



Welcome compañeras/os to San Francisco, California to the 2015 conference of the National Association for Chicana and Chicano Studies (NACCS):

This is a wonderful opportunity for us to gather in a city which has a rich Mexican, Chicano and Latino culture and history. One of my most meaningful memories was living in the San Francisco Bay Area where I taught at San José College and experienced great alliances with people who fought for access to higher education, EOP, and the development of Chicana/o Studies. Those were important days that forged my commitment for equity, inclusion, and a quest for social justice which I carry on today.

My observations here extend to the state of justice both at a local and global level. I am concerned about the state of world affairs and understand that it affects all of us in distinct ways. Living in Wisconsin where struggles are happening on a day-to-day basis and where we can take nothing for granted, I continue to think about the lessons learned long ago as I became a seasoned advocate for people of color and for justice at the ground level. NACCS has been a central space of sustenance and renewal for me over the many years of my involvement.

Presently, we are experiencing a global clash of cultures, religions, economic and political systems which are spiraling out of control. A new social political language has emerged to obfuscate the true meaning of words, to appeal to our fears and emotions, and to pander to extremism in the social, political, and religious landscapes. In many ways, we have reached a far more dangerous polarization at a local and global level than that of the last century. Since 9/11, this country's sense of security and normalcy has been shattered. Emotions and fear rule over reason. Through the explosive transformation of social media in the last few decades, moreover, individuals' skills have diminished in their ability to deal with one another in face-to-face human contact and been replaced with the anonymity of new technological forms of communication which have become somewhat unmanageable and ever-changing.

As people engaged in Chicana and Chicano Studies, we reflect on the instruments used to gain civil rights, examine their validity in the present, and maintain the ideal that the fight for equality is a worthwhile endeavor. We struggle against any

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digression from our primary mission which is to engage in work and action.

Chicana and Chicano Studies has become transmuted because some of us have become taken with the idea of meritocracy and believed our accomplishments to be individual and not the product of the struggles of unnamed people of the past and the current efforts of supporters in every realm and institution in society. We are not of one mind, nor of one strategy, but we are aware of the importance of coming together in unity to deliberate, to affirm, and to engage in productive critical work.

The 2015 NACCS conference's gathering in a space of significant historical meaning will provide a positive framework in which we can examine and address **Chicana/o in/Civilities Contestation y Lucha: Cornerstones of Chicana & Chicano Studies** in the 21st century. The Northern California Foco members have helped to prepare a welcome with events to share the legacies of this site-where the university students of the 1960's took to the streets with the slogan, "open it up or shut it down" as part of the strategy to demand a curriculum and degree that made their histories, their struggles, and their oppression central to university life.

San Francisco State University's, La Raza Studies in the College of Ethnic Studies (now broadened to Latina/o Studies to address the change in the times and the people is an important cornerstone for our conference). The Mission District, a community within a larger city in which people "leave their hearts" is a place of contestation in a David and Goliath kind of way – where long term residents and small businesses must fight the path of gentrification to hang on to their histories, legacies and homes. Take the opportunity not only to attend panels but also to explore the City and to find common ground in your communities and in your struggles during this annual gathering of our members.

I want to end by acknowledging the great work from my compañeras/os on the Board who provided their warm support, Chair, Carlos Guerrero; Secretary, Ed Muñoz; Treasurer, Ann Mary Leimer, and At-Large-Representatives Irene Mata, Armando Ibarra, and Aureliano DeSoto. I also want to acknowledge the two other members of the NACCS board for their encouragement and fortification. Julia Curry, Executive Director, and Kathryn Blackmer, Associate Director, continue to provide continuity and a detailed and hands-on knowledge of the processes of and the history of NACCS. Without Dr. Curry's hard work, moreover, we would not have been able to have the conference in San Francisco.

Again, bienvenidas/os, welcome to the city of San Francisco, and to the 2015 NACCS conference!

Enjoy, Explore, and Renew!

A handwritten signature in black ink, reading "Nelia Olivencia". The signature is fluid and cursive, with a large loop at the end of the last name.

Nelia Olivencia
Chair 2015-2016



Estimados NACCistas,

Welcome to San Francisco, California, the home of the Muwekma Ohlone, the Third World Liberation Front and the only College of Ethnic Studies (SFSU)!

As we settle into our annual ritual of plenaries, panels, films, and other conference activities, I want to offer a suggestion. Let us work thoughtfully in the four days we come together to our annual pilgrimage as Chicana and Chicano Studyists – we have come a long way. Our path has been full of peaks, valleys, joy and resistance.

For this particular year we can think about internal struggles exemplified by the wave of discussions generated by the conference theme. For some of us our universe and daily struggles stopped long enough to declare that NACCS had gone amok, how dare we speak about manners, good behavior and civility? For others the theme gave rise to a possibility to think about the different strategies we have used as a people to insist on social justice, equity, and dignity.

While some of the discussion was painful and enraging, it was essential that it take place. I suggest that as a community of scholars, we take pause and reflect on the disturbances and struggles we have encountered as we have built Chicana and Chicano Studies-personally and institutionally.

The ideas embedded in the 2015 theme allow us the opportunity to think about our moment. Whether our conversations circle around the consequences of neoliberal politics upon our campuses and communities or how our Chicana/o communities experience the constant thrust of violence and indignities such as inequality, poor schools, racism and homophobia. As individuals and as a community, we NACCSistas work within the tensions embedded in the spirit of the theme-act out when necessary, and be quiet at others. There is never a single action to the experiences of marginality.

I have been involved in NACCS for 24 years. NACCS has provided me with spaces to learn and engage the scholarship of Chicana and Chicano Studies and it has also

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given me opportunities to serve in varieties of leadership roles in my Foco and at the national level. As a student, as a new faculty member, and as a member of my community I continue to benefit from wonderful conversations that challenge, nourish, and inspire me.

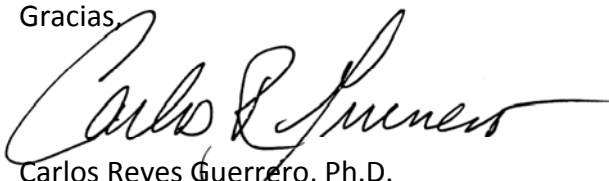
Our conferences represent a space where all of us learn from each other, challenge each other, and maybe are humbled by the struggles of many of our fellow travelers. NACCS is an important place for all of us- even when we are not together. For me, it is no different. I continue to work in the organization that was important to my mother, Leonor Reyes Guerrero who of her own accord participated in panels and took interest in NACCS so much that she became the first Life Time Member of NACCS paying \$23.41 a month. My mother was not professor, she did not work in a university in any capacity; she was a community member who valued the opportunity to come together and to have an impact on the work of NACCS. She would have enjoyed the conversations about this year's theme, and she would have made her thoughts known. She was empowered! I hope that you all will continue to be so moved to engage in critical dialogue and also to build and support NACCS and each other.

It is fitting that I should express in a public forum my appreciation to my fellow Board members and people who work tirelessly for the benefit of our enjoyment in NACCS. Nelia Olivencia, Ann Marie Leimer, Ed Muñoz, Irene Mata, Armando Ibarra, Aureliano DeSoto and Julia Curry Rodríguez (our Executive Director). I thank Kathryn Blackmer Reyes, our Associate Director, who handles the day-to-day operations necessary for our proper function. Lastly, I cannot express enough my appreciation to three people who come to the annual meeting ready to work 24-7 and are truly unsung heroes: They are Jamie Lamberti (registration), Noralee Ortíz and Destiny DeLaGarza (childcare). NACCS and our annual conference are better for their careful stewardship, ethics and responsibility in their work.

Lastly, many people have helped NACCS financially as exhibitors and sponsors. Please visit the exhibit hall and look through our program for special sponsors and ads. Gracias!

I welcome you, our new and continuing members, to the 2015 Conference in San Francisco.

Gracias.

A handwritten signature in black ink, appearing to read 'Carlos Reyes Guerrero', with a long, sweeping horizontal line extending to the right.

Carlos Reyes Guerrero, Ph.D.
Chair 2013-2015

NACCS HARASSMENT STATEMENT

NACCS is committed to ensuring, in its national and regional conferences, meetings and events, an environment free of sexual violence/harassment for all persons of all sexual orientations. The Association acknowledges that sexual violence/harassment for people of all genders and sexual orientations has been a continuing problem in the Association.

Sexual violence/harassment is the deliberate or repeated unwelcome conduct of sexual nature. It is distinguished from voluntary sexual relationships by the introduction of the elements of coercion, threat, or unwanted attention. It is the IMPACT of the behavior, not the INTENT, which is used to determine whether the behavior constitutes sexual harassment.

Sexual harassment can also be an environmental issue. A hostile environment is created by sexual jokes or remarks, sexually explicit pictures, or unwelcome physical contact.

Sexual harassment can occur between men and women, men and other men, or between women. There is also same gender harassment and women harassing men. By far, however, the majority of sexual harassment cases involve a man in position of power over a woman.

Sexual harassment can involve a professor and a student; a teaching assistant and a student; a supervisor and an employee: colleagues, co-workers, and peers; or strangers. Sexual harassment can affect the harassed by causing confusion, self-doubt, humiliation, anxiety, guilt, and physical stress.

Sexual harassment is a form of discrimination that is covered under Title VII of the amended 1964 Civil Rights Act. Illegal and unacceptable behavior includes:

1. Unwelcome teasing, jokes, remarks, or questions about sex.
2. Unwelcome sexually suggestive looks or gestures.
3. Unwelcome and deliberate touching or body contact such as patting or pinching.
4. Unwelcome pressure for dates and sexual favors.
5. Unwelcome letters, telephone calls, or materials on the subject of sex.

There are several options in responding to sexual harassment. If you feel sexually harassed, trust your feelings and instincts. You may do any or all of the following:

1. Communicate your disapproval with the harasser in person or in writing. How to communicate is important; be direct and firm.
2. Write a letter to the harassed and, in addition, another person with jurisdiction.
 - a. Provide a detailed account of what happened with dates, place, and description.
 - b. Describe your feelings
 - c. Explain what you want to happen next.
3. File a legal complaint, documenting all incidents, conversations, and witnesses. Inform yourself about grievance procedures.

The National Association for Chicana and Chicano Studies, the Chicana Caucus, the Lesbian BiMujeres Transgendered Caucus, and the Joto Caucus encourages those who have been sexually harassed/ violated to report the situation to a NACCS National Board member, in particular the Chairs of the Chicana Caucus, the Lesbian BiMujeres Transgendered Caucus, or the Joto Caucus. NACCS will investigate the complaint, send a formal letter of apology to the victim of violence/harassment, and also encourage the person to speak/consult with a member(s) of the National Board.

NACCS PREAMBLE

The National Association for Chicana and Chicano Studies (NACCS) was founded in 1972 to encourage research to further the political actualization of the Chicana and Chicano community. NACCS calls for committed, critical, and rigorous research. NACCS was envisioned not as an academic embellishment, but as a structure rooted in political life.

From its inception, NACCS presupposed a divergence from mainstream academic research. We recognize that mainstream research, based on an integrationist perspective emphasizing consensus, assimilation, and the legitimacy of society's institutions, has obscured and distorted the significant historical roles class, race, gender, sexuality and group interests have played in shaping our existence as a people. Our research confronts these perspectives and challenges the structures and ideologies of inequality based on classist, racist, sexist, and heterosexist privileges in society.

In shaping the form of this challenge, the Association

contends that our research generate new knowledge about the Chicana and Chicano community. It should also help solve problems in the community. Problem-solving cannot be detached from an understanding of our position in this society. Solutions must be based on careful study and analysis of our communities. Concern with the immediate problems of our people, then, is not separated from a critical assessment of our conditions and the underlying structures and ideologies that contribute to our subordination.

NACCS recognizes the broader scope and significance of Chicana and Chicano research. We cannot overlook the crucial role of ideas in the construction and legitimization of social reality. Dominant theories, ideologies, and perspectives play a significant part in maintaining oppressive structures on theoretical, experiential, and policy levels. NACCS fosters the construction of theories and perspectives which attempt to explain the oppression and resistance of the Chicana and Chicano past, present, and future. Ideas must be translated into political action in order to foster change.

NACCS HISTORY

In 1972, at the annual meeting of the Southwestern Social Science Association held in San Antonio, Texas, Chicano faculty and students active in the American Sociological Association, American Anthropological Association and the American Political-Science Association came together to discuss the need for a national association of Chicana/o scholar activists.

Discussions culminated in a proposal to establish the National Caucus of Chicano Social Scientists (NCCSS).

The individuals proposing the establishment of the National Caucus of Chicano Social Scientists held their first meeting in New Mexico in May 1973 to further discuss the proposed association's ideology, organizational structure, and the nature and direction of Chicano social science research. A Provisional Coordinating Committee for the proposed association was likewise established.

A subsequent meeting held on November 17, 1973 at the University of California at Irvine culminated in formally naming the emerging organization the National Association of Chicano Social Scientists (NACSS).

The NACSS first annual conference meeting took place in 1974 at the UC Irvine campus. The first NACSS Conference was titled "Action Research: Community Control."

In 1976, participants in the 3rd NACSS Conference voted to rename the organization the National Association for Chicano Studies.

The association's most recent organizational name change took place in 1995 during the NACS annual conference held in Spokane, Washington. The membership voted to rename the association the National Association for Chicana and Chicano Studies, in recognition of the critical contribution and role of Chicanas in the association.

Since its inception NACCS has encouraged research, which is critical and reaffirms the political actualization of Chicanas/os. NACCS rejects mainstream research, which promotes an integrationist perspective that emphasizes consensus, assimilation, and legitimization of societal institutions. NACCS promotes research that directly confronts structures of inequality based on class, race and gender privileges in U.S. society.

In 2000 NACCS completed an internal assessment of operations and made changes to the leadership structure. In 2006 NACCS changed its leadership electing the National Board. The National Board consists of the Chair, Past Chair, Chair-Elect, Secretary, Treasurer, three At-large Representatives and the Executive Director (an appointed position). Also in 2006 NACCS instituted a new sub group named Research Divisions. Members were encouraged to be involved at the local level in Focos; Research Divisions; and in special interest groups, Caucuses. After 3 years the Board determined that the Divisions were not successful as an organizing tool, and in 2009 in consultation with the membership the Board submitted a resolution to dissolve the Divisions from the structure.

NACCS has evolved to offer various opportunities of involvement to its membership. It serves as a forum promoting communication and exchange of ideas among Chicana and Chicano scholars across geographical and disciplinary boundaries. NACCS promotes and enhances the opportunities and participation of Chicanas and Chicanos at all levels and positions of institutions of higher learning. As such NACCS has become an effective advocate for both students and scholars. NACCS stages an annual national conference, which attracts 800 to 1,500 participants to participate and to share in over 100 panel presentations, workshops and roundtables addressing diverse topics and issues that affect the Chicana/o community.

NACCS BOOK AWARD

2015 Raúl Coronado. *A World not to Come: a History of Latino writing and Print Culture*. Harvard University Press.

2014 Deborah Vargas. *Dissonant Divas in Chicana Music: The Limits of La Onda*. University of Minnesota Press.

2013 Martha Menchaca. *Naturalizing Mexican Immigrants: A Texas History*. University of Texas Press.

2012 David Montejano. *Quixote's Soldiers: A Local History of the Chicano Movement, 1966-1981*. University of Texas Press.

2011 Richard T. Rodriguez. *Next of Kin: The Family in Chicana/o Cultural Politics*. Duke University Press.

2010 William David Estrada. *The Los Angeles Plaza: Sacred and Contested Space*. University of Texas Press.

NACCS SCHOLARS

1981 Américo Paredes	2002 Dennis Valdes
1982 Julian Samora	2003 Richard Chabrán
1985 Ernesto Galarza	2003 Patricia Zavella
1985 Tomás Rivera	2004 Francisco Lomeli
1988 Luis Leal	2005 Gloria Anzaldúa
1989 Rodolfo Acuña	2006 Gary Keller Cárdenas
1989 Adaljiza Sosa Riddell	2007 Antonia Castañeda
1990 Juan Gómez Quiñones	2008 Kevin R. Johnson
1991 Arturo Madrid	2008 Norma E. Cantú
1992 Margarita Melville	2009 Tómas Ybarra-Frausto
1996 Yolanda Broyles Gonzalez	2011 Norma Alarcon
1997 Jorge Huerta	2012 Nancy "Rusty" Barceló
1997 Tey Diana Rebolledo	2013 Devon Peña
1998 Renato Rosaldo	2014 Reynaldo F. Marías
1998 Salvador Rodríguez del Pino	2014 Octavio I. Romano-V
1999 Mario Barrera	2015 Aida Hurtado
1999 Carlos Muñoz, Jr.	2015 Miguel Carranza
2000 Elizabeth "Betita" Martínez	
2001 Cordelia Candelaria	
2001 Cherrie Moraga	
2002 Rodolfo Anaya	

2015 CONFERENCE PLANNING

Program Chair

Nelia Olivencia

Submission Evaluators

Rhonda Rios Kravitz
José Angel Hernández
Carlos Guerrero
Irene Mata
Armando Ibarra
Susan Green
Melissa Moreno
Roberto D. Hernández
Norma Cantú
Eddie Bonilla
Robert Muñoz
Alfredo Carlos
Samantha Rodriguez
Theresa Torres
Audrey Silvestre
Louis Mendoza
Martha Menchaca
Rob Unzueta
Ann Marie Leimer
Frank Ortega

Conference Logistics

Julia E. Curry Rodriguez
Kathryn Blackmer Reyes

Program Layout

Kathryn Blackmer Reyes

Northern California Foco Members

Melissa Moreno, Woodland CC
Rhonda Rios Kravitz, Community Member
Julia E. Curry Rodriguez, SJSU
Lupe Gallegos-Diaz, UC Berkeley
Ismael Rey Lara III, SJSU
M. Candelaria Villegas, Community Member
Magdalena Blackmer, Community Member
Susan Green, Chico State
Teresa Carrillo, SFSU
Kathryn Blackmer Reyes, SJSU
Matt Watson Espinoza, Fresno CC
Noralee Ortiz, Solano County SD

Jamie Lamberti, CSU Sacramento
Mariana Herrera, SJSU
Eve Delfin, Oakland
Marisela Hernandez, Sacramento CC
Ma. del Carmen Monreal, Sacramento CC
Cindy Renteria, Chico State
Ma. Guadalupe Garcia, Chico State
Christina Alvarez, Chico State
Felix Medina, Chico State
Vincent Ornelas, Chico State
Vicente Jimenez, Chico State
Michelle Morris, Chico State

Panels with this border around them have been chosen by the Program Chair as theme related presentations.

Program Cover

Design Action Collective
Oakland, CA
www.designaction.org
Worker Owned / Union Made

Program Printing

Community Printers
Santa Cruz, CA
www.comprinters.com
Graphic Communication International Union

THANK YOU

The NACCS Board wishes to acknowledge the help and support of the following individuals, organizations, businesses, and institutions.

Dr. Martin Luther King, Jr. Library, San José State University
Mexican American Studies, San José State University
Latin American and Latino Studies, University of California, Santa Cruz

Ethnic Studies Program, University of Utah
Chicano/Latino Studies Program, University of California, Berkeley
César E. Chávez Department of Chicana and Chicano Studies at University of California, Los Angeles
Ethnic Studies Library, University of California, Berkeley
Chicana and Chicano Studies, University of California, Davis
Chicana and Chicano Studies, University of California, Santa Barbara
Stanford Center for Comparative Studies in Race and Ethnicity, Stanford University
John F. Kennedy University
University of Missouri Kansas City
Westminster College for MALCS

And our thanks to the representatives and staff at the Parc 55 Hotel.

In Memoriam

The Northern California Foco recognizes the passing of two of our members whose work on behalf of Chicana and Chicano Studies and our communities will be sorely missed. Que en paz descansen nuestras hermanas, colegas, guerrilleras. ¡Presente!

Sofia Mendoza, an important community activist that emerged from the barrios of San José, CA in the 50's and 60's that led to a board-based movement for civil and voting rights, neighborhood health clinics, police and political reforms, farmworker unionization and more. She was scheduled to present at this year's conference at the age of 80 but passed 5 weeks ago. Panel 2.5 will have a recognition of her contribution.

Rafaela Castro, a librarian who worked at UC Davis and oversaw the Chicana/o Studies area. She taught Ethnic Bibliography at the UC Berkeley's library school. In 1963 she joined the Peace Corps and worked in Brazil – perhaps the first and youngest Chicana in the Corps. As an author she wrote *Dictionary of Chicano Folklore* (2000) and *Chicano Folklore: A guide to the folktales, traditions, rituals and religious practices of Mexican Americans* (2001). She also wrote a collection of narratives covering the 1950s-1960s, *Provocaciones, Letters from the Prettiest Girl in Arvin*.

We also wish to recognize the passing of **Reies Lopez Tijerina** – a fighter for land grants. A controversial figure in the Chicano Movement his passing represents a lost for to the greater Aztlán.

QDEP

EXHIBITS

NACCS wishes to thank the publishers and vendors for their continued support of our conference. Please visit the Exhibit Hall located in the **Fillmore Room 4th floor** of the hotel.

Exhibits are open to the public.

Exhibit Hours:

Thursday: 9:30 a.m. – 6:00 p.m.

Friday: 9:30 a.m. – 11:30 & 2:00 p.m. – 6:00 p.m.

Saturday 9:30 a.m. – 3:00 p.m.

RECEPTIONS

Receptions are open and free to all NACCS participants. Supported in part by the generosity of: The Northern California Foco; UC Santa Cruz LALS; SJSU, MAS; CCS, UC Davis; Stanford CCSRE; JFK University; UCLA Cesar Chavez; UCSB – CCS; and C/LS, UC Berkeley.

Welcome

*Mission Room and Foyer
Wednesday, April 15, 7:30 p.m.*

Graduate Student

*Mission Room
Thursday, April 16, 8:00 p.m.*

*Sponsored by Mexican
American Studies, San José
State University and Latin
American and Latino Studies,
University of California, Santa
Cruz.*

Joteria

*Cyril Magnin Foyer
Thursday, April 16
9:00 p.m.*

Closing

*Cyril Magnin Foyer
Saturday, April 18
6:30 p.m.*

AWARDS LUNCHEON

Cyril Magnin Ballroom

Friday, April 17, 11:45 - 2:00 p.m.

All registered conference participants are welcome to attend. Additional luncheon tickets may be available at the NACCS registration desk. Tickets are **\$75.00**. Limited tickets available. Ceremony is open. See page 31 for details.

ABOUT THE NACCS LOGO

The NACCS logo was originally created for the 2000 National Conference held in Portland, Oregon. The logo illustrates the male and female aspects of NACCS in an equal dialog and discussion, represented by the Mixtec speech scrolls. This dialog brings about a knowledge base that is disseminated by the membership of NACCS to the Chicano community; similar to the rays of light emanating from the sun itself. Finally, from that knowledge comes action, struggle and change, represented by the three

- Bilingual Review Press
- Mujeres Activas en Letras y Cambio Social (MALCS)
- University of Arizona Press
- University of New Mexico Press
- Chicana and Chicano Studies Department, UC Davis
- César E. Chávez Department Chicana and Chicano Studies – UC Los Angeles
- University of Texas Press
- Ethnic Studies Library, UC Berkeley
- Kórima Press
- John F. Kennedy University

MEETINGS

NACCS for Beginners

Wednesday, April 15 – Mission I
5:00 p.m. – 6:30 p.m.

For new participants to NACCS.

Leadership Orientation

Friday, April 17 – Cyril Magnin I
7:30 a.m. – 8:30 a.m.

For all current/incoming Reps & Chairs and elected Officers.

Foco meeting rooms listed in program

Thursday 5:00 p.m. – 6:00 p.m. ALL

Saturday 8:00 a.m. – 9:00 a.m. ALL

Caucus meeting rooms listed in program

Thursday

6:10 p.m. – 7:10 p.m. LBMT, Community, K-12,
Student, Indigenous

7:20 p.m. – 8:20 p.m.

Chicana, RN-COMPAS, Grad Student, Joto

Friday

5:10 p.m. – 6:10 p.m.

LBMT, Community, K-12, Student, Indigenous

6:20 p.m. – 7:20 p.m.

Chicana, RN-COMPAS, Grad Students, Joto

Business Meeting

Saturday, April 18 – Cyril Magnin I

5:10 p.m. – 6:20 p.m.

Ad Hoc Committee on Heteropatriarchial Institutional Violence

Friday, April 17 – Cyril Magnin I

7:30 p.m.

fists. The fists are also recognition of the past struggles of our people throughout history, and a continued dedication to that struggle in the future.

The logo was created by Andres Antonio Barajas, a graphic artist currently residing in Los Angeles, CA.



FILMS

See program for additional information on film.

Session Four • ***La Jornada to "New Fire" -- Xicana Feminist Aesthetics in Practice***

A video presentation of Cherrie Moraga's 2012 play, "New Fire: To Put Things Right Again," conceived and designed by Celia Herrera Rodríguez. Duration: 60 mins

Moraga, Cherrie. NACCS Scholar 2001. Stanford University.
Rodríguez, Celia Herrera. University of California, Berkeley.

Session Seven • ***Everything comes from the Streets***

The film traces the origins and history of lowriding in San Diego, California, and the borderlands. The one-hour documentary features the men and women who pioneered and shaped the movement defined by self-expression and cultural ingenuity. Duration: 57 minutes

Pulido, Alberto L. University of San Diego.

Session Seven • ***No Que No: San Antonio's Response to the Coercive Acts***

The film examines how the Latina/o community in San Antonio, Texas participates in acts that can be construed as socio-political resistance by refusing to be defined by the dominant culture and using avenues that are accessible to them in order resist being dominated. The first part focuses on San Antonio's Westside and Southside areas and the murals located in these areas. The second part examines how the city's art scene is used to increase agency of young artists. The third part builds on the art scene and examines how art programs provide training to students in theater arts, graphic design, film, painting, photography, sculpting, and art. The fourth part investigates how merchants in the city's Mercado purchase goods from Mexico's indigenous areas and bring back those products to sell to tourists that visit the city. Duration: 30 minutes

Rivas, Elizabeth D. The University of Texas at San Antonio

Session Eleven • ***Las Marthas***

The film follows two debutantes in the lead-up to the ball of the Society of Martha Washington: Laurita, thirteenth in a line of Society debs, and Rosario, an invited "guest" from Nuevo Laredo who is the first of her family to debut and could not have imagined the requirements of the ritual. In one scene, Rosario tugs fearfully at her white crinoline petticoat; in another, she weeps from the pressure. But Rosario was a high-school beauty queen and comes from, Laurita says, "new money." Duration: 1:08

Cantú, Norma E. University of Missouri Kansas City.
Ibarra, Cristina. Film maker.

TOURS

Mission District Walking tour: **Estamos Pero No Estamos: The Growing Invisibility of a Community**

Saturday, April 18, 10 am - 1 pm.

There is one truth about the once dominantly Latino neighborhood known as San Francisco's Mission District: Everyone has their own definition of the Mission. Every Latino and/or long-time resident has their own stories and opinions. Every scholar and/or investigative reporter has their own conclusions and statistics. (Even real estate agents arbitrarily move the Mission's boundaries to make sales.) And everyone is right. This tour will be an organized dialogue with the participants. We especially want to provide insights to those from communities facing similar cultural/economic devastation to prevent it from happening there. The tour will include representing NACCS in the Cesar Chavez Parade through the Mission during which information will also be imparted. It seems fitting that NACCS participate in the parade during what could be the one-and-only time that NACCS holds its annual conference in San Francisco. Though we will minimally discuss some murals that we pass along the route, this is not a mural-focused tour. Social, economic, and political issues will be discussed as we encounter other community landmarks.

Contact: Magdalena at

Magdalena.Blackmer@gmail.com

Meet: Hotel Lobby, depart 10 a.m.

Cost: BART Ticket r/t: \$4.00, meals additional.

On your Own:

San Francisco Cesar E. Chavez 2015 Parade & Festival

Saturday, April 18, 2015 Commemorate & Celebrate the Life and Work of Labor & Civil Rights Leader Cesar E. Chavez. Gathering at Dolores Park starts at 10:00 a.m. <http://www.cesarchavezday.org/>

Precita Eyes Mural Tours: Tour the murals in the Mission. On our own. Purchase ticket at their website \$20. <http://www.precitaeyes.org/tours.html> - Saturday and Sunday.

The Tenderloin District

The Parc 55 Hotel is on the borderline of the Tenderloin District and Union Square. The Tenderloin is the location for the down and out of the City. Cheap rent. Prostitution. Homelessness. Drug abuse. Violence. Poverty. Home for many immigrants and poor/low income families. All this concentrated in a 8 by 8 square block area, smack dab in the middle of one of the most expensive neighborhoods in the world. A most interesting tour. Worth the look! The tours are by appointment. No more than seven per tour. Donations appreciated.

Contact Del Seymour at 415-574-1641.

Email: tenderloinwalkingtours@yahoo.com
<http://www.tlwalkingtours.com/>

PLENARIES

Plenary I: Opening

Thursday, April 16 – Cyril Magnin Ballroom
11:40 a.m. – 1:10 p.m.

Chicana/o In/Civilities. *Contestation y Lucha: Cornerstones of Chicana & Chicano Studies*
Roberto D. Hernandez. San Diego State University.
Aureliano DeSoto. Metropolitan State University.
Cherrie Moraga. Stanford University.
Moderator: Nelia Olivencia. NACCS Chair, 2015-2016.

Plenary II:

Frederick A. Cervantes Student Premio
Friday, April 17 – Mission Room
10:30 a.m. – Noon

Jonathan Cortez
University of Texas at Austin. Undergraduate.

José de la Garza Venezuela
Miami University. Graduate.

Moderator: Aureliano DeSoto, Committee Chair.

Plenary III: Chicana

Saturday, April 18 – Cyril Magnin Ballroom
12:40 a.m. – 2:10 p.m.

Fuerte Hermandad: The Call for Healing and Resistance in Chicana/o Studies, our Institutions, and in our Communities
Maria Carolina Morales. Activist.
Yvette Flores-Ortiz. University of California, Davis.
Amrah Salomon J. University of California, San Diego.
Moderator: Samantha Rodriguez and Theresa Torres, Chicana Caucus chairs.

2015 NACCS SCHOLARS

AIDA HURTADO



Dr. Aida Hurtado is the Luis Leal Endowed Professor and faculty member in the department of Chicana and Chicano Studies at the University of California, Santa Barbara. She is past chair of the National Association for Chicana and Chicano Studies, Past President of the American Psychology Association's Division 35 (Society for the Psychology of Women) Section III (Issues of Hispanic Women/Latinas), and Chair Elect of MALCS (Mujeres Activas en Letras y Cambio Social-Women Active in Letters and Social Change). Dr. Hurtado's research focuses on intersectional theory, educational achievement, and media representations of race and gender. Her books include *Relating to Privilege: Three Blasphemies on Race and Feminism* (University of Michigan, 1996), *Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity* (2003, New York: New York University Press, this book received an honorable mention for the Myers Outstanding Book Awards given by The Gustavus Myers Center for the Study of Bigotry and Human Rights in North America), *Chicana/o Identity in a changing U.S. society. ¿Quién soy? ¿Quiénes somos?* (2004, co-authored with Patricia Gurin, Tucson: The University of Arizona Press), co-editor (with Pedro Noguera and Edward Fergus) of the book *Understanding the Disenfranchisement of Latino Men and Boys: Invisible No More* (2012, Routledge), and co-author of *Beyond Machismo: Chicana Intersectional Understandings of Young Latinos' Feminist*

Masculinities (In Press, University of Texas Press). Professor Hurtado is the recipient of the SAGE Award for Distinguished Contributions to Gender Equity in Education Research, granted by the American Educational Research Association (AERA), the Women of Color Psychologies Award granted by the Association of Women in Psychology, and the recipient of the 2014 Outstanding Latino/a Faculty in Higher Education: Research/Teaching in Higher Education (Research Institutions) Award granted by the American Association of Hispanics in Higher Education. Professor Hurtado has served as a consultant on educational and gender issues for the Ford Foundation, the Rockefeller Foundation, the Kellogg Foundation, the federal program GEAR UP, the University of California's Office of the President, among other local, state, and national organizations.

We recognize all of our Honorees on Friday at Noon. See details on page 31.

MIGUEL A. CARRANZA

Dr. Miguel Carranza currently serves as the founding Director of the Latina/Latino Studies Program and Professor of Latina/Latino Studies and Sociology at the University of Missouri-Kansas City (UMKC). He began his present position at UMKC in August 2011. Previously he held the position of Professor of Sociology and Ethnic Studies at the University of Nebraska-Lincoln holding a joint appointment with the Department of Sociology and the Institute for Ethnic Studies. He was Director of the Institute for Ethnic Studies and Director of Latino and Latin American Studies on several occasions. Dr. Carranza served four and one-half years as Associate Dean in the College of Arts & Sciences. In 1989-90 he was awarded an American Council on Education fellowship and studied higher education administration at Arizona State University.



Dr. Carranza received a B.A. in Education from Kearney State College (now the University of Nebraska at Kearney) and then attended the University of Notre Dame where he earned master's of arts and doctoral degrees in Sociology. At Notre Dame he studied under the direction of Dr. Julian Samora, his doctoral advisor and mentor, the first known Mexican American to be awarded a doctorate in Sociology in the U.S. in 1953. Dr. Carranza was Chair of the National Association for Chicano Studies (now the National Association for Chicana and Chicano Studies) from 1981-1983. From 1990-92 he was President of the National Association for Ethnic Studies (NAES) and in 1992 was presented the NAES Charles C. Irby Distinguished Service Award for outstanding contributions to the field of ethnic studies. In 2009, Dr. Carranza was appointed by the Secretaries of the Department of Health & Human Services and Department of Labor to the Children's Health Insurance Program (CHIP) National Working Group. He currently serves as a member of the Board of Directors of the EducationQuest Foundation, and the U.S. Commission on Civil Rights Missouri Advisory Committee.

His extensive research has centered on the fields of Chicano, Latino and Mexican-American Studies and Ethnic Studies, with a focus on Latino children, mentoring, Midwestern Chicano/Latino communities, immigration, and language attitudes. Dr. Carranza is co-editor of *Health Disparities in Youth and Families - Research and Applications*, 2011, Nebraska Symposium on Motivation Series, Volume 57. New York: Springer, and co-author of *Ethnic Studies in the United States: A Guide to Research*, published in 1996 by Garland Publishing.

2015 NACCS BOOK AWARD

RAÚL CORONADO

A WORLD NOT TO COME: A History of Latino Writing and Print Culture.

Harvard University Press.

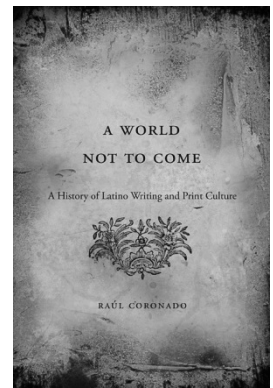


The NACCS Book Award, recognizes the importance of published scholarship by our members. This year we are exceptionally happy to give the most outstanding work in Chicana and Chicano Studies to *A World not to Come: A History of Latino Writing and Print Culture* (Harvard University Press 2013) by Dr. Raúl Coronado - a scholar who has been "one of our own" since his days as an undergraduate student at the University of Texas at Austin, and later as a graduate student at Stanford University.

Raúl won the Cervantes Premio in 1995 for "What does that make me? Towards a Cultural History of Queer Chicano Sexuality," (undergraduate) and again in 1998 for "Selena's Good Buy: Texas Mexicans, History, and Selena Meet Transnational Capitalism" (graduate).

It is a great honor that the 5th NACCS Book Award celebrates Dr. Coronado's work as he returned to California from Chicago to join the faculty at UC Berkeley's Chicano/Latino Studies Program of the Ethnic Studies Department. Adelante!

Honors awarded to the book: American Studies Association 2014; Melbern G. Glasscock Center for Humanities Research at Texas A&M University 2014; Philosophical Society of Texas 2014; Texas Institute of Letters 2014; MLA 2013; Texas State Historical Association 2013.



FREDERICK A. CERVANTES STUDENT PREMIO RECIPIENTS

JOSÉ A. DE LA GARZA VALENZUELA MIAMI UNIVERSITY. GRADUATE.

"Queer in a Legal Sense: The Ambiguous Sexual Citizen in Boutilier v. Immigration and Naturalization Service and Arturo Islas' *The Rain God*"

José A. de la Garza Valenzuela was born in Durango, México. His family migrated to the U.S. in 1988 and settled in Houston, Texas, where he grew up. After earning his B.A. in International Business and Economics at Sam Houston State University in Huntsville, Texas, he pursued an M.A. in English at the same institution focusing on postcolonial and Chicana/o literatures. While there, he worked under the mentorship of Lee Bebout and, then Director of the Sam Houston Writing Center, Diane Dowdey, both of whom were early intellectual influences in his professional work and intellectual interests. Currently, he is a Ph.D. candidate in English at Miami University in Oxford, Ohio, where he is grateful to the faculty of the Department of English and the Women's, Gender, and Sexualities Program for their continued support of his scholarship. Under the direction of Julie Avril Minich and Stefanie K. Dunning, he is completing his dissertation, *Impossibly Here, Impossibly Queer: Citizenship, Sexuality, and Gay Chicano Fiction*, which considers the relationship between legal regulations of queer identity through domestic and immigration policy and literature by queer Chicano men. In part, his project attempts to historicize a queer Chicano literary tradition by linking groundbreaking works by John Rechy and Arturo Islas with contemporary writers that more recently consider the intersection of migration and queer identity, also nothing how in a pivotal historical moment when queer advocacy and immigration reform are prominent parts of national discourse, the relationship between the disenfranchisement of migrants and queer communities often remains overlooked. His future projects seek to consider what place queerness is imagined to have in the context of the often cited demographic shifts in the U.S. through a study of representations of Latina/o queer identity in contemporary literature, film, and television. He currently resides in Oxford, Ohio, with his partner, Curtis Dickerson. He is grateful to his family—Blanca, Joe, and Jordy de la Garza—for their sustained love and support of his intellectual endeavors.



JONATHAN CORTEZ UNIVERSITY OF TEXAS AT AUSTIN. UNDERGRADUATE.

"Occupying La Lomita: Claiming Chicana/o Space and Identity in Robstown, Texas."

Jonathan Cortez is a senior at UT Austin majoring in Mexican American and Latina/o studies and sociology. A native from South Texas, Cortez is a Ronald E. McNair Scholar and a 2014 Summer Intern for the Institute for Recruitment of Teachers. He currently serves as Editor-in-Chief of *Sociological Insight Undergraduate Research Journal*, an internationally distributed student journal housed at the University of Texas at Austin. His research interests include: relational social movements, Latina/o educational struggles, and current educational policies around ethnic studies.

2015 ANTONIA I. CASTAÑEDA PRIZE

BELINDA LINN RINCÓN JOHN JAY COLLEGE OF CRIMINAL JUSTICE

"Estas Son Mis Armas": Lorna Dee Cervantes Poetic of Feminist Solidarity in the Era of Neoliberal Militarism. *WSQ: Women's Studies Quarterly* 42(3&4):51-69.

Dr. Belinda Linn Rincón is an Assistant Professor of Latin American and Latina/o and English at John Jay College of Criminal Justice and is the co-founder and co-Director of the U.S. Latina/o Literature Minor Program. She earned her BA in English and Women's Studies from Vassar College, her MA in English from Boston College, and her Ph.D. in English from Cornell University. Her teaching and research interests include Latina/o literature and film, U.S. ethnic literature, feminist and gender studies, and war studies. She specializes in Chicana/o literary and cultural studies. Professor Rincón is currently completing a manuscript entitled *Bodies at War: Genealogies of War and Militarism in Chicana Literature and Culture* that examines Chicana writers and activists whose work critically engages with the histories of war and the militarization of culture and gender. She has been a recipient of the Ford Foundation Postdoctoral Fellowship, the American Association of University Women, The Center for Place, Culture, and



Politics at the CUNY Graduate Center, the City University of New York's Faculty Fellowship Publication Program, and the American Association of Hispanics in Higher Education. Professor Rincón has published chapters in *The Routledge Companion to Latina/o Literature and Recovering the U.S. Hispanic Literary Heritage* (vol. VIII). Her articles appear in *Women's Studies Quarterly* and *Latino Studies*. She is the co-founder and co-organizer of the Biennial U.S. Latina/o Literary Theory and Criticism Conference.

2015 IMMIGRANT BECA RECIPIENTS

We are happy to announce the recipients of NACCS Immigrant Student Becas. These students have demonstrated an unyielding commitment to pursuing higher education despite the many obstacles that have been placed in front of them. We thank the generous support of our members that support this effort!

Oscar Alberto Gutierrez
San José State University
Undergraduate
Human Resource Management and
Mexican American Studies

José Rivas
University of Wyoming
Undergraduate
Criminal Justice and Latina/o Studies

Seiri Aragón García
Sonoma State University
Undergraduate Student
Chicano/Latino Studies

In 2000 NACCS established a housing subsidy to provide assistance to student presenters at the annual meeting. The fellowship marks an effort by NACCS to mentor students in their academic development by formally establishing this fellowship for student presenters during the annual NACCS meeting. This year's fellows are:

STUDENT PRESENTER FELLOWS

Tiffany González, Texas Tech University
Katrina A. Ruiz, University of California, Merced
Rafael Ramírez Flores Jr., University of California Merced
Eddie Bonilla, Michigan State*
Claritsa Santiago, University of Missouri-Kansas City
Zelda López Haro, University of Oregon
Mitzy-Sarahí Pérez, University of California, Merced
Gibrán Guido, University of California, San Diego*
Ruth Marleen Hernández, University of Connecticut

Mayra Reyes, University of California, Merced
Cassandra Flores-Montaño, Wellesley College
Christine Vega, University of California, Los Angeles*
Kellie Askew, University of Missouri-Kansas City
Maritza Fernandez, University of Missouri-Kansas City
Vanessa Aguilar, University of Missouri-Kansas City
Lizbet Limeta, University of California, Merced
*declined fellowship

COMMUNITY RECOGNITION

DIGNIDAD REBELDE – MELANIE CERVANTES & JESÚS BARRAZA

Melanie Cervantes and Jesús Barraza are firebrands in Chicana and Chicano Studies who integrate the field of silkscreening and art into their work in every manner. Dignidad Rebelde embodies a collective and giving praxis in many ways. Dignidad Rebelde offers downloadable Posters and Graphics that can be used in curriculum, book covers, and even simply to decorate one's surroundings – with messages of survival, solidarity, and resistance. The scope of their work is personal, intimate, public, local and global—and it is powerful. Their works are mainstay in Bay Area/National Protests – Occupied Wall Street, Oscar Grant, Ferguson, etc. Melanie and Jesús are artists for the people in the tradition of Malaquias Montoya, Self Help Graphics, Galeria Sin Fronteras, the Royal Chicano Air Force, and many global artists. Among their contemporaries they carry the torch of art for social justice. Dignidad Rebelde – embodies the revolutionary potential of Chicana and Chicano Studies in every way. In Dignidad Rebelde, Jesús Barraza and Melanie Cervantes are an exemplary group to whom we may bestow this honorific recognition. <http://dignidadrebelde.com>

EVA ROYALE AND THE CÉSAR E. CHÁVEZ HOLIDAY PARADE & FESTIVAL

The César E. Chávez Holiday Parade & Festival Committee ("CEC Committee") was formed to educate, celebrate and commemorate the life and work of labor and civil rights leader, César Chávez (March 31, 1927 – April 23, 1993). The goal is to educate and promote the values that César lived by: non-violence, public action, volunteerism and service to the community. The CEC Parade & Festival has become a significant community and cultural event in San Francisco. The parade and festival draws a diverse crowd of participants and attendees from different demographics and cultures. It is the largest event honoring César Chávez in Northern California. They work with community, students, and the San Francisco Unified School District (SFUSD) to further César's legacy and encourage and foster service-learning projects in the schools. The lead organizer and founding member of the CEC Committee is Eva Royale. Eva is from Hanford near Visalia/Fresno in the California Valley. She has worked with the United Farm Workers Union alongside Dolores Huerta and the Chávez Family and been an activist for the UFW and the Latino Community in the San Francisco Bay Area. Eva and the CEC Committee work year-round to seek sponsors and funding to organize these important events. As you can see from their Mission Statement above, it is a major and successful collaboration of many who rally around the importance of keeping the César Chávez legacy alive. <http://www.cesarchavezday.org>

NACCS PLENARY SPEAKERS

ROBERTO D. HERNÁNDEZ



Roberto D. Hernández is an assistant professor in the Department of Chicana and Chicano Studies at San Diego State University. Born in Mexico but raised within blocks of the San Ysidro port of entry, the US-Mexico border wall has figured prominently in his political and intellectual development and commitments. Emerging out of the movements in nineties against the quincecentennial celebrations, for migrant and indigenous rights, Zapatista solidarity and the 1999 TWLF Strike, he received a BA in Chicana/o Studies and an MA and PhD in Ethnic Studies from UC Berkeley and was part of the early incarnations of Students for Justice in Palestine and the BDS campaign. Accordingly, his research and teaching areas include colonial and border violence, comparative social movements, radical political thought, hemispheric indigeneity, masculinity and decolonial feminism, modernity/coloniality and the geopolitics of knowledge production. For the past

several years, he has also coordinated the *Decolonizing Knowledge and Power* program in Barcelona and *Critical Muslim Studies* in Granada and previously served as an At-Large Rep on the NACCS board during the height of the legal battle over Raza Studies in Arizona.

AURELIANO DESOTO

Aureliano Maria DeSoto is an Associate Professor of Ethnic Studies and Chair of the Department of Ethnic and Religious Studies at Metropolitan State University, the regional comprehensive university serving the Minneapolis-Saint Paul metropolitan region. DeSoto was born and raised in Los Angeles and is a graduate of its K-12 public schools. He attended Yale University, earning his BA with a major in Art and a focus on Printmaking. He completed his graduate studies in the Department of history of consciousness at the University of California, Santa Cruz (MA/PhD). At Metropolitan State University, he teaches comparative and Latino Studies courses in the Department of Ethnic and Religious Studies, and has taught LGBT Studies and the theory and methods seminar for the Program in Gender Studies, as well as supervised Capstone projects in both Ethnic Studies and Gender Studies. He also serves as faculty in the Master of Liberal Studies program.



DeSoto has published writing in the journal MELUS, LGBTQ America Today, the Oxford Encyclopedia of Latinos and Latinas in the United States, the Encyclopedia of American Studies, and contributed chapters to the anthologies *Teaching Race in the 21st Century* (2008), *Telling Tongues: New Perspectives on Language, Identity, and Power in America Latina* (2007), and *Multiethnic Literature and Canon Debates* (2006). Previous to joining the faculty of Metropolitan State University, DeSoto served on the teaching faculties of the University of California (Santa Cruz), California State University (Monterey Bay), and Bard College, where he was the Program Director for Studies in Race and Ethnicity. DeSoto was also the Post-Doctoral Teaching Fellow in Lesbian, Gay, Bisexual, and Transgender Studies at Carleton College (2007-2008).

CHERRÍE MORAGA



Cherríe Moraga is the co-editor of *This Bridge Called My Back: Writings by Radical Women of Color* (with the late Gloria Anzaldúa). *Bridge's* was updated 4th edition by SUNY Press in 2015. Her most recent collection of writings, *A Xicana Codex of Changing Consciousness: Writings 2000 - 2010*, was published by Duke University Press in 2011. Her latest play, *New Fire: To Put Things Right Again*, which she also directed, premiered at Brava Theater in San Francisco in 2012. A collaboration with visual artist, Celia Herrera Rodriguez, over three-thousand people witnessed the work. Moraga is the recipient of the United States Artist Rockefeller Fellowship for Literature, the American Studies Association Lifetime Achievement Award, and the Lambda Foundation's "Pioneer" award, among many other honors. For nearly twenty years she has served as an Artist in Residence in the Department of Theater and Performance Studies and in Comparative Studies in Race and Ethnicity at Stanford University. She is presently completing a memoir entitled *Once Upon A MexicanAmérica -- If We Forget Ourselves, Who Will Be Left to Remember Us*. She is a founding member of La Red Xicana Indígena. Moraga was named NACCS Scholar in 2001 along with Dr. Cordelia Candelaria.

See page 22 for plenary details.

CHICANA PLENARY SPEAKERS

“FUERTE HERMANDAD: THE CALL FOR HEALING AND RESISTANCE IN CHICANA/O STUDIES, OUR INSTITUTIONS, AND IN OUR COMMUNITIES.” As women we form strong bonds of hermandad that empower us as we resist the forces that seek to silence and oppress us. As hermanas we enable each other and empower our creativity through dialogue, networking, mentorship, and sharing our spiritual practices. Through this movimiento of hermandad we co-create and heal one another through these forces of solidarity, resistance, and creativity. It is this solid foundation of hermandad that we call forth one another to forge strategies for effective resistance to and healing of the violence in our institutions, including Chicana/o Studies, and in our communities.

CAROLINA MORALES

Teresa Maria Carolina Morales is a queer migrant from Venezuela who has been building community wellness and social change in San Francisco for the past 11 years. Carolina has worked with Community United Against Violence (CUAV) since 2006--currently serving as Programs Co-Director--where she supports low-income queer and trans survivors of abuse to heal from trauma, challenge criminalization, and practice community accountability. Under her leadership, CUAV implemented a groundbreaking new organizational approach to building survivors' wellness and political power, and helped win a citywide policy limiting collaboration between local law enforcement and federal immigration. As a fierce advocate for Black and Brown unity, Carolina initiated a Language Justice model within the organization, ensuring that all programming and materials are bilingual, with services provided by bilingual-bicultural staff. She can often be found offering simultaneous interpretation at political actions and events. Carolina has also worked as a service provider, organizer, and educator with the San Francisco AIDS Foundation, CCSF Queer Alliance, and the Center for Political Education, and is a *teatrera* with over 17 years of experience with theater and acting. She believes that art is a powerful tool for awakening both individual and collective transformation as we move forward in the fight for racial and economic justice.



YVETTE FLORES-ORTIZ



Dr. Yvette Flores-Ortiz completed a doctoral degree in Clinical Psychology at UC Berkeley in 1982. She has done postdoctoral work in health psychology, in particular substance abuse treatment outcome research, women's mental health, and intimate partner violence.

A Professor of Psychology in Chicana/o Studies at UC Davis for the past 26 years, Dr. Flores' current research promotes family well being in rural California communities and examines the mental health impact of migration on Mexican men and their families. She is also co-investigator of a National Science Foundation Institutional Transformation grant to increase the numbers of Latinas in Science, Technology, Engineering, Mathematics, and Medicine [STEMM] careers. As a member of the Social Science Initiative of the project, she has examined the pathways to success of Latinas in STEMM.

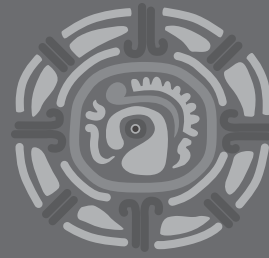
Her publications reflect her life's work of bridging clinical psychology and Chicano/Latino studies, as she foregrounds gender, ethnicity and sexualities in her clinical, teaching and research practice. Her publications also address institutional, social and interpersonal violence in the lives of women. Her book *Chicana and Chicano Mental Health: Alma, Mente y Corazon* was published by the University of Arizona Press in March of 2013 and *Psychological Perspectives for Chicano/Latino Families* was published by Cognella Academic Publishers in 2014.

AMRAH SALOMON J.

Amrah Salomon J. is a writer and community-builder working on a PhD in Ethnic Studies at University of California, San Diego. She's the program director of the UCSD Community and Labor Project and has been organizing for over a decade with a focus on popular education, building autonomous communities, and organizational anti-oppression/community accountability processes. Her recent organizing work focuses on developing methods to challenge violence, discrimination, gender and sexual violence, and exclusionary organizational dynamics within academia and the labor movement.



See page 49 for plenary details.



The **UCSB Department of Chicana and Chicano Studies** takes great pride in the awarding of the 2015 NACCS Scholar of the Year Award to Aida Hurtado, Professor of Chicana and Chicano Studies and Luis Leal Endowed Chair.

Please join us recognizing her outstanding scholarship, service, and dedication to the field of Chicana and Chicano Studies.

Felicidades to an amazing profesora, colega, y mujer!



Miguel Carranza, Ph.D.

*UMKC director of the interdisciplinary Latina/Latino Studies program
and professor of sociology and Latina/Latino Studies*

CONGRATULATIONS



on being named a 2015 NACCS Scholar.

On behalf of Chancellor Leo E. Morton, the UMKC family and the Hispanic Advisory Board, thank you for your continued leadership and steadfast dedication to Latina/Latino students and the community.



WEDNESDAY, APRIL 15

Registration 3:30 p.m. – 7:00 p.m.

CYRIL MAGNIN FOYER – 4TH FLOOR

NACCS for Beginners
5:00 p.m. – 6:00 p.m.
CYRIL MAGNIN I

Welcome Reception • 7:30 p.m.

Cyril Magnin Foyer

Music by *Conjunto Adelante* under
the direction of Susana Cortéz.

THURSDAY, APRIL 16

Registration 8:00 a.m. – 5:00 p.m.

CYRIL MAGNIN FOYER – 4TH FLOOR

Exhibits 9:30 a.m. – 6:00 p.m.

FILLMORE ROOM – 4TH FLOOR

SESSION ONE – Thursday, 8:30 a.m. – 9:50 a.m.

1.1 • Stockton

Chicana Survivance: A Survey of Chicana Traditional Practices in the Kansas City Metro Area

Aguilar, Vanessa. University of Missouri, Kansas City. "Looking for Dance in the KC Oral History Project."

Fernandez, Maritza. University of Missouri, Kansas City. "Tamales de Harina and Pan Dulce: Foodways in the Heartland."

Castro, Laura. University of Missouri, Kansas City. "Dance and Costumes: the Work of Rose Mary Mendez and Aida Guerrero in Kansas City, Kansas."

Chair: Cantú, Norma. University of Missouri, Kansas City. "Chicana Third Space Feminism: A Theoretical Framing for Chicana Folklore."

1.2 • Balboa

The Politics of Civility and the Academy: Chicana/o Studies, Chicana/o Practitioners and the Community

Garcia, Gilberto. Central Washington University. "Chicana/o Studies and Community Struggles: the case study of the Save the Chicano Education Program at EWU Committee."

Mirande, Alfredo. University of California, Riverside. "Civility and Community: the Demise of Chicano/a Studies at University of California, Riverside."

Barajas, Manuel and Aguilar, Daisy. California State University, Sacramento. "The Absence of Chicana/o Faculty in Higher Education: a case study of Interactive Colonialism in Northern California."

1.3 • Davidson

Unrest and (In)Civility in Murrieta, California: A Look at Protests, Latina Sexuality, and Globalization

Aguirre, Sara. California State University, Los Angeles. "The Inequalities of White Privilege and Protesting while Brown."

Herrera, Daisy. California State University, Los Angeles. "Mapping the Latina Sexuality: A Study on the History of its Link with Immigration Control and its Uncivil resurface in Murrieta, California."

Zepeda Tavares, Arturo. California State University, Los Angeles. "The Transnational Impact of Globalization in Latin America: the Incivility response to the Central American Children of Murrieta, California."

1.4 • Mission I

Transformations in Education Access

Hendriks, Rosemary. Claremont Graduate University. "The Classroom Teacher as Colonizer/Colonized: Toward a Borderland Identity."

González Cárdenas, Elizabeth, University of California, Los Angeles; Vásquez, Irene E. and García, Christine, University of New Mexico. "The Efficacy of Community Based Learning Practices in a Chicana and Chicano Studies Classroom."

Cruz, Edgar and Tabarez, Roger. California State University, Northridge. "Latino/as' Persistent Pathways into Four-Year Universities: Community College Retention."

Gonzalez, Araceli. University of California, Davis. "Voice and Action: Mexican Immigrant Women's Resistance toward a Systemic Educational Transformation."

1.5 • Mission II

Male Heroes, Erotics and Surrealism

Perales Fernández de Gamboa, Andrea. University of Tennessee at Knoxville. "Señores, voy a cambiar el corrido: Demythologizing the Mexican Male Hero in *Bulletproof Vest: A Ballad of an Outlaw and His Daughter* by María Venegas."

Killelea, Patricia. University of California, Davis. "The Dream which Proves: Indigenizing Surrealist Methodologies in the Ronnie Burk Archives."

Freeman, Wayne. University of Colorado at Boulder. "Only God Can Judge Me: Sadness, Chicano Masculinity, and the Rhetoric of Victory Outreach."

1.6 • Mission III

Power, Influence, and Agency: Making Waves in Mexican American/Chicano History, 1920 -1980s

Martinez, Peter. University of North Texas. "Colonia Mexicana: Mexicans in Fort Worth, Texas, 1920-1040."

Cannon, Laura. Texas Tech University. "All for One and One for All: LULAC's Civil Rights Strategy and different Responses to Three Texas Strikes."

Macias, Jennifer. University of Utah. "The Chicano Movement in the Rocky Mountain West."

Rodriguez, Joseph. University of Wisconsin - Milwaukee. "Urban and Suburban Latinos: a comparison of Globalization's Impact on the Racial Identity of Latinos in Milwaukee and Waukesha during the 1970s and 1980s."

Gonzalez, Tiffany. Texas Tech University. "Chicana Political Involvement in San Angelo, TX."

1.7 • Cyril Magnin I

Representation, Coalitions and Betrayals

Baros, R. Allen. University of Washington. "A Civil Question: Chicana/o Representations of the Belonging and Violence in the Construction of Civil Society."

Duron, Nicholas. New York University. "Bridging Sovereignty and Civility: the Coalitional Politics of Gloria Anzaldúa."

Hernandez, Melanie. University of Washington. "Good Measure: Territorial Expansion and the Science of Popular Entertainment in Lt. William H. Emory's *Notes on a Military Reconnaissance*."

Fernandez de Alba, Ana. University of Texas at Austin. "Turning Your Back on the Nation: Gulf Dreams and the possibility of a Queer World."

1.8 • Cyril Magnin II

Analyzing Contemporary and Historic Chican@/Mexican@ Civil Disobedience and Resistance against Hegemonic Structures of Oppression

Beltran, Carlos. California State University of Fullerton.
Esparza, Jannet. California State University of Fullerton.
Cortes, Arturo. California State University of Fullerton.
Guardado, Jose Luis. California State University of Fullerton.
Reyes, Gilberto. El Camino College Compton Center.

1.9 • Cyril Magnin III

Artistic Representations and Contested Spaces

Amaro, Jose. California State University, Northridge. "Telenovelas: Queer Spaces in the Chicano and Chicana home."
Montaño, Damien. University of California, Los Angeles. "Xotería to Xoyería: Guerilla Jewelry and Tribal Capitalism."
Navarro, Jenell. Cal Poly San Luis Obispo. "The Promise of the Jaguar: Indigeneity in Contemporary Chican@ Graphic Art."

1.10 • Lombard

Bodies and Imaginaries: Rupture and Trauma

Milazzo, Marzia. Vanderbilt University. "Chicana Decolonial Imaginaries and the Indigenous Other: Reading Anxieties of Belonging in the Sweat Lodge and the Lacandón Jungle."
Avilés, Elena. Portland State University. "Bodies outside the Mold."
Got, Monica. University of California, Santa Barbara. "Trauma as a Binding Force: Challenging/Constructing Individual and Collective Identity through Suffering and Loss in Contemporary Chicana fiction."
Martinez, Stephanie. University of California, Santa Barbara. "A toda madre o un desmadre: Rupturing Western Myths through Women of Color Feminisms."

UNIVERSITY OF CALIFORNIA, BERKELEY

The Chicano/Latino Studies Program
congratulates our colleague

Raúl Coronado

as the recipient of the
2015 NACCS Book Award for

***A World Not to Come: A History of
Latino Writing and Print Culture***

Harvard University Press 2013

<http://ethnicstudies.berkeley.edu/programs/cls.php>



SESSION TWO – Thursday, 10:00 a.m. – 11:20 a.m.

2.1 • Stockton

Roundtable: *Poder y Peligro: Art and Social Transformation In Community*

Ochoa, Marcia. University of California, Santa Cruz.

Hernandez, Leticia. Yerba Buena Center for the Arts.

Ibarra, Xandra. La Chica Boom.

Gutierrez, Raquel. Yerba Buena Center for the Arts.

Rivera, Ani. Galería de la Raza.

2.2 • Balboa

Uncovering and Recovering Indigeneity in Chicana/o Traditions and and R/evolutionary Spaces

Lopez Haro, Zelda. University of Oregon. "Decolonizing Educational Practices for all Indigenous students: Reclamation and Recovering Chican@ Student Indigenous Ancestry."

Cintli Rodriguez, Roberto. University of Arizona. "The Role of Story/Testimonio in the Process of Re-indigenization."

Muñoz, Jr., Robert. Portland Community College. "There is a Place Like Home: the Construction of Visuality, Memory and Culture in Borders at the End of the World (As We Know It) in Indigenous Futurisms."

Hernandez Avila, Ines. University of California, Davis. "Chicana/o Indigeneities and the UN Declaration of Human Rights for Indigenous Peoples."

Discussant: Gonzalez, Rosalee. Arizona State University. "Programs/Schools Created For and By Indigenous Peoples."

Moderator: Facio, Elisa. Eastern Washington University.

2.3 • Davidson

Roundtable: *Celebrating 20 Years of Xicanisma y Muxerista Resistance: in Commemoration of Ana Castillo's Massacre of the Dreamers*

Ek, Lucila. University of Utah.

Baros, R. Allen. University of Washington.

Rodríguez, Annette M. Brown University.

Perea, Patricia. University of New Mexico.

Chair: Revilla, Anita. University of Nevada, Los Vegas.

2.4 • Mission I

'Civil' (c/s)itings: Interpreting Place, History, and Policy vis-à-vis Racial Identity Projects

Soto, Lilia. University of Wyoming. "What's in the roots?: Identities and Narratives of the Napa Valley."

Palacios, Agustin. Contra Costa College. "Irreconcilable Identities: Mexican American Negotiations of Mixed-Race Ancestry in the Late Nineteenth and Early Twentieth Century."

Arellano, Gerardo. University of California, San Diego. "Civility in the United States: What does Immigration Policy and Human Rights Framework tell us about the Dilemmas in the U.S.?"

Chair: Lara, Dulcinea. New Mexico State University.

Discussant: Gonzalez, Pablo. University of California, Berkeley.

2.5 • Mission II

De Rebeldes y Malcriados: The Chicano Movement in the Santa Clara Valley, 1967-1975

Mora-Torres, Gregorio. San José State University. "Chicano Movement demanding Educational Reforms in the Santa Clara Valley, 1968-1975."

Mendoza, Sofia. Community Activist. "Sofia Mendoza's Rules for Organizing San Jose's Chicano Social Justice Movement."

Soltero, Karl. Independent scholar. "The Legacy of the Chicano Student-Activist Movement at San José State University: 1968 to 1975."

2.6 • Mission III

Roundtable: Chicana/o Studies and Transfer Student Success: Practices, Policies and Commitment to Students

Tapia, Beatriz E. East Los Angeles College.

Bermudez, Nadine. East Los Angeles College.

Gradilla, Alexandro Jose. California State University, Fullerton.

2.7 • Cyril Magnin I

Contemplating Perils in/of Chicana/o Studies

Soldatenko, Gabriel. Kennesaw State University. "Chicana/o Studies and the Peril of Civility."

Jackson, Carlos. University of California, Davis. "The Civility of Chicana/o Incivility."

Callahan, Manuel. San José State University. "Beyond Civil: the Universidad de la Tierra Califas and a Zapatista Politics of Encounter."

2.8 • Cyril Magnin II

Mobilizing to Promote Transformations in Education

Urquiza, Soraira. California State University, Northridge. "Is Chicano a Type of Chicken? Chicana/o Social Movements through Children's Literature."

RiVera Furumoto, Rosa and Orona-Cordova, Roberta. California State University, Northridge. "Chicana/o Studies and Education: Mobilizing to Promote the Teaching of Chicana/o Studies K-16."

2.9 • Cyril Magnin III

Transnationalism, Colonialism, and Marginality

Martinez Pogar, Nathan. University of Southern California. "Decolonial Triangulations: Incivility and Rage in Josefina López's *Hungry Woman*."

Guillen, Catarina. Hartnell College. "The Flying Doctors of Mercy."

Zaragoza, Anthony. The Evergreen State College. "Mi Barrio Loco: Culturally and Economically Relevant Pedagogy of the 'Neoliberalism in the Neighborhood' Project."

2.10 • Lombard

Barrios in Southern California Resisting, Organizing and Restoring Power: Creating sites of Socio-political Resistance and Reclaiming Public Spaces

Bernabe, Janet. California State University, Fullerton.

Acosta, Christina. California State University, Fullerton.

Contreras, Martha. California State University, Fullerton.

Maldonado, Crystal. California State University, Fullerton.

Hernandez, Mariano. California State University, Fullerton.

Welcome

11:30 a.m.

Carlos Guerrero, NACCS Chair, 2013-2015

Blessing

Cyril Magnin Ballroom

Opening Plenary

11:40 a.m. – 1:10 p.m.

Chicana/o In/Civilities. Contestation y Lucha: Cornerstones of Chicana & Chicano Studies

Roberto D. Hernández. San Diego State University. *The World Turned on its Head: Coloniality, Civility and the Decolonial Imperative.*

Aureliano DeSoto. Metropolitan State University. *Inside the Dream Factory of Chicana/o Studies.*

Cherríe Moraga. Stanford University. *Teaching as a Xicana with an X.*

Moderator: Nelia Olivencia, NACCS Chair, 2015-2016

Break 1:20 p.m. – 1:50 p.m.

SESSION THREE – Thursday, 2:00 p.m. – 3:20 p.m.

3.1 • Stockton

Chicana Feminist Activism from the Individual to the Institution

Hurtado, Aida. University of California, Santa Barbara. "La Facultad: Bridging Theory to Praxis in Anzaldúan Thought."

Cervantez, Karina. University of California, Santa Cruz. "Engaging in the Public Good: Latinas, Higher Education, and Political Work."

Lopez Lyman, Jessica. University of California, Santa Barbara. "Creative Collectives: Palabristas, Poetry, and Politics."

Sinha, Mrinal. California State University, Monterey Bay. "Anzaldúa, Asset Based Pedagogies, and Activism at Cal State Monterey Bay."

3.2 • Balboa

Roundtable: Disrupting Cannons: Celebrating the Release of Three Decades of Engendering History: Selected Works of Antonia Castañeda

Gordillo, Luz María. Washington State University, Vancouver.

Castañeda, Antonia. Independent Scholar.

Calderón, Roberto. University of North Texas.

Heidenreich, Linda. Washington State University, Pullman.

Chair: Reyes, Barbara. University of New Mexico.

3.3 • Davidson

Queer Embodiment, Performance, and Coalition

McMahon, Marci. University of Texas, Pan American. "Sounds of Queer Resistance: Listening to Latina Performance Artists Monica Palacios and Marga Gomez."

Minich, Julie Avril. University of Texas at Austin. "Consenting to Cruelty: Intimate Partner Violence in the Latina/o Queer Literary Imaginary."

Sucher, Michael. Colorado College. "Queer Chicano Chutzpah: Rewriting Latino and Jewish Masculinities in Michael Nava's Henry Rios Mystery Series."

Merla-Watson, Cathryn Josefina. University of Texas, Pan American. "Queer Constellations: Intimate Terrorism, Urban Space, and Coyolxauhqui in Virginia Grise's *blu*."

3.4 • Mission I

Creating New Methods of Chicana/o Resistance to Address Long-Term Issues: Gangs, Leadership Burn-out, Health Care Needs of Undocumented Immigrants, and Exclusion of Chicana/o Literature in Education

Torres, Theresa. University of Missouri-Kansas City. "Chicana Resistance & Strategic Styles of Leadership."

Salas, Xavier. University of Missouri-Kansas City. "What a Difference a Positive Role Model Can Make."

Askew, Kerrie. University of Missouri-Kansas City. "Creating Chicana/o Resistant Identities through Literature."

Castro, Laura. University of Missouri-Kansas City. "Creating Models of Resistance-Health Care Rights & the Undocumented."

3.5 • Mission II

Musical Insights and Expressions

Romero, Eric. New Mexico Highlands University. "Alabados de Resistencia: Penitente Expressions of Social Memory."

Herrera, Jorge. California State University, Fullerton. "Quiero Gritar a los Cuatro Vientos: from Son Jarocho and Rancheras, to Narco-Corridos; a Lyrical Examination of Protest and Expression in Mexican music."

3.6 • Mission III

Undergraduate Research: Putting Chicana/o Studies into Practice

Garcia, Yesenia. Pomona College. "'El Negrito Mas Simpatico': Black Representation in Mexico through Popular Culture."

Del Valle, Nicole. Pomona College. "Inked For Life: Identity, Rebellion, and Exhibitionism among Chicana(o) and Latina(o) Tattoo Artists."

Molina, Karla. Pomona College. "Diabetes in the Latino Community."

Chair: Summers Sandoval, Tomás. Pomona College. "The Role of Undergraduate Research in Chicana/o Studies Practice."

3.7 • Cyril Magnin I

Roundtable: The Shooting of Andy Lopez in Sonoma County California and Community Response

Lopez, Ron. Sonoma State University.

Morrison, Amanda. Sonoma State University.

Moore, Lacinda. Sonoma State University.

Bañuelos, Carolina. CERES Community Project/Chair, Andy Lopez County Task Force.

Chair: Vázquez, Francisco. Sonoma State University.

3.8 • Cyril Magnin II

Roundtable: *The 1968 East Los Angeles High School Walkouts: Reflections of their Legacies and their continued Challenges*

Torres, Rodolfo. University of California Irvine.

Howard, Erin. Bluegrass Community and Technical College.

Zardeneta, Robert. CALO Youthbuild Boyle Heights.

Cruz, Osvaldo "Ozzie". National Compadres Network.

Martinez, Mariana G. University of Illinois at Urbana-Champaign.

Moderator: Verdugo, Robert "Bobby". National Compadres Network/ 1968 Lincoln High Blowout Committee.

3.9 • Cyril Magnin III

Pedagogy and Practices Of Race: Struggles And Successes Of Critical Latina/o Communication Studies

Alemán, Sonya. University of Utah. "Why is Critical Race Theory threatening for Communication and Media Studies? Reflections from a CRT Chicana Scholar."

Castañeda, Mari. University of Massachusetts Amherst. "Latina/o Media Studies as a Pathway for Engaging with Critical Analyses of Race."

Martínez, Katynka. San Francisco State University. "Community Journalism and Community Service in a Gentrifying Neighborhood: *El Tecolote* and San Francisco's Mission District."

Anguiano, Claudia. California State University, Fullerton. "Caution or Courage? Reflections about teaching Critical Intercultural Communication at differing institutions."

Chair: Anguiano, Claudia. California State University, Fullerton.

3.10 • Lombard

Roundtable: *Mothers of Color in Academia: a Performative Dialogue and Workshop*

Caballero, Cecilia. University of Southern California.

Martínez-Vu, Yvette. University of California, Los Angeles.

Pérez-Torres, Judith. University of Utah.

Vega, Christine. University of California, Los Angeles.

Chair: Tellez, Michelle. Northern Arizona University.

SESSION FOUR – Thursday, 3:30 p.m. – 4:50 p.m.

4.1 • Stockton

FILM: La Jornada to "New Fire" -- Xicana Feminist Aesthetics in Practice.

A video presentation of Cherríe Moraga's 2012 play, "New Fire: To Put Things Right Again," conceived and designed by Celia Herrera Rodríguez. After the screening, the artists will present on the journeys taken to immigrant and indigenous communities as groundwork for the play's development; followed by a discussion of the use of Mesoamerican female images, iconography and Xican@ ceremonial practices to tell a contemporary story about the role of memory on the road to "getting well." Duration: 60 mins

Moraga, Cherríe. NACCS Scholar 2001. Stanford University.

Rodríguez, Celia Herrera. University of California, Berkeley.

4.2 • Balboa

Béisbol, American Exceptionalism, and the Growth of Chicanos/Latinos in Major League Baseball

Gutiérrez, Gabriel. California State University, Northridge. "Harvesting the National Pastime: Baseball, Latinos/as, and Empire."

Gutiérrez, Gabriel H. University of California, Riverside. "Marketing Baseball to Latinos/as."

Chair: Ocegueda, Mark. University of California, Irvine. "Baseball in the Barrios of Southern California."

4.3 • Davidson

Migración Masculina y Salud Mental/Male Migration and Mental health – Mexican Men in Rural Central California

Rivera-Lopez, Hector. John F. Kennedy University.

Brazil-Cruz, Lisceth. University of California, Davis.

Manzo, Rosa. University of California, Davis.

Chair: Flores, Yvette. University of California, Davis.

4.4 • Mission I

Print Culture as Contradiction and Opportunity

Ameal-Perez, Alberto. University of Massachusetts. "Disidencia y censura como precedente chicano en la prensa de California en el siglo XIX."

Baeza Ventura, Gabriela. University of Houston. "The Making of Latina Subjects in Mexican-American Culture and Literature via Newspaper publications of the early 20th century."

Paiz, Christian. University of Southern California. "Ideal Civility: Politics and Tactics in the Chicano Movement's Print Culture."

Hernandez G, Manuel de J. Arizona State University at Tempe. "The Explosive *Ask a Mexican!* (2007) by Gustavo Arellano and the Contradiction Civility vs. Incivility in Generational Change in Chican@ Literary Discourse."

4.5 • Mission II

Policies, Borders and Transformations

Rios-Hernandez, Marlen. University of California, Riverside. "Songs of the She-Beast: NAFTA, Gender, Sexuality, and Gloria Trevi."

Johnson-Gonzalez, Billy. DePaul University. "Uncivil Borders: Border Incident and the Idealization of the Bracero Program."

Green, Susan. California State University, Chico. "Chef: A Bildungsroman for our Mixed Race Reality."

4.6 • Mission III

The Road to Self-Determination: Chicanas in California Community Colleges

Acosta-Salazar, Angela. California State University, Long Beach. "California Community College Chicana Trustee Trailblazers: In Their Own Words."

Ha, Truc. California State University, Long Beach. "The 'Other' Women: What about the experiences of Chicana Faculty in Community Colleges?"

Salas, Susan. California State University, Long Beach. "Pipeline Dreams: Chicana Community College Students Pushed Out of the Transfer Path."

Discussant: Perez Huber, Lindsay. California State University, Long Beach.

4.7 • Cyril Magnin I

Exploration in History, 1914-2014

Mariscal, Sonia. University of Illinois at Urbana-Champaign. "Chicana/o Internationalism in Mexico, 1968-1980s."

Keller, Gary. Arizona State University. "Centenary of the 1914 Toma de Zacatecas and Capture of Mexico City by Zapata and Villa."

Heredia, Juanita. Northern Arizona University. "Bay Area Latino/a Cinema: Belonging to the City in *La Mission* (2009) and *East Side Sushi* (2014)."

4.8 • Cyril Magnin II

Chican@ and Latin@ Speculative Literature, Film, and Popular Culture—Mapping the Field

Part I.

Uzendoski, Andrew. University of Texas-Austin. "Aztech Neo-Nationalism: Speculative Indigenismo, Ideology, and the Politics of Appropriation in Ernest Hogan's *High Aztech*, Jesús Salvador Treviño's *The Great Pyramid of Aztlán*, and Sesshu Foster's *Atomik Aztex*."

Streeby, Shelley. University of California, San Diego. "Recovering the Genealogy of the Latina/o Speculative Arts: Reading Los Bros Hernandez as Chicana/o Speculative Fiction."

Calvo-Quirós, William. University of Michigan. "Terror Resonances and Uncanny Genealogies: Chican@ and Latin@ Speculative Aesthetics and New Latin@ Epistemologies."

Part II. Panel continues in Cyril Magnin II

Habell-Pallán, Michelle. University of Washington. "Girl in a Coma Tweets Chicanafuturism: Decolonial Aesthetics and New Media in Queer Tejana Punk Spectacle."

Merla-Watson, Cathryn. University of Texas-Pan American. "(Trans)Mission Possible: Project MASA, Chican@futurism, and Hallucinating Altermundos."

Deeb-Sossa, Natalia and Zepeda, Susy. University of California, Davis. "Decolonizing the Future Today: Speculative Spoken Word, Political Performance, and Activism at the University of California at Davis and Beyond."

Rivera, Lysa. Western Washington University. "Raza Cosmica: Chicana/o Cyberpunk after the Movement (1991-2001)."

Discussant: Olguin, Ben. University of Texas-San Antonio.

Discussant: Merla-Watson, Cathryn. University of Texas-Pan American.

Chair: Olguin, Ben. University of Texas-San Antonio.

4.9 • Cyril Magnin III

A Red Road Education: Cases of indigenous Recovery, Resistance, and Reclamation

Lopez, Felicia Rhapsody. University of California, Santa Barbara. "Challenging Western Science with Indigenous Science Stories: Nahua Knowledge of Hummingbird Hibernation."

Mondragón, Delores M. University of California, Santa Barbara. "Resistance and Resilience: Drumming by Indigenous Female Veterans."

Solis, Silvia Patricia. University of Utah. "Post-Conflict Education in Guatemala through the Educational Reform Plan of 1998 - El Diseño de Reforma Educativa."

Chair: Colín, Ernesto. Loyola Marymount University. "Linguistic and Cultural Maintenance in a modern Mayan school."

4.10 • Lombard

Workshop: *Quienes son los Gender Independent Children? Supporting Gender Diversity for our Children and Youth*

Pendleton Jiménez, Karleen. Trent University.

Garcia, Jaime H. University of Texas at Brownsville.

Lerma, Eunice. University of Texas at Brownsville.

Foco Meetings 5:00 p.m. – 6:00 p.m.

COLORADO

EAST COAST

MIDWEST

N. CALIFORNIA

Balboa

Mission III

Mission II

Stockton

PACIFIC NORTHWEST

ROCKY MOUNTAIN

S. CALIFORNIA & MEXICO

TEJAS

Lombard

Davidson

Cyril Magnin I

Mission I

Caucus Meetings 6:10 p.m. – 7:10 p.m.

LESBIAN, BIWOMEN, TRANSGENDER COMMUNITY K-12 STUDENT INDIGENOUS	<i>Stockton Balboa Davidson Lombard Cyril Magnin I</i>
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Caucus Meetings 7:20 p.m. – 8:20 p.m.

CHICANA RN-COMPAS GRAD STUDENTS JOTO	<i>Stockton Balboa Davidson Lombard</i>
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7:15 p.m. – 8:30 p.m. NACCS Scholar Fireside Plática 1 • Cyril Magnin III

Decolonizing Chican@ Studies: Past, Present, Future

Barceló, Rusty. Northern New Mexico College. NACCS Scholar 2009.

Broyles-González, Yolanda. Kansas State University. NACCS Scholar 1996.

Cantú, Norma. University of Missouri, Kansas City. NACCS Scholar 2008. "From the Border to the Midwest: a Testimonio of Decolonizing Practices."

Peña, Devon. University of Washington. NACCS Scholar 2013. "It's the Earth, Stupid! Ecology and its Place in Chicana/o Studies."

Introducing the NACCS Scholar Fireside Pláticas: A welcoming space, where students, faculty, colleagues can stop by and engage with with NACCS Scholar for Pláticas con las maestras y maestros de NACCS/Conversing with NACCS Scholars. The NACCS Scholars have received the highest honor and recognition our organization can bestow on one of its own. The space for NACCS Scholars, many of whom are members of the founding generation of Chicana/o Studies and of NACCS, to serve as mentors, to be present and available to students and anyone seeking advice or counsel about research, scholarship, publishing, teaching, the politics of higher education, life in departments, colleges, and academia in general. NACCS Scholars are invaluable repositories of knowledge, experience, wisdom, and expertise. It is important to enable ready access to them at each NACCS conference, and to the resources they have at their disposal and will share with the next generation of NACCS members and scholars. **Plática 2** will be on Friday evening – check program for location and time.

Graduate Student Reception

*Mission Room
8:00 p.m. – 9:30 p.m.*

**Sponsored by the Mexican American Studies
San José State University
and
Latin American and Latino Studies
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**Joteria
Reception**

*Cyril Magnin Foyer
9:00 p.m.-11:00 p.m.*

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FRIDAY, APRIL 17

Leadership Orientation 7:30 a.m. – 8:30 a.m.

For new and returning Foco Representatives, Caucus Chairs, and Board Officers.

Cyril Magnin I

Registration 8:30 a.m. – 5:00 p.m.
CYRIL MAGNIN FOYER – 4TH FLOOR

Exhibits 9:30 a.m. – 6:00 p.m.
FILLMORE ROOM – 4TH FLOOR

SESSION FIVE – Friday, 9:00 a.m. – 10:20 a.m.

5.1 • Stockton

Agricultural Workers Explored

Menchaca, Martha. University of Texas at Austin. "Agricultural Workers and the Effects of Uncivil NAFTA Practices."

Mora, Juan. University of Illinois at Urbana-Champaign. "From the Fields to the Factories: Mexican Migration to Michigan and Agricultural Labor, 1942-1970."

Prado, Alejandro. University of California, Riverside. "The Mexican Hass Avocado: a token commodity under NAFTA."

Madrigal, Tomas. University of California, Santa Barbara. "Inquietud Campesina: Bloody Shirts and Revolutionary In/civility of Mexican Farm Workers in Agricultural Fields over the long 20th century."

5.2 • Balboa

Action Research: Research as an Agent of Societal Change

Ibarra, Armando. University of Wisconsin.

Sarmiento, Carolina. University of Wisconsin.

Carlos, Alfredo. University of California, Irvine.

Nothoff, Robert. Center for Policy Initiatives.

Bonilla, Eddie. Michigan State University. "Union Work or Political Debates? The August 29th Movement's Praxis for Revolutionary Change."

Chair: Torres, Rodolfo D. University of California, Irvine.

5.3 • Davidson

Paths to Citizenship: A Discussion of Immigration Complexities, Immigrant Desperation, and Research

Troncoso, Joshua. San José State University.

Rios-Kravitz, Rhonda. Independent Scholar.

Curry Rodríguez, Julia. San José State University.

Pérez Huber, Lindsay. California State University, Long Beach. "Testimonios on Undocumented Chicana/Latina Pedagogies of Resistance."

5.4 • Mission I

The Curator, Scholars, and Artist: Latino/a Comics in the 21st Century

Gonzalez, Christopher. Texas A&M University-Commerce.
Rojas, Theresa. Massachusetts Institute of Technology.
Aldama, Frederick. The Ohio State University.
Blackmer Reyes, Kathryn. San José State University.

5.5 • Mission II

Vistas in Art: Voices and Memory

Leimer, Ann Marie. Midwestern State University. "Voices in Concert: Fuentes, Montoya, Vargas y Sor Juana Inés de la Cruz."
Zuniga, Tracy. University of California Riverside. "Las Malcriadas: Resistance through Chicana Feminist Art and Practice."
Mercado, Juan Pablo. University of California, Los Angeles. "Art, Memory, and Social Justice in the East Bay: Reflecting on the Importance of the Richmond Mural Project."
Brown, Katie. Arizona State University. "Recuperando el Homeland: una historia compartida vista en la literatura y el arte chicano e indígena."

5.6 • Mission III

Roundtable: Outside the Box: Questions of Race and Belonging within the Chican@ Community

Castañeda, Mari. University of Massachusetts, Amherst.
Mata, Irene. Wellesley College.
Flores, Alyssa. Smith College.
Flores-Montano, Cassandra. Wellesley College.
Chair: Guerrero, Carlos. Los Angeles City College.

5.7 • Cyril Magnin I

NACCS Antonia I. Castañeda Prize Recipients, 2012-2014

Cruz, Cindy. University of California, Santa Cruz. "LGBTQ street youth talk back: a meditation on Resistance and Witnessing."
Fonseca, Vanessa. University of Wyoming. "Rosaura Sánchez: crítica marxista y máxima expresión del La Jolla Circle."
Luna, Jennie. California State University, Channel Islands. "La Tradición Conchera: the historical process of Danza and Catholicism."
Discussant: Heidenreich, Linda. Washington State University.
Chair: Castañeda, Antonia. Independent Scholar.

5.8 • Cyril Magnin II

Applied Chicana/o Studies: Insights from Social Justice Projects working with Communities

Carrasco, Jessica. San José State University. "Re-thinking Land Use: Moving from Controlling Agricultural Communities to Building Healthy Spaces."
Loyola, Angelina. San José State University. "Healing Paths to the Development of Critical Consciousness: a glimpse at Student Experiences in Chicana/o Studies."
Salazar, Jacinto. San José State University. "Deconstructing and Confronting Race, Racism and Ideology: Lessons from Chicana/o Undergraduates' Counter-Stories."
Chair: Pizarro, Marcos. San José State University.

5.9 • Cyril Magnin III

Decolonizing Environmental Justice: Addressing the Incivility of Environmental Racism

Gutierrez, Oscar. Communities for a Better Environment / SFSU.

Lopez, mark!. EYCEJ / California State University, Northridge.

Almaguer, Teresa. PODER San Francisco.

Lopez, Janeth. Youth for Environmental Justice / University of California, Los Angeles.

5.10 • Lombard

Harvesting Food: Recipes, Testimony and Home Kitchens

Cardenas, Norma. Eastern Washington University. "Recipes of the Mexican Revolution or how "Like Water for Chocolate" undermined Tex-Mex Food Hegemony."

Holroyd, Courtney. University of Wyoming. "Reclaiming the Past and Writing a Future in Denise Chavez's *A Taco Testimony*: Legitimizing the Testimonio Inside and Outside of Academia."

Valle, Gabriel. University of Washington. "Why we Grow: Perspectives from Home Kitchen Gardeners."

Plenary II: Student Plenary

Mission Room

10:30 a.m. – Noon

Frederick A. Cervantes Student Plenary

Jonathan Cortez. University of Texas at Austin. *Occupying La Lomita: Claiming Chicana/o Space and Identity in Robstown, Texas.* Undergraduate Recipient.

José A. de la Garza Valenzuela. Miami University. *Queer in a Legal Sense: the Ambiguous Sexual Citizen in Boutilier v. Immigration and Naturalization Service and Arturo Islas' "The Rain God".* Graduate Recipient.

Moderator: Auerliano DeSoto, Cervantes Review Committee Chair.

Awards Luncheon

11:45 a.m. – 2:00 p.m.

Cyril Magnin Ballroom

Celebrate our NACCS Scholar, recipients of the Frederick A. Cervantes Student Premio, NACCS Antonia I. Castañeda Prize, NACCS Book Award, Community Recognition, and NACCS BECAS and Fellowship.

Community Recognitions

Dignidad Rebelde – Melaine Cervantes and Jesus Barraza

Eva Royale and the César E. Chávez Holiday Parade & Festival

NACCS Scholar

Aida Hurtado
Miguel Carranza

Frederick A. Cervantes Student Premio

Jonathan Cortez. University of Texas at Austin. Undergraduate.

José A. de la Garza Valenzuela. Miami

University, Ohio. Graduate.

Antonia I. Castañeda Prize

Belinda Rincón. John Jay College of Criminal Justice.

Book Award

Raúl Coronado. *A World Not to Come.* Harvard University Press.

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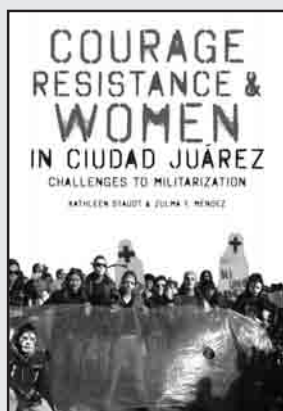
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SESSION SIX – Friday, 2:10 p.m. – 3:30 p.m.

6.1 • Stockton

Roundtable: *Queers in Academia: Resistance, Self-Valorization, and Care*

Barcelo, Rusty. Northern New Mexico College.

Pérez, Daniel Enrique. University of Nevada, Reno.

Ochoa, Marcia. University of California, Santa Cruz.

Galarte, Francisco J. The University of Arizona,

Martinez, Ernesto J. University of Oregon.

Hernández, Ellie D. University of California, Santa Barbara.

Moderator: Calvo-Quirós, William. University of Michigan, Ann Arbor.

6.2 • Balboa

Maleducados: De-Coding "Civility," and "Incivility" in Chicana/o Literature

Navarro, Jose. Cal Poly State University, San Luis Obispo. "El Maleducado: Brando Skyhorse's Misreading of Echo Park and the 'Eastsider' Ethos in Los Angeles."

Perez, Annemarie. Loyola Marymount University. "Tu riata es mi espada[1]": Elizabeth Sutherland's Chicana Formation."

Arce, William. University of Texas, Arlington. "A Place to Learn: The Urban Landscape as a Site of Contestation and Consequence in Ernesto Galarza's *Barrio Boy: The Story of a Boy's Acculturation*."

6.3 • Davidson

Food Justice in Chican@ Communities: Recovering Knowledge and Resisting the Colonized Food System

Peña, Devon. The Acequia Institute. "Toward a 'Center of Origin' ban on GMO Corn."

Esquibel, Catriona Rueda. San Francisco State University. "Gender, Tortillas, and Liberating the Kitchen."

Moreno, Melissa. Woodland Community College. "Semillas y Culturas: Creating Space for Decolonizing Diets at a Community College."

Calvo, Luz. California State University, East Bay. "Quelites and Verdolagas: the Politics, Poetics, and Power of Weeds."

6.4 • Mission I

Race, Ethnicity and the Production of Death(s)

Escobar, Martha. California State University, Northridge. "Transnational Circuits of Pain and Violence: From the U.S. to Latin America and Back."

Estrada, Alicia. California State University, Northridge. "Kujbewa Pa Ajxik: Violence, Indigenous Rights and Maya Migrations."

Martinez, Cinthya. California State University, Northridge. "The Racialized Constructions of Death Worlds and the Socially Dead at the U.S. Mexico Border and Israel Palestine Barrier."

Silvestre, Audrey. California State University, Northridge. "Migrant Trans Women's Vulnerability to Violence."

Tamayo, Francisco. California State University, Northridge. "Making Live in the Writing Classroom: How Teachers of Rhetoric and Writing can respond to Issues of Racial Discrepancies and Criminalization of the Racialized."

6.5 • Mission III

Dignidad Rebelde: Prints for the People

Barraza, Jesus. Dignidad Rebelde, Oakland, CA.

Cervantes, Melanie. Dignidad Rebelde, Oakland, CA.

6.6 • Mission II

Building Community Capacity through Community based Learning in Northern New Mexico: A collaborative planning and development endeavor with Comunidades del Norte, Chicana(o) Studies, Southwest Hispanic Research Institute (SHRI)

Gonzales, Rodney Moises. University of New Mexico.

Avila, Magdalena. University of New Mexico.

Sierra, Christine. University of New Mexico.

Chavez, Johnnie. Truchas Land Grant.

6.7 • Lombard

Immigrant Organizing for Representation

Castrejon, J. Adrian. University of Nevada, Las Vegas. "Day Laborers in Las Vegas: A Critical Ethnographic Approach."

Barahona-López, Gustavo. University of California, Santa Barbara. "Mexican Migrants in Richmond: Navigating Legal Status and the Politics of Citizenship."

Loera, Lilia. Texas State University. "FIEL (Familias Inmigrantes y Estudiantes en La Lucha): Creating Visibility and Voice for Undocumented Immigrants in Houston."

Poster Board Session, Friday, 3:00 – 4:00 p.m. Cyril Magnin Foyer

"My Abuela was a Zoot Suiter, we are Millennial Chican@s: Youth Unrest with the Zoot Suiters, and the parallels between the Youth Unrest with Andy Lopez." Moore, Lacinda. Sonoma State University.

In the 1940's there was social unrest among barrio youth, who were Zoot Suiters or Pachucos. Race riots were incited in Los Angeles by returning World War II Naval forces with Mexican-Americans and other youths of color. My grandmother was a Zoot Suiter. They were youth who wore flashy voluminous suits that went against wartime wool rationing, they were part of a stigmatized subculture, judged for their dress, and racially profiled by police. Through primary documents: press releases, sensationalistic newspaper articles, journals, and secondary sources: scholarly articles, plays, and movies I explore the Latin@ youth experience. Next, I compare Zoot Suiter's experiences to our own Millennial Chican@ story. I focus on a local current event about a Chicano youth, which received national attention: the death of Andy Lopez. Racial profiling occurred, and then police brutality ensued: a Sonoma County Sheriff shot Andy Lopez seven times, youth protestors were arrested and the investigation and/or possible prosecution Deputy Erick Gelhaus has been dragged on. I explore the structural similarities of these two moments pointing to a historical continuity in the treatment of Mexicans by law enforcement officials in the United States. Pachucos and Millennial Chican@s are similar in their regards for youth cultural expression, i.e. the origins of the Zoot Suits and the functions of the hoodies; sumptuary judgment, by outsiders; violence, by Los Angeles police, U.S. Navy and Sonoma County Sheriff; and the Andy Lopez case and social reactions.

"Misconceptions of ESL: Making a Good Program Even Stronger." Santiago, Victoria and Santiago, Claritsa. University of Missouri-Kansas City.

English as a Second Language (ESL) programs in the United States are a major resource for learning English to many, including but not limited to, children attending K-12th schools around the nation. The history of ESL programs is vast, along with many of the misconceptions that come with this topic. The idea that the need for these programs are solely a result of Latino immigration, or a "Latino problem", is a huge misconception and does not take into account other ethnicities, cultures, or races that migrate to the United States in search for a better life each year. It is easy to take for granted the education system that is set up in this country because as a nation known for being "the land of opportunity" and "the greatest nation in the world", it is assumed by many that the schools that are in charge of educating the future doctors and lawyers of tomorrow are not only up to par with the rest of the world, but far more advanced; a concept that the latest statistics have shown not to be true. By presenting crucial background information, history, basic definitions of different ESL terms, and data representing different parts of the United States, the true demographics of the student body of these ESL

programs will be shown along with the need for not only improvement but also unification of ESL programs nationwide. With this data, the doors to this topic will be open, and overdue conversations over ESL programs will begin, leaving open the possibility of finding solutions to the problem of language, a problem that has existed from the very beginning of American history.

“Crafting a Digital Heritage Fair for a Latino Community: The Latino Digital Archive Group (LDAG) Digital Heritage Kit.” Castillo-Speed, Lillian, University of California, Berkeley; Salinas, Romelia, California State University, Los Angeles; Guerra, Lizette, University of California, Los Angeles; and Blackmer Reyes, Kathryn, San José State University.

The poster board will provide participants an overview of the role of cultural heritage in local and national history and the opportunity to learn how to digitize and share digital heritage items. Toward that goal we encourage local libraries and community-based organizations to host heritage activities that provide learning opportunities, hands-on use of technology, preservation, and sharing of digital artifacts. The Latino Digital Archive Group (LDAG) has created a kit to assist local libraries and community-based organizations to engage community members in preserving and sharing cultural heritage materials. LDAG has already completed 4 workshops for libraries--the latest was at the San Francisco Public Library where we assisted in the Latino Heritage Fair on Oct. 11, 2014. Aside from the poster items, we will demonstrate 5 videos we created as part of our Heritage Tool Kit: Gather (4 mins), Organize (4 mins), Preserving (16 mins), Describing (4 mins.), and Sharing (10 mins.). Along with the videos we will have worksheets (identification, permission, & copyright) we created to support the work. Worksheets that need to be filled out by the patron have also been translated into Spanish. Our kit allows any library or organization of any size to train and prepare for a Heritage Fair at its own pace. Equipment is minimal (scanner, workstation, and broadband) that most libraries should already have readily available.

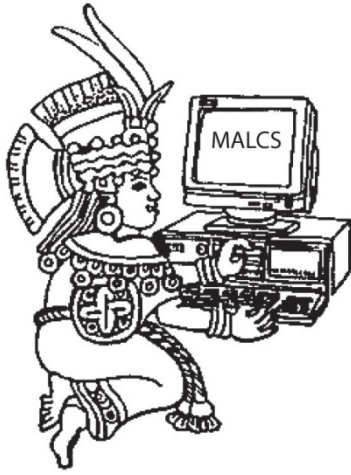
“The Lived Experience of the Latina Teen Mother in Continuation School.” Saavedra, Marcela. San Francisco State University.

There is currently several scholarship on the educational trajectory of the teen mother. Most studies examine teen mothers who graduated and/or drop out of high school, but there is very limited information on teen mother's experience in continuation schools that accommodate to only pregnant teens/teen mothers. Additionally, studies on teen mothers in schools tend to rely on the comparison of African American teens and White American teens. Nonetheless, the majority of studies on teen mothers of color are portrayed as hyper sexualized characters that produce several offsprings and expect the government to financially help them. This research will study the educational experience of Latina teen mothers who attended a continuation school for pregnant teens and/or teen mothers in Los Angeles, California. The purpose for this research is to demystify the myth of the 'overtly fertile' teen mother and allows Latina teen mothers speak for themselves on their educational trajectory. This project will be done through several interviews with Latina women that were teen mothers and attended a continuation school for pregnant teens and/or teen mothers.

“Mestiza Daughters in Conversation: Spiritual-Womanist Examinations at the Intersection of Black-Xicana-Filipina.” Smith, Cristina. California State University, Dominguez Hills.

Abstract: That's one of the horrors of being locked into the mouth of the dragon: not only do you not have any role models, but there's no resonance for your experience. – Audre Lorde By creating a new mythos – that is, a change in the way we perceive reality, the way we see ourselves, and the ways we behave – la mestiza creates a new consciousness. – Gloria E. Anzaldúa Mestiza daughters need to describe their borderland identity and spirituality to create threshold space for new consciousness in the field of Xicana studies. These daughters might have been separated from their mothers or these mothers might have had to sacrifice ancestral gifts in order to survive a white masculinist framework that lingers in post-colonial US; nevertheless, there are consequences of not having role models with mothers who may not have looked like us and/or mothers that could not share our gifts. As Filipina-Mestizas, both with individual and unique stories, my colleague Jeannette Kiel and I have dialogued at length about our longing to learn the languages of our ancestors: she a Black-Filipina, and I a Xicana-Filipina. In this poster, I showcase the related themes that have become clear through this conversation and then highlight my particular lens as a Mestiza-Xicana from Los Angeles. This poster is a spiritual-womanist exploration of lives of multiethnic daughters of mothers who did not or could not pass on the gifts of their ancestors.

Poster Presentations continue on next page



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"Creating a Future for Ethnic Studies in the Oxnard Union High School District." Carretero, Esmeralda.

California State University, Channel Islands.

The heart of this research project is analyzing current Ethnic Studies programs in the Oxnard Union High School District (OUHSD). The district is located in the City of Oxnard which is home to the largest Chicana/o population in the Ventura County. For this reason, Chicana/o Studies is the emphasis. Three main arguments are presented. How are the current Chicana/o Studies classes meeting the needs of its students? Secondly, what qualifications need to be met by the teachers who teach Chicana/o Studies classes? Looking at the recent approaches taken by Los Angeles Unified School District and San Francisco Unified School District, can the Oxnard Union High School District benefit from a similar method? The methodological approaches include literature review, statistical data analysis and Autoethnography. As schools across the state are creating a path for Ethnic Studies, I will conclude this paper providing a policy analysis for interest in creating a future for Ethnic Studies in the Oxnard Union High School District.

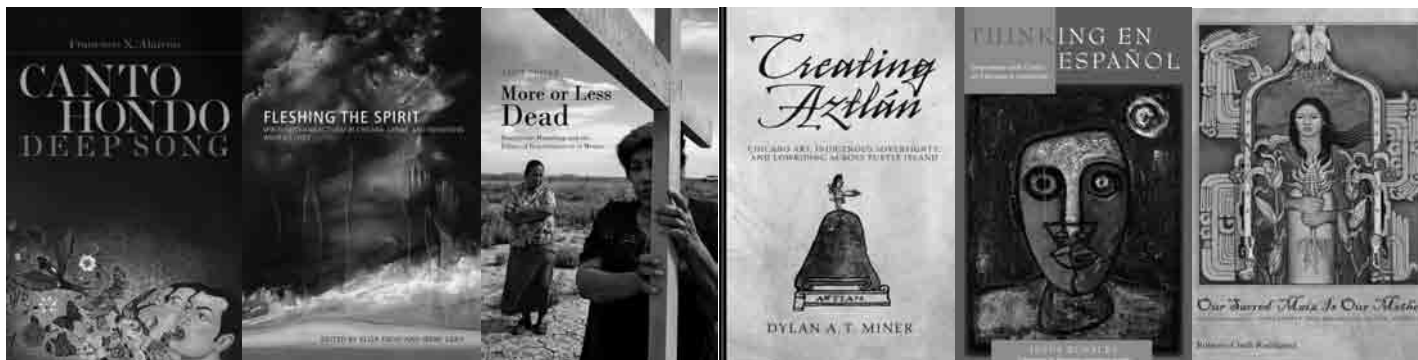
"The Looming Storm Ahead." Martinez, Marcos, Avila, Nick., Ricardo Lazo. PODER Academy.

While the percentage of college and high school grads has steadily increased in the U.S. with a vast majority of the population (88%) holding diplomas, recent statistics reveal an *achievement gap* where working class communities are being left behind. Specifically speaking, only 31% of the population holds a Bachelor's degree while lower-income students in general fail to graduate at five times the rate of middle-income youth, and six times that of higher-income youth. As the fastest growing cohort, only 16% of Latinos between the ages of 25-29 hold a Bachelor's or higher degree. Now cross this with the fact that Latinos are the largest growing ethnic group in the U.S., and one will begin to see the problem. The achievement gap is growing wider at a time when the workforce is undergoing a major transformation toward high-skilled labor. An emerging force of smarter, stronger, and cost-effective machines have obliterated the service industry of yesterday. Banking jobs will disappear as we start cashing checks and making transactions through our smart phones. Warehouse positions will be lost to robotic inventions, while a host of cashier jobs will evaporate with the emergence of automated tellers. An increasing number of sales jobs will vanish as more of us opt to buy our goods on-line. And what's not lost to automation will likely get outsourced to other countries if current trends are any indication. With that said, numerous strides have been made in education as innovative methods of teaching have combined with a new generation of instructional tools. Many schools have defied the odds and are achieving results in some of the nation's most difficult neighborhoods. PODER Academy is one such example; A Latino led charter school in its third year that has become the highest performing school in Wyoming.

#movimientoBEACH Solano, Janine; Hernandez, Julieta; Ramos, Lorena; Meneses, Arturo; and Gamez, Ashley.

California State University, Long Beach.

In the Fall of 2014 the Chicana@ Latin@ Studies Student Association launched a campus wide campaign to bring awareness to students and faculty about the Chicano Latino Studies department in response to the lack of support received from the California State University of Long Beach. The idea originated from faculty asking students to advertise the major in a creative way using the social/electronic media as an extension of academic freedom and socio-political resistance. In the poster session we display the early ideas and dilemmas in the creation of #movimientoBEACH as well as explain the significance of the "hashtag" as a tool of political expression. The poster session includes information and images regarding the creative process of making the posters, the hashtag and the definition of our objectives. We also analyze and document the civil and uncivil responses to the banner drops on "movimientoBEACH day" and the subsequent political consciousness that evolved from the rhetorical act of civil disobedience. Our work is an extension of the historical Chicano/a movement and a symbiotic progression of the relationship between Chicana@ Latin@ Studies Student Association and the existence of Chicano and Latino Studies at California State Long Beach.



Creating Aztlán

Chicano Art, Indigenous Sovereignty, and Lowriding Across Turtle Island

DYLAN A. T. MINER

"Creating Aztlán will make a lasting and important contribution to Chicana and Chicano art, discourse, and visual studies."—Arturo J. Aldama

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CRISTINA DEVEREAUX RAMÍREZ

"I admire the way Ramírez lets the women speak for themselves, presenting their words first in Spanish and only then in translation"—Andrea Lunsford

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Indigeneity and Belonging in the Americas

ROBERTO CINTLI RODRÍGUEZ

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Foreword by DAVID STOVALL

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Foreword by

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SESSION SEVEN – Friday, 3:40 p.m. – 5:00 p.m.

7.1 • Stockton

FILM: *Everything comes from the Streets*

Everything Comes from the Streets traces the origins and history of lowriding in San Diego, California, and the borderlands. The one-hour documentary features the men and women who pioneered and shaped the movement defined by self-expression and cultural ingenuity. It captures the stories of car craftsmen who were among the first to experiment with lowering and custom painting cars in the 1950s; later generations of lowriders who used old airplane hydraulic parts to modify their cars; and some of the first women lowriders who organized their own car clubs. Everything Comes from the Streets is also the first documentary to highlight car customizers in Tijuana, Mexico, who were integral in the evolution of lowriding. The story traverses politics, self-preservation, and the emergence of critical spaces, and dispels mainstream beliefs that lowriding is tied to “gang-banging” and violence. Instead, the film explores how lowrider car clubs are an extension of families that affirm and build communities in the colorful and complex fabric of the borderlands of the American Southwest. Everything Comes from the Streets draws on intimate interviews, along with rare old home movies, photographs and archival footage unearthed in the making of the film, to present an engaging and rich story covering nearly 30 years of lowriding from the 1950s to early 1980s. Duration: 57 minutes

Pulido, Alberto L. University of San Diego.

7.2 • Balboa

The Impact of Immigration Policy on Chicana/o Dreams of Higher Education: Case Studies of Central and Northern California

Jimenez, Patsy. California State University, Sacramento. “Dreamers Social Integration Via Public Policy.”

Lucia, Leon. California State University, Sacramento. “Social Structure and Personality Framework: Immigration Systems, Legality, and Educational and Employment Aspirations.”

Rodriguez, Rodolfo. California State University, Sacramento. “From the Fields to College: An Analysis of College Aspirations among Latino Farm Workers.”

Barajas, Manuel. California State University, Sacramento. “The Impact of Immigration Politics on Chicana/o Faculty in Higher Education: An Intersectional Analysis of a Northern California Case.”

7.3 • Davidson

Roundtable: *NACCS 2015 COMPAS/Rene Nunez Caucus Panel: Anti Imperialist Struggles, Radicalism, and the Political Role of Chicana/o Studies Scholarship*

Arce, Sean. University of Arizona.

Contreras, Raoul Contreras. Indiana Northwest University.

Romero, Francisco. Raza Press and Media Association.

Chair: Moreno, Jose G. Michigan State University and Estralla Mountain Community College.

7.4 • Mission I

Workshop: *Strategies for Collection of Local Oral Histories in Chicano Communities*

Martinez, Ramon. Retired Educator.

Mora-Torres, Gregorio. San Jose State University.

Discussant: Chacon, Rigo. Broadcast Journalist.

7.5 • Mission II

Chican@s Reading the Mixtec-Nahua Codices: Unpacking Transnational Interdisciplinary Inquiry & NEH Institutes

Diaz Martin, Esther. University of Texas, Austin. "Reading Pre-Hispanic Codices: An Anti-Colonialist Approach."

Carrillo, Teresa. San Francisco State University. "Reading and Teaching Mixtec-Nahua Codices as a Brilliant Response to Ethnic and Linguistic Diversity."

Perez Saiz, Sallie. Fresno City College. "A Chicana View on the Politics of Research."

Espinoza Watson, Matt. Fresno City College. "In Pursuit of Method: Accountability, Pedagogy, & Perspective in the Study of Mesoamerican Codices."

7.6 • Mission III

Soy quien soy, ¿y qué?: analizando las complejidades de la identidad, lengua e inmigración en la autobiografía chicana/latina

López, Constantino. Arizona State University. "Richard Rodríguez's *Hunger of Memory*: una autobiografía chicana por casualidad."

Vargas, Daniel. Arizona State University. "El inmigrante autobiográfico centroamericano: Roberto Quesada."

Chair: Flores, José. Arizona State University. "¿Comprendes Mendéz?: resistencia lingüística y dicharachos académicos en la autobiografía Entre letras y ladrillos de Miguel Mendéz."

7.7 • Cyril Magnin I

Vision and Verse in New Latina/o Writing: Poetry Readings y Pláticas with Five Latina/o Authors

Montoya, Maceo. University of California at Davis. "Vision and Verse: A Reading and Plática from Letters to the Poet from His Brother."

Olguin, Ben. University of Texas at San Antonio. "Towards a Critical Masculinity? Lyrical Meditations on Gender, Race, and Violence from Houston to Havana—Selections from *Red Leather Gloves & At the Risk of Seeming Ridiculous*: Poems from *Cuba Libre*."

Candelaria, Xochiquetzal. San Francisco City College. "The Story behind Empire: Readings and Reflections on the Poetic and Political Process."

Herrera y Lozano, Lorenzo. Editor, Kórima Press. "Re-Creating the Latin@ Queer Canons and New Works."

Hames-García, Michael. University of Oregon. "Keeping Up With Gender: Reflections on Gender and Genre from an Editor and Writer."

Rojas, Clarissa. University of California, Davis. INCITE: Writing and Women of Color Against Violence."

7.8 • Cyril Magnin II

Roundtable: ***Testimonios and Story-Sharing: Chicana and Chicano Movement Legacies and Meanings***

Toriche, Gloria E. University of California, Santa Barbara.

Burciaga, Rebeca. San José State University.

Bermudez, Rosie C. University of California, Santa Barbara.

Garcia Merchant, Linda. Chicana Por Mi Raza Oral History Project.

Discussant: Toriche, Gloria E.

7.9 • Cyril Magnin III

Lessons from Divergent Communities

Summers Sandoval, Tomás. Pomona College. "What Can We Learn from the History of Latinos in San Francisco?"

Torres, Lourdes. DePaul University. "A Sociocultural Analysis of Spanish Transmission vs. Shift in Mexican and Puerto Rican Communities."

Turner, Jessie. University of South Florida. "It's Not All Gold and Sunshine: Mixed Heritage Mexican Americans, Boundary Policing, and the Reconceptualization of Difference in California and Florida."

Palacios, Angelica. San Diego State University. "An Analysis of First-Generation Community College Men of Color: Comparing GPA, Non-Cognitive, and Campus Ethos differences across Race."

7.10 • **Lombard**

Roundtable: *Decolonize the Mind: Chicana/o Studies in K-12 and Beyond: Challenges, Opportunities, and Future Directions*

Part I.

Romero, Eric. New Mexico Highlands University. "Chican@ Studies contribution to Humanities and Liberal Arts in K-12 school systems."

Cotera, Martha P. Nuestro Grupo, Latino Grassroots Organization. "Developing a Grassroots Constituency for Educational Reform."

Part II continues in Lombard

Romero, Eric. New Mexico Highlands University. "Using Place-Based Instruction to incorporate Chican@ content into K-12 curriculum."

Pérez-Gualdrón, Leyla. University of San Francisco. "Educación, resistencia y logro: the role of ethnic studies and school cultural capital."

Zamora, Emilio. University of Texas at Austin. "Mexican American Studies in the Austin Community."

Chair: Castillo, Marijane. New York University.

Caucus Meetings 5:10 p.m. – 6:10 p.m.

LESBIAN, BI+MUIJERS, TRANSGENDER COMMUNITY K-12 STUDENT INDIGENOUS	<i>Stockton Balboa Davidson Mission I Mission II</i>
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Caucus Meetings 6:20 p.m. – 7:20 p.m.

CHICANA RN-COMPAS GRAD STUDENTS JOTO	<i>Cyril Magnin I Cyril Magnin II Cyril Magnin III Balboa</i>
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7:00 p.m. – 8:30 p.m. • Cyril Magnin Foyer

NACCS Scholar Fireside Plática 2

Plática con las maestras y los maestros de NACCS/Conversing with NACCS Scholars Plática, pláticar, conversar—to converse, to engage, to be in conversation with.

Madrid, Arturo. Trinity University. NACCS Scholar 1991.

Castañeda, Antonia. Westside Preservation Alliance. NACCS Scholar 2007.

Join NACCS Scholars Madrid and Castañeda for an informal discussion on topics of your choosing.

7:30 p.m. • Cyril Magnin I

Ad Hoc Committee on Heteropatriarchial Institutional Violence

This meeting is the result of a 2014 resolution that establishes an Ad Hoc Committee on Institutional Violence. This will be the Ad Hoc's first meeting. Attendance is open to all.

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SATURDAY, APRIL 18

Foco Meetings: 8:00 a.m. – 9:00 a.m.

COLORADO	<i>Balboa</i>
EAST COAST	<i>Mission III</i>
MIDWEST	<i>Mission II</i>
N. CALIFORNIA	<i>Stockton</i>
PACIFIC NORTHWEST	<i>Lombard</i>
ROCKY MOUNTAIN	<i>Davidson</i>
S. CALIFORNIA & MEXICO	<i>Cyril Magnin I</i>
TEJAS	<i>Mission I</i>

Registration 8:30 a.m. – 3:00 p.m.

CYRIL MAGNIN FOYER - 4TH FLOOR

Exhibits 9:30 a.m. – 3:00 p.m.

FILLMORE ROOM – 4TH FLOOR

SESSION EIGHT – Saturday, 9:10 a.m. – 10:30 a.m.

8.1 • Stockton

Film: *No Que No: San Antonio's Response to the Coercive Acts*

The film, *No Que No: San Antonio's Response to the Coercive Acts* is a four-part film. The first part focuses on San Antonio's Westside and Southside areas and the murals located in these areas. The film analyzes how residents in these parts of the city use this art genre to make commentary on the city's history, inner-city issues, and political issues. The second part examines how the city's art scene is used to increase agency of young artists. This part of the film includes a short interview with a Latina artist. This artist gives the audience insight into how she develops themes for art pieces and how she creates her paintings to make commentary on issues that she believes speak to the social and political issues that face young Latinas/os. The third part builds on the art scene and examines how art programs provide training to students in theater arts, graphic design, film, painting, photography, sculpting, and art. The information students glean from the program is then used to inform their future schooling decisions and also provides them with a venue in which to express their social and political commentary via art. The fourth part investigates how merchants in the city's Mercado purchase goods from Mexico's indigenous areas and bring back those products to sell to tourists that visit the city. Included in this part of the film is an interview with one of the merchants. This merchant provides commentary on why she thinks Mexican products are so popular with the Anglo visitors. The overall theme of the film examines how the Latina/o community in San Antonio, Texas participates in acts that can be construed as socio-political resistance by refusing to be defined by the dominant culture and using avenues that are accessible to them in order resist being dominated. Duration: 30 minutes

Rivas, Elizabeth D. The University of Texas at San Antonio

8.2 • Balboa

Breaking the Invisible Chains: Healing Ourselves and Our Communities with New Paradigms

Salazar, Sara H. California Institute of Integral Studies. "Dancing between Civility and Incivility: Healing Wounds through Curanderismo."

Chavez-Diaz, Mara. University of California, Berkeley. "Social Justice Healers in Education: Testimonios of healing and transformative praxis."

Gutierrez, Michelle. California Institute of Integral Studies. "Healing as a Form of Liberation: Latinas, Trauma, and Restoration."

8.3 • Davidson

Reimagining Queer Chicana/o and Latino/a Media-Making and Methodologies

de la Mora, Sergio. University of California, Davis; and Hidalgo de la Riva, T. Osa, Independent Scholar and Filmmaker. "Healing Movie-Mientos."

Bañales, Xamuel. Rutgers University. "Towards a Cinema de Joteria? Reflections on Making Self-Produced Films."

Alvarez, Pablo. Claremont Graduate University. "'AZT-LAN': Queer Chicano Writings on Los Angeles and AIDS."

Zepeda, Susy. University of California, Davis. "Queering the U.S. – Mexico Borderlands: Spirit Research with Anzaldúa's Altars & Archives."

8.4 • Mission I

Listening to Aztlán: Brown Sounds, Bodily Movements, and Movimiento Building

Alarcón, Wanda. University of California, Berkeley. "Sounding Aztlán: Hearing Race, Gender, and Nation in Chicana/o Music."

Miranda, Marie "Keta". University of Texas at San Antonio. "Dancing to polka! Racial and Class Expressions of Resistance."

Hernandez, Alexandro. Smithsonian Institution. "A Corrido of Struggle: Remembering Roberto Martínez and the Black Berets through *El Corrido de Córdoba y Canales*."

wolbert perez, alejandro. Berkeley City College. "Valerio Longoria, Multi-Part Harmonies, and the All-Male Bolero: Vocal Performance in the Texas Mexican Conjunto."

8.5 • Mission II

Engaging Educational Resistance

Moreno, Luis. Bowling Green State University. "Where are all the Latina/os? Teaching Latina/o Studies in the Midwest."

Carrión, Alejandro. Brooklyn College. "Teachers 'Scaring Students Straight': Discursive Barriers during the College Transition Process."

Ortiz, Isidro. San Diego State University. "Resistance across the Years: MEChA at San Diego State University."

8.6 • Mission III

Roundtable: ***What does Israel have to do with Chicana/o Studies? The BDS Debate and NACCS***

Calderón-Zaks, Michael. Journal of Race and Global Social Change.

Gradilla, Alexandro José. California State University, Fullerton.

González, Pablo. University of California Berkeley.

Rodriguez, Cesar. California State University, San Marcos.

Hernández, Roberto D. San Diego State University.

8.7 • Cyril Magnin I

Re-envisioning the Texas Chicana/o Movement Landscape: Neighborhood Preservation in El Paso, Chicana Community Feminisms in Houston, and Radicals and Reformers in Dallas

Enríquez, Sandra. University of Houston. "Taking Control from Within: The Rise of Barrio Preservation Organizations in South El Paso, Texas."

Rodriguez, Samantha. University of Houston. "Por Conciencia y Autodeterminación: Chicana Community Feminisms in Houston."

Arellano, Ruben. Southern Methodist University. "La Causa Chicana in the 'Big D': Radicals and Reformers in Dallas, Texas."

8.8 • Cyril Magnin II

Violations, Huelga Schools, Collaboration and Student Naming

Beard-Ontiveros, Hilda. University of Texas at El Paso. "Mexican Americans and Educational Inequalities: Tracing the trajectory of 14th Amendment violations in Texas schools."

Partida, Bryant. University California, Los Angeles. "Teacher education preparation through a Chicana/o Lens: Operation Chicano Teacher from 1973-1975."

Trujillo, Ester. University of California, Santa Barbara. "'They told me not to say I was Hispanic': Chicana/o Studies University Spaces and Relational Demarcation among Salvadoran Second-Generation Students."

8.9 • Lombard

Immigrant Laws and Resistances

Ponce, Albert. Lake Tahoe Community College. "De-colonizing Immigration Law."

Amaya Schaeffer, Felicity. University of California, Santa Cruz. "Civilizing Technologies: Techno-Visions of Migrants across Borders."

Díaz Villela, Anna. San Francisco State University. "Cuatro Veces Victimizados: the Criminalization of Undocumented Mexicano Youth in the U.S."

Ordaz, Jessica. University of California, Davis. "Resisting Immigrant Incarceration: the 1985 El Centro Detention Center Hunger Strike."



SESSION NINE – Saturday, 10:40 a.m. – Noon

9.1 • Stockton

Innovations in Dialogue: Artists, Popular Culture and Teatro

Davalos, Karen Mary. Loyola Marymount University. "The Landscapes of Gilbert 'Magu' Luján: Remapping and Reimagining the Hemisphere."

López-Garza, Marta. California State University, Northridge. "Women in Prison as Popular Culture."

Boffone, Trevor. University of Houston. "Building Boyle Heights: Comunidad, Collective Teatro, and the Chicanas, Cholas y Chisme Theater Festival."

9.2 • Balboa

Roundtable: *Latinos, Historic Preservation, and the National Park System: American Latinos and the Making of the United States, a Theme Study*

Rivas-Rodriguez, Maggie. University of Texas at Austin.

Hoyos, Luis. California State Polytech University, Pomona.

Pitti, Stephen. Yale University.

Chair: Castaneda, Antonia. Westside Preservation Alliance.

9.3 • Davidson

Healing in the War Years: Performance, Poetry, and Testimonio as Pedagogical, Spiritual and Therapeutic Strategies for Survival and Re-Membering

Tijerina Revilla, Anita. University of Nevada, Las Vegas. "Angry, Depressed, and Desperately Trying to Heal: A Muxerista Scholar's Account of Multidimensional Battle Fatigue."

Reyes, Yosimar. San Francisco State University. "Writing from the Wound: A Poetic Conversation on Land, Language and Displacement."

Alvarez Jr., Eddy Francisco. State University of New York, Oneonta. "Spoken-Word -Art- Performance-as-Activism: Pedagogies for Healing from California to New York."

Flores, Ana Berenice. Antioch University. "Me sumba la cabeza": Latina Trauma narratives, SWAPA, Poetry and the Therapeutic Process."

Espinoza Cuellar, Juan. University of Nevada, Las Vegas. "BruJOTA: Healing through Relaciones con las Dios/a(s) and the Divine."

9.4 • Mission I

Filmmaking and Gaming in Chicana/o Studies

Espinoza, Sonny Richard. California State University, Los Angeles. "Ruben Salazar, Civil Unrest, and the Emergence of Chicano Documentary Filmmaking."

Luna, Diego. University of Utah. "Locos, Aliens, and Space Marines: Colonialist movement and Methodologies of Chicano Masculinity in Mass Effect 3."

Aguirre, Herlinda. San José State University. "Race and Gender Attitudes within the Gaming Culture through the Lens of #INeedDiverseGames and #Gamergate."

9.5 • Mission III

The silent (her)stories behind the frontera

Hernandez, Alma. University of New Mexico. "La Lucha de la Pocha."

Fernandez, Sylvia. New Mexico State University. "Mi Mundo Rosa Nunca Existio."

Pinon, Cecilia. New Mexico State University. "Mis Tres Yo."

Moderator: Herrera, Spencer. New Mexico State University.

9.6 • Mission II

Mid 20th Century Reflections for Chicana/o Studies

Ortega, Frank. Texas A&M University. "Are Chican@s Stuck in Time? 50 Years Later the Progress of the Civil Rights Act."

Malagon, Maria. California State University, Fullerton. "Mexican girls in the Ventura School for Girls, 1944-1956: Oral histories, memory and resistance."

Salcedo, Cassandra. California State University, Los Angeles. "Police Brutality: Chicano Genocide during the Chicano Movement."

Gonzales, David-James. University of Southern California. "Geographies of Social Justice Activism: *Mendez v. Westminster* and Mexican American Grassroots Politics in Metropolitan Los Angeles."

9.7 • Cyril Magnin I

A Community Working Together: Student Activism and Civic Engagement at Portland State University

Reyna, Mónica. Portland State University.

Romero, Patricia. Portland State University.

Moreno, Miguel. Portland State University.

León, Michele. Portland State University.

Ibarra, Francisco. Portland State University.

Chair: Avilés, Elena. Portland State University.

9.8 • Cyril Magnin II

Immigrant Students: Educator – Activists

Guzman, Reyna. University of California, San Diego. "Constructing the Third Class Citizen as Incivil."

Martinez, Jocelyn. Hartnell Community College. "Do Immigrant Youth Benefit from DACA?"

Najera, Jennifer. University of California, Riverside. "The Educational Imperatives of Undocumented Students in Higher Ed: A Case Study."

9.9 • Cyril Magnin III

Contestation y Lucha en University of California Merced: ¡Chican@ Studies Sí!

Ruiz, Katrina. University of California, Merced.

Ramirez Flores Jr., Rafael. University of California, Merced.

Reyes, Mayra. University of California, Merced.

Perez, Mitzy-Sarahi. University of California, Merced.

Limeta, Lizbet. University of California, Merced.

Facilitator: Peral, Gloria Rosario. University of California, Merced.

9.10 • Lombard

The GO East LA Initiative: The Necessity of "Civility" and "Incivility" in Educational Transformation

Kouyoumdjian, Claudia. California State University, Los Angeles.

Duenas, Miguel. Los Angeles Unified School District.

Gomez, Blanca. Los Angeles Unified School District.

Benavidez, Julie. East Los Angeles College.

Chair: Guzman, Bianca. California State University, Los Angeles.

Break Noon – 12:30 p.m.

Plenary III: Chicana Plenary

12:40 p.m. – 2:10 p.m.

Cyril Magnin Ballroom

Fuerte Hermandad: The Call for Healing and Resistance in Chicana/o Studies, our Institutions, and in our Communities

Amrah Salomon J. University of California, San Diego. "No Cops Needed: Collective Approaches to Violence and Sexual Assault beyond the Prison Industrial Complex."

Maria Carolina Morales. Activist. "Strategizing and Building People Power: Creating Space for Community Accountability."

Yvette Flores-Ortiz. University of California, Davis. "Healing and Transformation: a Survivor's Narrative of 30 years in the Academy."

Moderators: Samantha Rodriguez and Theresa Torres, Chicana Caucus chairs.

SESSION TEN – Saturday, 2:20 p.m. – 3:40 p.m.

10.1 • Stockton

Roundtable: *El/La Herstory and Roundtable discussion about TransLatina Violence and Visibility*

Noyola, Isa. *El/La para TransLatinas.*

Caceres, Susana. *El/La para TransLatinas.*

Luna, Jovana. *El/La para TransLatinas.*

Ochoa, Marcia. *El/La para TransLatinas.*

10.2 • Balboa

Cultural Destruction, Spirituality, Alienation, and Theatre: Latin@ Literature in Dialogue

Becker, Sarah. University of Houston. "Queer as Folk(lore): Afro-Caribbean Spirituality as a Stimulus for U.S. Latina and Chicana Literary Production."

Piacentini, Dino. University of Houston. "Disrupting the Master Plot: A Reassessment of Mama Chona in Arturo Islas' *The Rain God*."

Boffone, Trevor. University of Houston. "Real Women Have Archives: Remembering Josefina López's Boyle Heights."

Chair: Gonzalez, Maria. University of Houston. "Ana Castillo as Devourer of Cultures."

10.3 • Davidson

Feminism and Frontier Challenges

Garcia, Sonia. St. Mary's University and Marquez, Marisela, University of California, Santa Barbara. "Políticas: The Next Wave of Chicanas/Latinas in Electoral Politics."

Mondragón, Delores. University of California, Santa Barbara. "Internal Diaspora of the Invisible Chicana Soldier."

Villarroel, Carolina. Recovering the US Hispanic Literary Heritage Proje. "Decolonizing feminism. the Origins of Latino Feminism in the United States."

10.4 • **Mission I**

Workshop: **Institutional Violence: Challenging and Surviving the structural systems of oppression within University Walls**

Diaz, Jose. University of California, Berkeley.

Flores, Marco. University of California, Berkeley.

Duarte, Michelle. University of California, Berkeley.

Rivera, Uriel. University of California, Berkeley.

Chair: Gallegos-Diaz, Lupe. University of California, Berkeley.

10.5 • **Mission II**

The Neglect of Mexican Immigrants in the Equality State

Soto, Lilia. University of Wyoming.

Perez, Isabel. University of Wyoming. "From Immigrants to Criminals: Cases on the 'Illegal Entry' and 'Illegal Reentry' of Mexican Immigrants."

Rivas Barrera, Jose Guillermo. University of Wyoming. "New Immigrants in the Old West: Mexicans Immigrants in Wyoming since the 1990s."

Nava, Marlen. University of Wyoming. "Mexican Youth and Identities in Jackson, Wyoming."

Lira-Perez, Norma. University of Wyoming. "The Effects of Deportation Practices on Latino Families."

10.6 • **Mission III**

Incivility as Contesting Boundaries: Chicana/o Literary Representations

Arellano, Linda. University of California, Santa Barbara. "Inside Looking Out: Contesting Barrio Boundaries in Alejandro Morales' *Caras viejas y vino nuevo* and Maya Yxta Murray's *Locas*."

Buenrostro, Gustavo. Scripps College. "Towards a Consciousness of Distinction in Tomás Rivera's ...y *no se lo tragó la tierra*."

Chair: Garcia, Mary Delgado. Scripps College. "Comparative Race Representations in Chicana/o Literature."

10.7 • **Cyril Magnin I**

Workshop: **Intimacies and Probaditas: Queer Chicana/Latina Writers on Writing, Publishing and Pushing New Narratives**

Arellano, Cathy. American River College. "Author of *Salvation on 24th Street*."

Flores, Anel. Kórima Press. "Author of *Empandada: Lesbiana Story en Probaditas*."

Rodríguez, Claudia. California State University, Dominguez Hills. Author of *Everybody's Bread* (Korima Press 2015).

Chair: Chinchilla, Maya. University of California, Davis. "Author of *The Cha Cha Files: A Chapina Poética* (Kórima Press 2014)."

10.8 • **Cyril Magnin II**

Decoloniality in Chicana/o Critical Research and Pedagogy

Velazquez, Yarma. California State University, Northridge.

Gomez, Rebecca. California State University, Northridge.

Rodriguez, David. California State University, Northridge.

Sanchez, George. California State University, Northridge.

10.9 • Cyril Magnin III

The Decolonial Lucha

Salazar, María. California State University, Fullerton.
Aguilar, Crisanta. California State University, Fullerton.
González, Areli. California State University, Fullerton.
Soriano, Lucy. California State University, Fullerton.
Ravelo, Melissa. California State University, Fullerton.

10.10 • Lombard

Decolonizing Methodology Through Indigenous Based Pedagogy: The impact of Indigenous Healing Circles on Historical Trauma and Identity Development

Villanueva, Silvia Toscano. Pasadena City College/University of California, Santa Barbara.
Davis, Lindsey. California State Polytechnic University, Pomona.
Pennings, Megan. California State University, Los Angeles.
Palma, Alberto. Pasadena City College.
Castillo, Jose. Pacific Oaks College.
Chair: Coronado, Heidi. California Lutheran University.

SESSION ELEVEN – Saturday, 3:50 p.m. – 5:10 p.m.

11.1 • Stockton

Film: Las Marthas

“George Washington was never in Laredo, and certainly he did not have a birthday there. But the largest Washington birthday celebration in the United States is hosted by the South Texan city, on the northern bank of the Rio Grande and the border with Mexico. Laredo typically brings in \$21 million over the month of festivities, which culminate in a colonial ball, a magnificent ‘reenactment’ of the party that never was thrown for the president by the country’s first first lady. The Society of Martha Washington invites elite adolescent girls to debut at the event in lofty wigs and period gowns like glittering pendulums. Most of the debutantes are “legacy daughters”—the daughters and granddaughters of Society members, some of whom can trace their roots to the original settlers of the area. The proceedings also involve Laredo’s Mexican sister town, Nuevo Laredo; together, the cities are commonly referred to as ‘los dos Laredos,’ and historically, families—wealthy families, especially—have moved fluidly between the two. “We didn’t cross the border, the border crossed us,” says one of the debutantes in the documentary *Las Marthas*, directed and co-produced by Chicana filmmaker Cristina Ibarra. The film follows two debutantes in the lead-up to the ball: Laurita, thirteenth in a line of Society debts, and Rosario, an invited “guest” from Nuevo Laredo who is the first of her family to debut and could not have imagined the requirements of the ritual. In one scene, Rosario tugs fearfully at her white crinoline petticoat; in another, she weeps from the pressure. But Rosario was a high-school beauty queen and comes from, Laurita says, “new money.” As a bloody drug war threatens, increasingly, to pull the Laredos apart, George Washington’s birthday party continues to bind the cities along class lines.” By Hillary Brenhouse, Guernica. Duration: 1:08

Cantú, Norma E. University of Missouri Kansas City.
Ibarra, Cristina. Film maker.

11.2 • Balboa

Grassroots Barrio Organizing and the Politics of Working-Class Culture, Knowledge, and Representation in the Early Chicana/o Movement

Chavez, Miguel M. St. Cloud State University. "Barrio Working-Class Politics and Resistance: El Movimiento y Piensamento towards Critical Chicana/o Cultural Studies."

Bermudez, Rosie C. University of California, Santa Barbara. "La Causa de los Pobres: Chicana Grassroots Organizing for Economic Justice."

Toriche, Gloria E. University of California, Santa Barbara. "The Chicana and Chicano Movement Memorialized Through Arte: a Critical Perspective on Malaquias Montoya's *Globalization and War---The Aftermath*."

Guerra, Lizette. University of California, Los Angeles. "Building Transformative Collections: Chicana and Chicano Representation within Libraries, Archives, and Museums."

11.3 • Davidson

Immigration and Birthright: Children and Motherhood

Hernandez, Ruth. University of Connecticut. "'Rompiendo Fronteras': Transnational Motherhood, Theatre, and Activism in Tlaxcala, Mexico."

Rodriguez Vega, Silvia. University of California, Los Angeles. "From Borders to Badges: How Arizona's Children make sense of Detention and Deportation through Art."

11.4 • Mission I

Aging, Disrespect and Poetics

Curiel, Barbara, Humboldt State University; and Hernandez, Leticia, CantoMundo. "Decolonial Practice and Cultural Production: The Institutional Growth of Chicano/a/Latino/a Poetry."

Acevedo, Martha, Community Scholar; and Peral, Gloria. "Contested Aging in a Chicano/a Context: A Place of our Own!"

McNeill, Brian. Washington State University. "Civility and Incivility: Lessons from the Ancianos."

Abbott, Benjamin. University of New Mexico. "'Cultivate Disrespect': Ricardo Flores Magón's Revolutionary Incivility and his afterlife in Chicana/o Studies."

11.5 • Mission II

Literary Imaginations

Güido, Gibran. University of California, San Diego. "Imagining Jack Lira: Re-membering the Coyolxauhqui Way."

Farias, Arnold. University of Texas, Austin. "Chicano Nationalism: (In)Civility, Aztec Identity, and Violence."

Treviño, Jason. University of California, Berkeley. "Wound Me, Please, I Can Always Heal: Foucault, Anzaldúan Healing Imperatives, and the Queer Chican@/Latin@ Subject."

Nuño, Anthony. California State University, Bakersfield. "Chicana/o and Latino/a Literature: Recovering and Reaffirming Nuestras Culturas in the Southern the San Joaquin Valley, California."

11.6 • Mission III

Negotiating meaning and Ideology

Miner, Dylan. Michigan State University. "Lowriding from Aztlán to Anishinaabewaki, a Migration Story."

Facio, Elisa. Eastern Washington University. "Engaging Thoughts on Generational Feminism(s) among Elder Mexican Women and Chicanas."

Parra, Michelle. University of California, Santa Barbara. "Hookup Culture: How Young Latina College Women Negotiate their Sexual Identities."

11.7 • Cyril Magnin I

Civic Engagement through Chican@ Studies: The Arts, Community-Based Scholarship and Pedagogies of Resistance

Gomez, Terri. Cal Poly Pomona. "Pedagogies of Resistance: Civic Engagement, Chican@ Studies & Borderland Epistemologies."

Ayala, Melissa. Cal Poly Pomona. "Photo-Activism for Immigrant Rights."

Cadena, Gilbert. Cal Poly Pomona. "Alternative Spring Break at the National Chavez Center."

Ordaz, Ernesto. Cal Poly Pomona. "Reclaiming Cesar Chavez Park through Art, Poetry and Murals."

11.8 • Cyril Magnin II

Pedagogy of in-civility: Building a pedagogical process that fosters student activism

Medina, Rudy. University of Utah.

Puga, Martin. University of Utah.

Castaneda, Carol. University of Utah.

Salazar, Juan. University of Utah.

Cansino, Sheryl. University of Utah.

11.9 • Cyril Magnin III

A Socio-Historical Analysis of Chicana/o Education in the Contemporary Period

Prado, Jose. California State University, Dominguez Hills. "White Educational Philanthropy in Chicana/o Communities."

Gutierrez, Gabriel. California State University, Northridge. "Chicanos/as, Educational Attainment, Racial Identity, and Wealth/Poverty, 1970 - 2014."

Aguirre, Marysol. California State University, "Contemporary Challenges to Chicana/o Educators and Students."

11.10 • Lombard

Workshop: ***Publishing Our Discourse: a Plática with "Regeneración Tlacuilolli: UCLA Raza Studies Journal"***

González Cárdenas, Elizabeth. University of California, Los Angeles.

Serrano Nájera, José Luis. University of California, Los Angeles.

Alonso, Karla. Arizona State University.

Santos, Moises. University of New Mexico.

Business Meeting

5:20 p.m. – 6:20 p.m.

Agenda: Introduction to New Board, new Foco Representatives, and Caucus Chairs.
Review of Resolutions.

Cyril Magnin I

**Recepción de Clausura
Adiós y Despedidas
6:30 p.m.**

**Cyril Magnin Foyer – 4th
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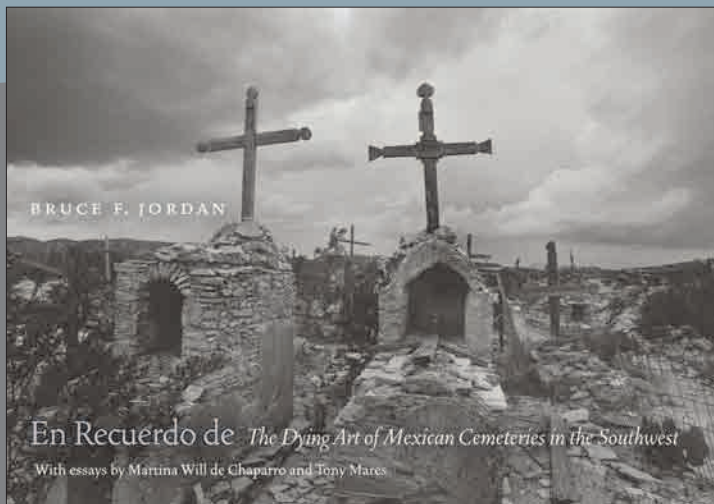
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