Journalistic Perspectives. Western Union Foundation. (Grant 2008-2009, $10,000)

Pathways to Opportunity for the Children of Immigrants in North America and Europe. Western Union Foundation. (Grant 2008-2009, $75,000)

The Bank of Sweden Tercentenary Foundation (Riksbankens Jubileumsfond, Rj), Electrum Foundation / Kista Science City, Microsoft, Swedish Research Council (Vetenskapsrådet) (with others) [Globalization and Learning] (Grant 1.2 M. Swedish Crowns)

William T. Grant Foundation [Longitudinal Immigrant Student Adaptation] (Grant 2003-2004 $15,000)

Mrs. Courtney Ross Holst [Education for Globalization] (Gift 2003, $30,000)

William T. Grant Foundation [Longitudinal Immigrant Student Adaptation] (Grant 2003-2004 $25,000)

Mrs. Courtney Ross Holst [Education for Globalization] (Gift 2002, $70,000)

Harvard University Provost’s Fund for Interfaculty Initiatives [Immigration and Well-Being] (Grant 2000-20001, $75,000)

Rockefeller Foundation of New York City [The New Americas] (Grant 2002-2006, $245,000)

David Rockefeller Center for Latin American Studies, Harvard University (with Howard Gardner) [Education for Globalization] (Grant 2002 $5,000)

Dean’s Venture Fund, Graduate School of Education, Harvard University (with Howard Gardner) [Education for Globalization] (Grant 2002, $29,500)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2002-2003, $380,800)

William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2001-2002 $200,000)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 2001-2002, $50,000)

Spencer Foundation [Latinos in the 21st Century: Mapping the Research Agenda] (Grant 2000-2001, $40,000)

Harvard University Provost's Fund for Interfaculty Initiatives [Latinos in the 21st Century: Mapping the Research Agenda] (Grant 2000-20001, $10,000)
William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1999-2001, $492,913)

Spencer Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2002, $479,100)

National Science Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2002, $768,129)

William T. Grant Foundation (with Carola Suárez-Orozco) [Longitudinal Immigrant Student Adaptation] (Grant 1997-2000, $462,584)

Carnegie Corporation (with others) [Children’s Studies at Harvard] (Grant, 1997-1999, over $1,000,000).

David Rockefeller Center for Latin American Studies, Harvard University [Immigration and the Sociocultural Remaking of the North American Space] (Grant, 1997-1998)

The Center for International Affairs, Harvard University [New Developments in Mexican Immigration to the United States] (Grant, 1997-1998)

Bellagio Study and Conference Center, The Rockefeller Foundation, Como, Italy [Social Violence in Interdisciplinary Perspectives] (Residency Fellowship September, 1996)

Spencer Foundation [Migration and Urban Education: The Case of Mexican-Americans] (Grant, 1992-1993)

Center for Advanced Study in the Behavioral Sciences, Stanford, (Fellowship 1992-1993)


National Science Foundation (with others) [Controlling Immigration: A Global Perspective] (Grant, 1991-1993)

Mellon Foundation Grant [Comparative Political Economy of Immigration] (Grant, 1991-1992)

Chancellor’s Summer Faculty Fellowship, University of California, San Diego (1990)

Academic Senate Research Grant, University of California, San Diego (1990)


Academic Senate Research Grant, University of California, San Diego (1989)

Academic Senate Research Grant, University of California, San Diego (1988)

American Educational Research Association (Division G) Best Doctoral Dissertation Award (1988)
Tinker Field Research Grant (1988)

The Robert H. Lowie Graduate Scholarship, University of California, Berkeley (1985-1986)

The University of California Regents Fellowship (1983-1984)

The Wollemberg Scholarship, University of California, Berkeley (1980)

Phi Beta Kappa

The Undergraduate and Graduate Scholastic Honor Society, University of California, Berkeley

**HONORS**

Member of the American Academy of Arts and Sciences (Elected April 2014)

The Virginia and Warren Stone Prize, Awarded Annually by Harvard University Press for an Outstanding Book on Education and Society, 2008

Orden Mexicana del Águila Azteca (The Mexican Order of the Aztec Eagle), 2006

New York’s 25 Most Influential Hispanics El Diario, New York City, 2005

Member of the National Academy of Education (Elected April 2004)

America’s 100 Most Influential Hispanics. Hispanic Business Magazine, 2001

Master of Arts, Honoris Causa, Harvard University (1995)

ALANA (African, Latino, Asian and Native American) Outstanding Faculty Member Recognition Award. Harvard University (1995)


The R. Boyer Award for Outstanding Research in Psychological Anthropology, University of California, Berkeley (1986)
COURSES

Fiat Lux Seminar: Reimagining Urban Education, UCLA
Globalization and Education, NYU Abu Dhabi
Culture and Human Development; Globalization and Education
Good Work in the Global Era (with Howard Gardner)
Psychological Anthropology; Cultural Psychology
Anthropology and Education;
Psycho-Social Problems in Changing Cultures;
Fieldwork Methods; Comparison of Cultures;
Immigration, Ethnicity, and Education;
Latino Cultures;
Introduction to Cultural Anthropology;
Latin American Societies and Cultures;
Contemporary Central America; Folklore;
Themes in Cross-Cultural Psychiatry (UCSD School of Medicine).

PERSONAL DATA


REFERENCES

Danielle Allen, Director, Edmond J. Safra Center for Ethics at Harvard University
Professor, Department of Government and Graduate School of Education, Harvard University

James A. Banks, The Kerry and Linda Killinger Endowed Chair in Diversity Studies and Director of the Center for Multicultural Education at the University of Washington, Seattle

Gene Block, UCLA Chancellor

John H. Coatsworth, Provost of Columbia University

Howard Gardner, The John H. and Elisabeth A. Hobbs Professor of Cognition and Education, Harvard University, Graduate School of Education

Kathleen McCartney, President, Smith College
Gary Orfield, Professor of Education, Law, Political Science and Urban Planning & Co-Director, Civil Rights Project/Proyecto Derechos Civiles at UCLA

Cristina M. Rodríguez, Professor of Law, Yale Law School

Roberto Suro, Professor of Communication, the Annenberg School for Communication & Journalism; Professor of Policy, School of Policy, Planning and Development; and Director The Tomás Rivera Policy Institute University of Southern California

Scott Waugh, UCLA Provost and Executive Vice Chancellor

Mary Waters, The M. E. Zuckerman Professor of Sociology, Harvard University

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