

SITES OF EDUCATION

for

SOCIAL

NACCS XXXVIII

March 30-April 2, 2011

JUSTICE



Pasadena, CA
The Westin Pasadena

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Assistant:

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California State University, Sacramento





Estimada/os Colegas de NACCS,

Time and again we anxiously meet an alien body of people, shrink back from its unpredictability, rise only to intern it, and with violence and delusion "secure" our homeland... And so, we feed the workers just enough to keep them on schedule. Without the prospect of a new day, the pain of their labor soon eclipses delivery, new life threatens to be stillborn, and a barren yesterday increasingly holds sway over tomorrow.

- Craig Keen (2007)

Sinvergüenzas if I were to write a banal feel-good letter welcoming you to our annual NACCS conference. Most of us here probably struggled to raise the funds to attend this gathering. I thank you all for that diligent effort. But I cannot just "welcome" you to NACCS while the country is blindly reeling toward a state of exclusionary violence and hatred. I can say: I am very glad you are here; now let's all get to work!

We are living through a time of extended economic crisis. As is usually the case in troubled economic times, we are also witnessing heightened state violence and widespread social and institutionalized discrimination against our people. The Mexican-origin peoples of North America are at once needed (as 'cheap' labor) and unwanted (as fellow citizens). This holds in every space that reeks with the telluric hatred and fear that is driving the contemporary biopolitics of an expanding *state of exception*.

I ask you to pause and reflect on the fact that Pasadena was the home of a eugenics organization, the Human Betterment Foundation, that actively promoted forced sterilization of Mexicans as a way to prevent the degradation of the genetic purity of "Americans." Welcome to the new Pasadena, a site of continued struggles to be sure.

I therefore cannot in good conscience welcome you simply stating that I wish you to have a good time; enjoy the conference; get out and see the local sites and sounds, the art and performances, while celebrating magical traveling foods. Do all this but remain respectfully mindful of why we are here.

We are in the midst of an epic struggle for the future of this nation and a quest driven by hope for social and environmental justice across the world. We must use this conference to continue organizing and intensifying our struggles. We can use this conference to re-assert our daily presence as a nation-wide progressive and transformational force for social change and justice. Anything less than this type of commitment will be insufficient in the face of the forces aligned against justice and the democratic rule of law.

I want each one of us to ask ourselves the following question: What am I doing today to develop our struggles to the level of mobilization that we are witnessing among the courageous peoples of Egypt, Tunisia, and Libya? Why are we not increasing our direct actions and protests for democracy by making sure that every day we fill the streets to block traffic, occupy the buildings of those institutions, agencies, and corporations that benefit from our suffering, and engage in sustained legal and political challenges to the repressive state apparatus that seeks to dehumanize and punish us for simply wanting to live? When will we have our "Wisconsin moment"?

PO BOX 720052
SAN JOSE, CA
95172-0052
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The 38th Annual Conference of NACCS has an important theme: *Sites of Education for Social Justice*. The theme is timely given the context of the state of exception in Arizona that has declared our bodies and minds to be illegal. Under SB1070, Arizona's extremist rightwing partisans, led by Senator Russell Pearce, have declared our bodies to be illegal; Under HB2281, the state that relishes the state of exception has declared Chicana/o studies to be composed of illegal and seditious thoughts.

I ask all participants to make this a historic conference that matters to our communities, that helps us to collectively redefine the prospects and contours of democracy, equality, and sustainability. Through the balance of a long century that lies before us largely as *terra incognita* we must understand and clarify how that future will be influenced by what we decide and do here over the next three days.

The same forces that have thrown the world into global economic meltdown, a Derivatives Depression if you will, are also aligned against the struggle for democracy from the bottom-up. But this is also a time of great opportunity. The fact is that the partisan identity politics that led to the wanton murder of Brisenia Flores and countless others by armed militias have also driven our undocumented brothers and sisters into the heat and death chamber of the desert. Both are a response to our growing *constituent* power. We can redefine the landscapes of the future by recognizing, valuing, and learning how to use this constituent power more effectively.

The rightwing partisans *are* afraid of us. The "America is for white Christians only" crowd fears our beauty, grace, inventiveness, and the sheer power of our numbers and historic resilience. The reactionary forces are afraid because of the coming demographic transition that is remaking America as a "majority of minorities." The days of extremist white partisanship as the dominant force are numbered and everyone knows it. It is this ecology of fear that drives the attack on the 14th Amendment and birthright citizenship. We did not start this "clash of civilizations," but we need to understand that the only way to end this phantom legal civil war is by exposing and weakening the bankrupt morality of the Chris Kobachs of the world. The new eugenics built around attacks on the Constitution toward our political exclusion must be stopped dead in its tracks through our community-based sites of education for social justice struggles.

So: Use this conference space to develop strategies and tactics of resistance to hasten the transition to a rainbow nation. Use this conference to document the injustices. But also use it to outline our history and contemporary forms of resistance. Take time to consider the theory of the state of exception and *Homo sacer*. Use this time to learn from each other, through fierce but gentle speech, and jointly examine the forms of struggle that are succeeding in challenging the regime of exclusionary biopower that deems immigrants as expendable lives. Explore the nuances of the coming battle over our Constitutional rights of due process and equal protection and freedom of assembly and free association – which are the moral and legal heart of our emergent constituent power.

Use the conference to sharpen our legal and ethical challenges to biopower. Use this time to develop new strategies for organizing resistance and for educating people to the urgent task of understanding and challenging rightwing destruction of the possibility of a more just and democratic future.

I am in the second of a three-year term on the Board of Directors of NACCS. As National Chair (2010-11), I have worked hard to keep NACCS engaged with the struggles unfolding in Arizona and other states. Our May 2010 Statement on Arizona's SB1070 inspired many kindred souls as it went viral across the Internet; it was a positive contribution. I have worked to bridge the generations within NACCS, bringing our "elders" and younger colleagues together.

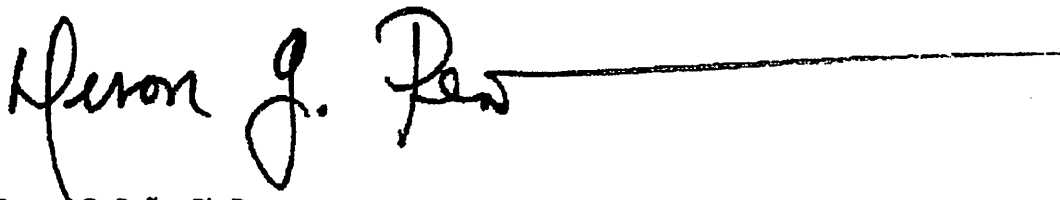
But the real work of continuing to place our intellectual resources in the middle of this struggle is still being realized. I will use the remainder of my time on the Board to continue agitating and educating at all sites for social and environmental justice education. I call on everyone here to make the same commitment.

Our activism is ultimately grounded in how we locate ourselves in everyday lived experiences and is not something we just choose to do in our spare time. Individual acts of resistance coalesce as a social movement when we each realize that this is our *dharma* – the collective 'bread' work we owe to our origin communities and the planet for the privilege of having lived in what is potentially such a beautiful peace-making world. It is our obligation to work for justice that is born of a commitment to the continuity and well being of fellow human and all living things.

New life will be stillborn and without hope of the prospect of a new day unless we commit to engage in everyday forms of resistance against those seeking to define us as threatening Others undeserving of the rights of political and social citizenship. Community-based education is one of the most significant resources we can mobilize to assert our citizenship and encourage solidarity across all the borders that divide us. We are already seeing this happen as NACCS members continue to use blogs, YouTube, and social networking sites to mobilize youth and other groups exercising agency. We must nurture and intensify these efforts.

I welcome you to NACCS as a fellow sojourner on the passageways of deliberation for liberation. Stay engaged with the students and community. Reach out and share your knowledge. Make new connections. Help someone with organizing activities and particular struggles. Embrace our differences and value our commonality: Every last one of us here is a potential Homo sacer, a body without rights or political life. Resist your reduction to the bare life. *In lak ech*. "Tu eres mi otro yo."

Mil gracias a: Dr. Julia Curry, our Executive Director, who keeps everything essential to the survival of this organization moving forward and works effectively every day to make NACCS relevant and resilient; Kathryn Blackmer Reyes, our capable Assistant Executive Director and Internet consultant. Since NACCS has gone increasingly 'virtual,' Kathy's work maintaining our presence, publications, archives and membership databases on the Web is an ever more significant and largely underappreciated contribution. A hundred thanks as well to my colleagues on the Board and especially Cynthia Duarte, Secretary, who works diligently to make sure our meeting agendas are ready and the conference calls on track and productive; and also many sincere thanks to Ana Juarez, our Treasurer, for keeping the books and facilitating our continuing fund raising campaign. Finally, I thank Jaime García, Chair-Elect, for organizing the 2011 conference and selecting a theme that is profoundly relevant and a needed focus for the future of Chicana/o and other Ethnic Studies, our principal site for germinating social justice struggles.


A handwritten signature in black ink that reads "Devon G. Peña". The signature is written in a cursive style. A long horizontal line extends from the end of the signature to the right across the page.

Devon G. Peña, Ph.D.
NACCS Chair, 2010-2011




WELCOME TO PASADENA

AND TO THE XXXVIII ANNUAL NACCS CONFERENCE!

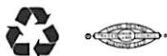


I hope you will find the panels at this meeting both interesting and thought-provoking. In selecting the theme of *Sites of Education for Social Justice* my intention was for use to critically examine how we engage in educative practices in numerous venues. Education has been central to the development of Chicana and Chicano Studies from the inception of the first programs. The Chicano Movement worked for equitable treatment of children in schools. Education has been central to Chicanos and Chicanas from the work on educating through strikes of the sixties to immigration marches in the recent past. Now, when we have unions under attack in Wisconsin, textbook battles in Texas and other states, and Chicano professors fighting to establish a Center for Chicano Studies at the University of Texas-Pan American, among others, it becomes necessary to refocus our energy and find ways to educate others. At times we do not consider how we can educate and mobilize others to take action. For example, a research project that looked at the development of a colonia. Children and youth document the early days of the colonia using oral history methods and also documenting the present through photovoice. One of the results was that the participants not only developed a greater understanding of their neighborhood but also developed a voice through which they could advocate for their community. This research project thus became site of education for social justice.

We need to look beyond schools and colleges and acknowledge that when we advocate for Chicana/o communities we are obligated to educate those with whom we interact. As noted in the theme description, education is something that occurs beyond four walls. It is imperative that we examine the ways in which we educate. Social justice education exists in artistic production as found in many forms such as Self Help Graphics here in southern California. We also see education occurring in newly formed organizations such as Save Ethnic Studies in Tucson. And we see examples of social justice education when we participate in writings as diverse as amicus briefs filed with the courts and letters to the editors of publications. We need to more actively engage in the struggles against legislation that attacks ethnic studies, limits our representation in schools, and creates the potentiality for racial profiling. As we engage at this year's conference let us challenge ourselves and each other on how we move toward education for social justice.

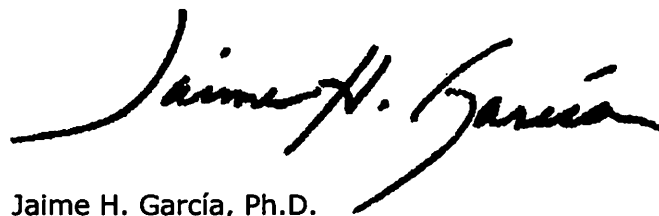


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Further, we need to be proactive rather than reactive. While reaction is necessary, as in the end of conference fundraiser for Save Ethnic Studies, we also need to work to educate as a preventative tool. If we think of education in the broad sense we find that it hold the key to preventing events that harm Chicano communities. How do we use our positions, whether in the classroom or in the community, to ensure that we do not lose ground? What actions can we take as individuals and as a group to prevent further erosion of gains that have been made? What alliances can be built to help prevent policies and laws that infringe on the rights of our communities? How do we maintain a consciousness that can engage us in the struggles of the day? If we cannot begin to answer these questions then to what do we have to look forward? These are all questions of education. We cannot shirk our responsibility to incorporate educative acts in all that we do to support Chicana and Chicano persons and communities.

Finally, there are many persons I would like to thank for their assistance in the process of planning the conference. First, I would like to thank Julia Curry Rodriguez and Kathryn Blackmer Reyes for their guidance and hard work throughout the year as the conference went from the Call for Papers to the conference. Their work helps keep NACCS running. I would also like to thank the Chair, Devon Peña, and the NACCS Board for their assistance in serving on all the committees that are needed to complete a program. A great deal of thanks goes to Michaela Mares López and the Southern California Foco who assisted her with local arrangements.

A handwritten signature in black ink that reads "Jaime H. García". The signature is written in a cursive style with a long, sweeping underline that extends to the left.

Jaime H. García, Ph.D.
NACCS Chair, 2011-2012

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.

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 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.

NACCS SCHOLAR RECIPIENTS

1981 Américo Paredes	2002 Dennis Valdes
1982 Julian Samora	2003 Richard Chabran
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	
1997 Tey Diana Rebolledo	
1998 Renato Rosaldo	
1998 Salvador Rodríguez del Pino	
1999 Mario Barrera	
1999 Carlos Muñoz, Jr.	
2000 Elizabeth "Betita" Martínez	
2001 Cordelia Candelaria	
2001 Cherrie Moraga	
2002 Rodolfo Anaya	

2011 CONFERENCE PLANNING

Program Chair

Jaime H. Garcia

Submission Evaluators

Irene Sanchez
Aaron Sanchez
Anita Revilla
Christopher Ramirez
Mary Pardo
Jorge Huerta
Michael Hames-Garcia
Susan Green
Alejandra Elenes
Richard Chabran
Mari Castañeda

Michael Calderon-Zaks
Tereza Szeghi
Paul Lopez
Robert Unzueta
Juan Pablo Mercado
Frank Ortega

Local Arrangements – Southern California Foco

Rudy Acuña	Lara Medina
Lalo Alcaraz	Gerard Meraz
Gilbert Cadena	David Sandoval
Sandra Gutierrez	Jennie Quinonez-Skinner
Ann Marie Leimer	Maria Soldatenko
Maria Elena Martinez	Mike Soldatenko
Sandra Gutierrez	Citlali Sosa-Riddell
Michaela Mares Lopez	
Roberta H. Martinez	

Cover Art

Mural by Eric Norberg and youth from HOMEY (Homies Organizing the Mission to Empower Youth)

Program Cover

Design Action Collective
Oakland, CA
www.designaction.org

Conference Logistics

Julia E. Curry Rodriguez
Kathryn Blackmer Reyes

Program Printing

Community Printers
Santa Cruz, CA
www.comprinters.com

Program Layout

Kathryn Blackmer Reyes

THANK YOU

The NACCS Board wishes to acknowledge the help and support of the following people and institutions.

University of Washington
Institute for Latino Studies, University of Notre Dame
Dr. Martin Luther King, Jr. Library, San José State University
Mexican American Studies, San José State University
Idalia Maldonado, Institute for Latino Studies, Notre Dame University
James Tan, MLK Library, SJSU
Rosalinda Gonzalez, MLK Library, SJSU

Michael Condon, MLK Library, SJSU
Divina Lynch, MLK Library, SJSU
Sharon C. Thompson, MLK Library, SJSU
Xicano Graduate Council, SJSU
Foco Reps and Caucus Chairs
Eric Norberg and HOMEY, San Francisco, CA
Design Action Collective, Oakland, CA
Community Printers, Santa Cruz, CA
Chicana and Chicano Studies, University of California, Los Angeles
Chicana and Chicano Studies, University of California, Santa Barbara
Office for Equal Opportunity, San José State University

And our thanks to the representatives and staff of the Westin Pasadena and the Pasadena Convention & Tourism Bureau.

EXHIBITS

NACCS wishes to thank the publishers and vendors for their continued support of our conference. Please visit the Exhibit Hall located in **San Marino**. Exhibits are open to the public.

Hours: Thursday 8:30 a.m. – 6:00 p.m.

Friday 8:30 a.m. – 12:00 &

Inicreations 2:00 p.m. – 6:00 p.m.

Lalo Alcaraz Saturday 8:30 a.m. – 2:30 p.m.

Pathfinder Books

Crafts by Amistad

Bilingual Review Press

University of Texas Press

University of Arizona Press

University of Nebraska Press

Latino Studies, University of Notre Dame

Mujeres Activas en Letras y Cambio Social (MALCS)

Ethnic Studies Library, University of California,
Berkeley

Chicana & Chicano Studies, University of California,
Santa Barbara

Chicano Studies Research Library, University of
California, Los Angeles

RECEPTIONS

Receptions are open and free to NACCS participants.

Welcome

Plaza

Wednesday, March 30, 2011

7:30 p.m.

Joteria Gathering

Fountain Foyer & Terrace

Thursday, March 31, 2011

8:30 p.m.

Graduate Student Reception

Fountain Foyer & Terrace

Friday, April 1, 2011

8:30 p.m.

Co-sponsored by:

Chicana and Chicano Studies

University of California, Los Angeles

Chicana and Chicano Studies

University of California, Santa Barbara

Office for Equal Opportunity

San José State University

MEETINGS

Leadership Orientation

Friday, April 1, Leishman Boardroom

7:30 p.m. – 8:20 p.m.

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

Foco

See program for meeting locations

Thursday 5:00 p.m. – 6:00 p.m. ALL

Saturday 8:00 a.m. – 8:50 a.m. ALL

Caucus

See program for meeting locations

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.

Chicana, RN-COMPAS, Grad Students, Joto

6:20 p.m. – 7:20 p.m.

LBMT, Community, K-12, Student, Indigenous

Business Meeting

Saturday, April 9

5:50 p.m. – 6:30 p.m.

Plaza

AWARDS LUNCHEON

Fountain Ballroom

Friday, April 1, 2011

Noon - 2:00 p.m.

Celebrate our recipients of the NACCS Scholar, Frederick A. Cervantes Student Premio, the NACCS Book Award, Community Recognitions, and our NACCS Conference Fellows.

All registered conference participants are welcome to attend. Additional luncheon tickets are available at the NACCS registration desk. Tickets are **\$60.00**. Limited tickets available. Ceremony is open.

Closing

Fountain Foyer & Terrace

Saturday, April 2, 2011

6:30 p.m.

FILMS

An Unfinished DREAM (64 mins): Documents the DREAM Act, the people involved with pushing for its acceptance into law, and the students who reside in the shadows until it comes to fruition. Thursday, March 31: 6:10 p.m. *Madera*

I LOVE Lupe (50 mins): *Premiere Screening*. The film documents the historic conversation between Chicana artists Yolanda M. López, Ester Hernández, and Alma Lopez about their Chicana feminist revisions of the Virgen de Guadalupe icon. The film also shows footage of the 2001 controversy that erupted over Alma Lopez's "Our Lady" at the Museum of International Folk Art in Santa Fe, New Mexico. The DVD will be released in conjunction with the anthology, *Our Lady of Controversy: Alma Lopez's Irreverent Apparition*, edited by Alma Lopez and Alicia Gaspar de Alba and published by University of Texas Press. Followed by a Q & A with the filmmaker. Thursday, March 31: 7:15 p.m. *Plaza II*

Danza Folklórica Escénica: El Sello Artístico de Rafael Zamarripa (51 mins): Featuring the internationally acclaimed choreographer, Rafael Zamarripa, this documentary traces the development of Mexican folklórico dance. Showcases Zamarripa's experiences and his remarkable artistic productions, the film offers an intimate understanding of this dynamic and widely practiced cultural expression. This film is in English & Spanish. Friday, April 1: 5:10 p.m. *Madera*

A Crushing Love (58 mins): Honors the achievements of five Chicana activists — labor organizer/farm worker leader Dolores Huerta, author/educator Elizabeth "Betita" Martinez, writer/playwright/educator Cherrie Moraga, civil rights advocate Alicia Escalante, and historian/writer Martha Cotera — and considers how these women managed to be parents and effect broad-based social change at the same time. Friday, April 1: 6:20 p.m. *Fountain II*

Precious Knowledge: La raza unida to save ethnic studies in Tuscon, AZ (56 mins): The film documents the current struggle to maintain the ONLY school district supported Ethnic Studies program in the nation. Friday, April 1: 7:30 p.m. *Madera*

La Entrevista (10 mins): An examination of UC Berkeley Queer Latin@s on how intersectional identities are central to their activism by having a week-long actions on campus with the purpose of "decolonizing the university." During this week, was the producing of a spontaneous 10 minute performance piece that highlighted many issues of identity and decolonization. This presentation will showcase the performance video, a discussion and will be accompanied by images and other artistic mediums. Friday, April 1: 8:00 p.m. *Plaza II*

CAUCUS PANEL

Rene Nunez Political Action Caucus - Session Seven

The Political Role of NACCS in The Defense of "Illegal Immigrants," Chicano Civil Rights, and Chicano Studies in Arizona

Contreras, Raoul. Indiana University Northwest.
Hernandez-G, Manuel. Arizona State University.
Mireles, Ernesto Todd. Michigan State University.

ACTIVITIES

NACCS for Beginners

Wednesday, March 30, *San Rafael*

4:00 p.m. – 5:15 p.m.

Repeated in Session One, see program for location.

Special Panel/Discussion

Saturday, April 2, *Madera*

4:40 p.m. – 5:40 p.m.

U.S. Birthright Citizenship & Arizona's SB1070 and other Anti-Immigrant 'Copy Cat' State Laws

Thomas A. Saenz, President and General Counsel of MALDEF

Eva Longoria, Activist & MALDEF Board Member

Fundraiser

Political Tardeada to Save Ethnic Studies

Saturday, April 2, *Fountain Ballroom*

6:30 p.m. – 9:00 p.m. *see p. 44 for more details*

Emcee: Richard Montoya • Music: Las Cafeteras

Featured guests and speakers include:

Rudy Acuña, Sean Arce, Mary Pardo, Harry Gamboa, Jr., Barbara Carrasco, Lalo Alcaraz, Wendy Carrillo (Power 106), Raul Campos (KCRW), Richard Montoya, Felicia Montes, Gustavo Arrellano, and many more artists, activists and academias.

Tickets: \$10 Students, \$25 Community/Faculty
Tickets available at the NACCS Registration desk.
Can't attend? Support the effort.

Mexican American Baseball in Los Angeles: Exhibit and Panel

Thursday, March 31, 2011. Pasadena Public Library Auditorium. Open to the Public.

The Baseball Latino History Project has partnered with the Baseball Reliquary and Pasadena Mexican American Historical Association to sponsor exhibits and a panel at the Pasadena Public Library featuring the history of both Mexican baseball in Southern California as well as the local Chicano/Latino community of Pasadena.

The panel will also be presented on Saturday, Session Nine.

Mexican American Baseball in Los Angeles and the Latino Baseball History Project

Francisco E. Balderrama, CSU Los Angeles

Richard A. Santillan, Cal Poly Pomona

Chair: Mark Ocegueda, UC Irvine

PLENARIES

Plenary I: Opening Plenary

Thursday, March 31, 2011, Fountain Ballroom
10:50 a.m. – 12:20 p.m.

Environmental Justice for a Post-Neoliberal Age

Daniel Solorzano. University of California, Los Angeles.

Jorge Huerta. 1997 NACCS Scholar.

Rhonda Rios Kravitz. Sacramento City College.

Moderator: Jaime H. Garcia. NACCS Chair, 2011-2012.

Plenary II:

Frederick A. Cervantes Student Premio Plenary

Friday, April 1, 2011, Madera
10:30 a.m. – 12 noon

Plenary III: Chicana Plenary

Saturday, April 2, 2011, Fountain Ballroom
10:30 a.m. – 12:00 p.m.

Arnold Farias. CSU Northridge. Undergraduate.

Israel Pastrana. UC San Diego. Graduate.

Moderator: Michelle Tellez. Chair, Cervantes Committee.

Chicana en Movimiento: Education for Change

Nancy "Rusty" Barcelo. Northern New Mexico College.

Felicia Montes. Mujeres de Maiz, In Lak Ech, Urban Xic.

Rosalía Solorzano. Pima Community College.

Moderators: Jessica Lopez Lyman & Amber Rose Gonzalez. Chicana Caucus Co-Chairs.

2011 NACCS SCHOLAR

Norma Alarcón has been trail-blazing a path for feminist and lesbian thought in Chicana and Chicano Studies for more than three decades. Dr. Alarcón is a semi-retired professor of English and Chicana/o literature and has served as founder and general editor of Third Woman Press, the country's most significant independent publisher of Chicana feminist and lesbian thought, prose, and poetry. Third Woman Press has published many significant books including *Chicana Lesbians*, *Latina Sexuality*, *Este puente es mi espalda*, and the third edition of *This Bridge Called My Back: Writings by Radical Women of Color*.

A brilliant and prolific essayist, Alarcón's many significant contributions to Chicana scholarly discourse include such insightful essays as "Traduttora, Traditora: A Paradigmatic Figure of Chicana Feminism" and "Chicana Feminism: In the Tracks of the Native Woman." She most recently co-edited the acclaimed, *El Mundo Zurdo* (2010). As an editor and critic, she has served on numerous editorial boards including those for *Aztlán: Journal of Chicano Studies*, *Signs*, *The Americas Review*, and various university presses.

Dr. Alarcón's current work demonstrates the rich breadth and depth of her scholarly and intellectual interests. She is teaching a course at UTSA's Department of English entitled, *Reading the Empire*. She is also reading economics and analyzing the recent financial (credit market) crisis.

Dr. Alarcón has played a pivotal role in the development of MALCS (Mujeres Activas en Letras y Cambio Social) and the Society for the Study of Gloria Anzaldua. MALCS has long been a major network and organization that supports and promotes Chicana feminist thought and transformative social action.

A great mentor of both undergraduate and graduate students, Alarcón's significant contributions to the teaching of Chicana studies is perhaps best described by one of her own former students: "Norma Alarcón's pedagogy is one of transformation of the fear of and negation of 'theory' to the excitement and pleasure that may be delivered through its reading." It is little wonder that so many of her protégés include some of the brightest new thinkers in Chicana feminist and queer theory. She has bequeathed a legacy of thoughtful (mindful) criticism and a capacity and commitment to actively defend students against "colonization, sexism, exclusion, and discrimination."

Join us in celebrating the 2011 NACCS Scholar, Dr. Norma Alarcón, "a fighter for profoundness and equity." Dr. Alarcón received her Ph.D. from Indiana University in 1983. She has served as a Professor at Purdue University, the University of California-Berkeley, and the University of Texas-San Antonio.

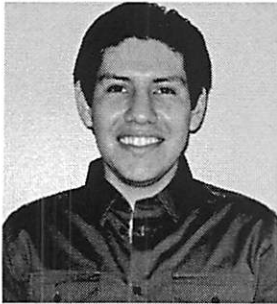


FREDERICK A. CERVANTES STUDENT PREMIO RECIPIENTS

ARNOLD FARIAS

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE. UNDERGRADUATE.

"Cuicapeuhcayotl (The Origin of Song): Revisiting the "Cantares Mexicanos."



Arnold Farias was born in Los Angeles, California a few years after his parents arrived from Mexico City, Mexico. He was raised in the San Fernando Valley in California and now attends California State University, Northridge (CSUN). He is currently an undergraduate student double majoring in Anthropology and Chican@ Studies and is due to graduate spring 2011. His research interests include Chican@ culture, Chican@ indigenous heritage, Mesoamerica, and Nahuatl culture/language. These interests were sparked by the Chican@ Studies Department through courses such as Chican@ Culture and Nahuatl. In addition, his skills were enhanced when he received a Foreign Language and Area Studies Fellowship to participate in a summer Nahuatl culture and language immersion program in Zacatecas, Mexico. Also, he shows a deep appreciation for CSUN, his department, and his faculty for supporting him, for example, through the McNair Scholars Program, Rudy Acuña Scholarship, and the Chican@ Studies Foundation Scholarship. Furthermore, he is a scholar committed to graduate studies and hopes to obtain a Ph.D. to become a professor who conducts research and disseminates it to students, colleagues, and communities. Through his research, he will work with and for indigenous, Mexican, and Chican@ communities in an attempt to pursue cultural survival, self-determination, and social justice.

ISRAEL PASTRANA

UNIVERSITY OF CALIFORNIA, SAN DIEGO. GRADUATE.

"Made to be Undocumented: Amnesty, Law Enforcement, and the Ambiguous Borderlands of the 1986 Immigration Reform and Control Act"

Israel Pastrana is a Ph.D. Candidate in the Department of History at the University of California, San Diego. Born and raised in San Diego and Tijuana, Pastrana attended Southwestern College in Chula Vista before transferring to the University of Oregon where he took the B.A. in History. The child of migrant farmworkers, Pastrana's research interests center on the role of Mexican labor migration in the social and economic development of the U.S. Southwest. His working dissertation title is: "Brazos de Oro: Mexican Contract Labor Migration and the Political Economy of the American Southwest, 1917-1973."



2011 NACCS BOOK AWARD

RICHARD T. RODRIGUEZ

NEXT OF KIN: The Family in Chicana/o Cultural Politics



We are pleased to announce that the recipient of the 2011 NACCS Book Award is *Next of Kin: The Family in Chicana/o Cultural Politics* by Richard T. Rodriguez. The judges are drawn to the singular importance of its subject, the family as a cultural and political entity. Combining his considerable literary critical tools with his Chicana/o-Latina/o cultural studies frameworks, Rodriguez demonstrates both the multiplicity and complexity of kinship definitions and familia iconography over a broad range of research scholarship. He leads us from Movement poetry of the late 1960s, to Chicana/o representation in TV and film, through rap music and hip hop, and finally offers an analysis of the contributions gay men and lesbians in the reconfiguring and reclamation of la familia. By interrogating the very definition of blood relations and social groupings, Rodriguez probes into the shifting reality of kinship/family over time. The work is intelligent, daring, and well-executed.



COMMUNITY RECOGNITION

ASSOCIATION OF RAZA EDUCATION (ARE), LOS ANGELES CHAPTER

A.R.E. states the following as its mission: "Education is essential to the preservation of civil and human rights. It provides the foundation for all political and economic progress and it must be a basic right of all people. Making this right a reality is the fundamental objective of A.R.E. Raza has been and continues to be oppressed by the educational system within the United States.

HOMEBOY INDUSTRIES

Homeboy Industries continues to work to assist at-risk, formerly gang-involved youth and the recently incarcerated to become contributing members of the community through a variety of services in response to their multiple needs. The free programs -- including counseling, education, tattoo removal, job training, and placement -- enable young men and women to redirect their lives and provide them with hope for their futures.

DREAM TEAM L.A.

Dream Team L.A. is a multicultural, migrant youth-led, group to pass the DREAM Act and pursue the enactment of other forms of legislation that aim to mend the broken immigration system.

APPLE (PROGRAM OF IDEPSCA)

APPLE is a the Asociacion de Padres de Pasadena Luchando por la Educacion. This group of parents attend trainings and organize with the goal of increasing parent participation in the Pasadena Unified School District (PUSD). APPLE holds the PUSD accountable especially on issues of unequal education and treatment directed towards immigrant student and their families. The group states that its purpose is "to reach an equitable and quality education for all children without distinction of race, gender, socio-economic or legal status, religion or national origin". APPLE parents are now key members of school committees at nine of the PUSD campuses. Completely led by predominantly Spanish-speaking, immigrant parents, this organization continues to pursue a socially just education amongst themselves, for their children and for all students in the PUSD.

EASTSIDE CAFE

The Eastside Cafe Echospace is a cultural and educational spaced founded by El Sereno residents for the evolvment of sustainable self-reliance through education, cultural awareness, health and the arts. The Cafe represents the initial phase of a long-term community development plan committed to supporting an active citizenry and a renewed community identity that is continuously engaged in planning for the future. As an independent organization, the Eastside Cafe relies on its members and the grassroots community for monetary support and does not accept grants and government fund. Several collectives work out of the Cafe. At the same time, the Cafe sustains a transnational relationship with communities in Latin America, like the Zapatistas.

2011 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!

Ruben Bernal
Undergraduate
Sociology
San José State University

Erik Lara
Undergraduate
Materials Engineering
San José State University

Maria Isabel Evaristo
Undergraduate
Sociology
San José State University

Karla Reyes
Undergraduate
Business
San José State University

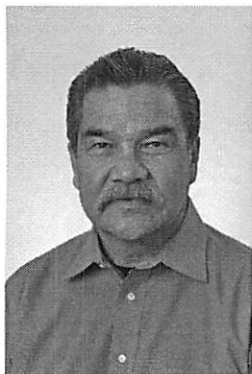
Maria Valencia
Undergraduate Child
Development
San José State University

STUDENT PRESENTER FELLOWS

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. We celebrate 10 years of supporting students and returning to the foco where it was created during the Portland meetings. This year's fellows are:

Ricardo Venegas, University of Utah; Juan Pablo Mercado, San José State University; Fatemma Rashwan-Soto, University of Arizona; Vanessa Fonseca, Arizona State University; Angelique Szymanek, SUNY Binghamton; Ana Angel, San José State University; Ricardo Agredano, San José State University; Alicia Casas, San José State University; Moises Orozco Villicana, University of Illinois at Urbana-Champaign; Guadalupe D. Manriquez, University of California, Berkeley; Israel Pastrana, University of California, San Diego; Victor Vasquez, San José State University; Ruben Bernal, San José State University.

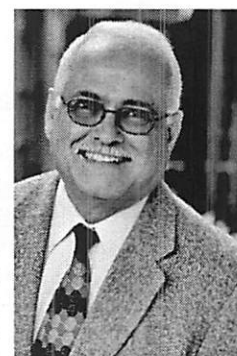
NACCS PLENARY SPEAKERS



DANIEL SOLORZANO

Daniel Solorzano is a Professor of Social Science and Comparative Education in the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA). He also has a joint appointment as Professor in the Chicana and Chicano Studies Department and is an affiliated Professor in the Women's Studies Department. He is the Director of the University of California All Campus Consortium on Research for Diversity (UC/ACCORD), an interdisciplinary, multi-campus research center devoted to a more equitable distribution of educational resources and opportunities in California's public schools and universities. His teaching and research interests include critical race and gender studies on the educational access, persistence, and graduation of underrepresented undergraduate and graduate Students of Color in the United States. Dr. Solorzano has authored around sixty research articles and book chapters on issues of educational access and equity for underrepresented minority populations in the United States.

JORGE HUERTA



Prof. Huerta is Chancellor's Associates Professor of Theatre *Emeritus* at the University of California, San Diego, where he began teaching in the department of Theatre and Dance in 1975. He has directed in regional theatres throughout the United States, including New York City's Puerto Rican Traveling Theatre, Gala Hispanic Theatre in Washington, DC, Seattle's Group Theatre and the San Diego Repertory Theatre. Huerta is also a leading authority on contemporary Chicana/o and US Latina/o theatre who has lectured throughout the US, Latin America and Western Europe. He has published many articles and reviews in journals and anthologies and has edited three collections of plays. Prof. Huerta published the first book about Chicano theatre, *Chicano Theatre: Themes and Forms* in 1982; his last book, *Chicano Drama: Performance, Society and Myth*, was published by Cambridge University Press in 2000. Dr. Huerta was inducted into the College of Fellows of the American Theatre in 1994 and selected NACCS Scholar in 1997. In 2007 Huerta was awarded the Association for Theatre in Higher Education (ATHE) "Lifetime Achievement in Educational Theatre Award." In 2008 he was recognized as the "Distinguished Scholar" by the American Society for Theatre Research (ASTR), the Society's highest annual honor.

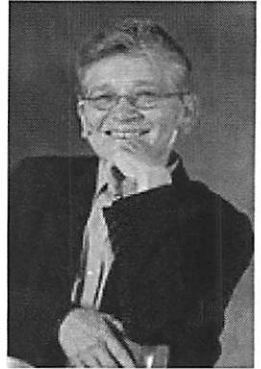


RHONDA RIOS KRAVITZ

Rhonda Rios Kravitz is the Dean of the Learning Resources Center at Sacramento City College since July 2007. From 1990 - July 2007 she served as the Head of Access Services at the Sacramento State University Library. At Sacramento State she was a recognized and celebrated leader in diversity and equity issues and the recruitment and retention of faculty of color. A community, professional, and dedicated leader at heart, Rios Kravitz has worked on behalf of work equity, unionization, student advocacy, diversity, and women's equity issues. Her research focuses on higher education equity issues, education equity policy, and accountability efforts for social justice. In 2006 she was awarded a D.P.A. in Public Administration from the University of Southern California, Sacramento Center School of Public Policy, Planning, and Development. Her dissertation is titled: Precepts for Success: Chicana/o and Latina/o Administrators Working in the California State University System. She holds an MSLS in Library Science from Simmons College, and a BA in Humanities with minors in Chemistry and Ethnic Studies from Sacramento State University. Her professional leadership is exemplified in her roles as President of REFORMA - National Association to Promote Library Services to the Spanish-Speaking, NACCS Chair, 2000-2001. In addition she has served three times as the Foco Representative for the Northern California Region over the last ten years. In 1997 she was a delegate to the 41st Commission on the Status of Women of the United Nations. Among her numerous awards, Rios Kravitz has been received the Dolores Huerta Activist Award from the Freedom Bound Center (2004), Students First Award from the Associated Students at Sacramento State (2004), Faculty Excellence Award from El Concilio de Estudiantes de Sacramento State (2003), Excellence Award, Northern California Foco of NACCS (2002), and the 2010 Peace & Justice Award for distinguished service and leadership from the Center for African Peace and Conflict Resolution, CSU Sacramento.

CHICANA PLENARY SPEAKERS

NANCY "RUSTY" BARCELÓ



Nancy "Rusty" Barceló is the president of Northern New Mexico College. She is a nationally recognized leader in equity and diversity in higher education, with more than 30 years of experience in the field.

Dr. Barceló received her Ph.D. in higher education administration from the University of Iowa. She spent more than 20 years at the University of Iowa, where she served as Assistant Dean and Provost for Academic Affairs and received the Distinguished Educator in Diversity Award. She went to the University of Minnesota in 1996 as Associate Vice President for Multicultural and Academic Affairs and also served from 1999 to 2001 as chair of the Chicano Studies Department. In 2001, she left Minnesota to become Vice President and Vice Provost for Minority Affairs and Diversity at the University of Washington. In 2006, she returned to Minnesota, first as the University's chief diversity officer and member of the University's senior executive team, then as Vice President and Vice Provost for Equity and Diversity. She assumed the presidency of Northern New Mexico College on July 1, 2010.

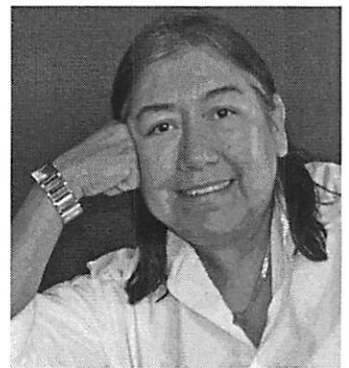


FELICIA MONTES

Felicia Montes is a Xicana Indigenous artist, activist, academic, community & event organizer, educator, designer, MC, poet & performer living and working in the Los Angeles area. Known throughout the Los Angeles area as an established Xicana cultural worker of a new generation, she is the cofounder and coordinator of Mujeres de Maiz, In Lak Ech, and Urban Xic and has worked on various transnational art and organizing efforts including work with the Zapatistas, Peace & Dignity Journeys and La Red Xicana Indigena. Felicia holds a B.A from UCLA in World Arts & Cultures with a minor in Chican@ Studies, a

M.A in Chican@ Studies from Cal State Northridge, and a M.F.A from Otis College of Art & Design in Public Practice Art (May 2011).

ROSALÍA SOLÓRZANO TORRES



Rosalía Solórzano Torres is a pioneer of Chicana/o Studies, establishing many Chicana/o Studies courses and degree programs at various institutions. Solórzano Torres began researching Mexican migrant women in 1976 and teaching in the field in 1979. She is co-editor of *Chicana Studies: An Introduction*, Vol. I (Kendall Hunt 2010), *Chicana/o Studies: Survey and Analysis* (Kendall Hunt, 2007) and is finalizing a chapbook of poetry, *Borderoleando el Amor*. Solórzano Torres has a MA in Sociology and Spanish from the University of Texas at El Paso and advanced to doctoral candidacy in sociology at Michigan State University, East Lansing. She was Associate Director at the Center for Inter-American and Border Studies at the University of Texas at El Paso and has received research and teaching appointments at the Center for U.S.-Mexico Studies at the University of California at San Diego, the Department of Chicana and Chicano Studies at University of Texas at El Paso, the Chicana and Chicano Studies Program at the University of Colorado at Boulder, El Paso Community College, and Pima Community College in Tucson, Arizona, where she has been teaching for fourteen years. Solórzano Torres received a MA in Counseling and Guidance from Webster University in 1992, is a Licensed Marriage and Family Therapist, and received Fellowship status by the American Psychotherapy Association.

WEDNESDAY, MARCH 30

Registration 2:00 p.m. – 7:00 p.m.
SANTA ROSA FOYER

NACCS for Beginners
4:15 p.m. - 5:30 p.m.
SAN RAFAEL

Welcome Reception
7:30 p.m. – 9:00 p.m.
PLAZA

THURSDAY, MARCH 31

Registration 8:00 a.m. – 5:00 p.m.
SANTA ROSA FOYER

Exhibits 8:30 a.m. – 6:00 p.m.
SAN MARINO

SESSION ONE – Thursday, 9:00 a.m. to 10:20 a.m.

1.1 • Plaza I

Dialogues through Theatre, Music and Art

Martinez, Alma. Pomona College. "Zoot Suit and the National Theatre Company of Mexico: Transcultural Chicana Strategies for Producing in Mexico."

Leal, Jorge. California State University, Northridge. "The Ephemeral Forums of South East Los Angeles."

Mendoza, Ruben. California State University, Northridge. "Walking the Talk: Sophist Rhetoric, Walking, and Decolonial Pedagogical Praxis in Harry Gamboa, Jr.'s Art."

Aguiar, Rodolfo. University of Minnesota. "La Pachanga Sonidera: Sonidero, Midwestern migrants, and transnational subjectivities in the Internet Age."

1.2 • Plaza II

Music, Identity, and Resistance: A Survey of Chicana/o Musical Spaces

Farias, Arnold. California State University, Northridge.

Rodriguez, Luis M. California State University, Northridge.

Sanchez-Tello, George B. California State University, Northridge.

Ruiz, Armando. California State University, Northridge.

Chair: Garcia, Peter J. California State University, Northridge.

1.3 • San Rafael

Workshop: Writing Lives: A Workshop for Writing from Life Experience

Ruiz, Elsa C. University of Texas at San Antonio.

Cantu, Norma E. University of Texas at San Antonio.

1.4 • San Gabriel

Workshop: Let Us Work Together: A Practical Guide & Discussion on Creating Community-Based Writing Projects

Alexander, Adriana. University of California, Irvine.

Gonzalez, Xelena. Texas Women's University.

1.5 • San Pasqual

Latin@ Youth: Comprehensive Sex Education and the Socio-Psychological Determinants in Latin@ Early Sexuality

Guzman, Bianca. California State University, Los Angeles.

Serna, Nathalie. California State University, Los Angeles.

Martinez, Isabel. California State University, Los Angeles.

Feria, Aida. California State University, Los Angeles.

Hernandez, Javier. California State University, Los Angeles.

1.6 • Los Feliz

Vamos al Cambalache: Creating Opportunities for Exchange and Connections between University/College Chicano Studies Curriculum, K-12 Classrooms, and Home Communities

Montoya, Fawn Amber. Colorado State University - Pueblo. "Día De Los Muertos – Connecting University Courses with the Public School Classroom."

Trujillo, Patricia. Northern New Mexico College. "Vamos al Cambalache: Land-based Exchange Practices in Northern New Mexico Educational Communities."

1.7 • Fountain IV

NACCS for Beginners

1.8 • Sierra Madre

Revising Borderland Social Justice

Lopez, Gustavo. University of California, Santa Barbara. "Wetbacks and Illegal Aliens: A Comparative Analysis of Post-WWII and Post-9/11 Immigration Enforcement."

Cisneros, Josue. Northeastern University. "Reconsidering Reies López Tijerina and the Alianza Federál de Mercedes: Chicano Movement Rhetoric and the Radical Struggle for Social Justice."

Pérez, Annemarie. University of Southern California. "Borderland Cosmopolis: Aztlán as Cosmopoetic Space."

Ameal-Perez, Alberto. University of Massachusetts. "Anexión y Eduvación: California, siglo XIX."

1.9 • Fountain I

Workshop: Corazon de Cedro: Fandango and Son Jarocho as sites for Chicana/o education and liberation

Diaz-Sanchez, Micaela. Northwestern University.

Flores, Xochi. Fandango Sin Fronteras.

García, Eduardo. California State University, San Marcos.

Gonzalez, Martha. University of Washington, Seattle.

Sanchez-Tello, George. California State University, Northridge.

1.10 • Fountain II

Memoirs of People of Color: Testimonios No Comunes

Shahmiri, Sanam. California State University, Northridge. "West meets Middle East: Effects of Western Influence on Iranian History, the Green Movement, and Iranian Immigrant Identity."

Gatica, Gisella. California State University, Northridge. "Spanish Feminist Theater: A Postmodern and Feminist Perspective of Spanish Society of the 1980's."

Guzman, David. California State University, Northridge. "Exploring Gay Salvadorans Migration Experiences in the 1980s."

Rodriguez, Cassandra. California State University, Northridge. "Working in the Southern California Household: Investigating Experiences of Latina *Domesticas*."

Chair: Lopez-Garza, Marta. California State University, Northridge.

1.11 • Altadena

Emma Perez' The Decolonial Imaginary: Theoretical Site for Social Justice Research

Gomez, Charlene. University of California, Los Angeles.

Ruiz, Sombra. University of California, Los Angeles.

Alvarez, Adan. University of California, Los Angeles.

Chair: Aguilar-Hernandez, Jose Manuel. University of California, Los Angeles.

1.12 • Madera

Serving First Generation Students

Acevedo, Martha. University of California, Merced. "Reading Between the Lines: Invisible Factors for Success of First Generation Chicano/Latino Students at the University of California a Merced."

Velazquez, Yarma. California State University, Northridge. "Teaching Performance, Confronting Privilege. Exploring Issues of Class, Performance and Pedagogy."

Leon, Kendall. Purdue University. "Chicana identity and/in programmatic writing: a case for studying the archives of an organization as a site for education."

Welcome 10:30 a.m.

Fountain Ballroom

Devon G. Peña, NACCS Chair, 2010-2011
Jaime H. Garcia, NACCS Chair, 2011-2012

NACCS Plenary 10:50 a.m. – 12:20 p.m.

Sites of Education for Social Justice

Daniel Solorzano. University of California, Los Angeles. "Critical Race Theory and the Role of Education in the Struggle for Social Justice."

Jorge Huerta. 1997 NACCS Scholar. "Teatro Chicana/o: Performing Social Justice Beyond the Classroom."

Rhonda Rios Kravitz. Sacramento City College. "Removing the Veil: Maintaining 'Open Access' for the Privileged."

Moderator: Jaime H. Garcia, NACCS Chair, 2011-2012

SESSION TWO – Thursday, 12:30 p.m. to 1:50 p.m.

2.1 • Plaza I

Travel Conternarratives

Szeghi, Tereza. University of Dayton. "Weaving Transnational Identity: Implications of Travel in Sandra Cisneros' *Caramelo*."

Valdovinos, Miriam. University of Washington. "Xicana in the Deep South: Traveling Brown in Hostile Spaces."

Miner, Dylan A.T. Michigan State University. "Explorations of Aztlán, Anishinaabewaki, and Ixachilan: Carlos Cortéz Koyokuikatl as Anarcho-Indigenist."

Sanchez, Aaron. Southern Methodist University. "'Almighty God has given us our Country, our Civilization, and the American Constitution:' Citizenship, Nationalism, and Mexican Americanism in U.S.-Mexican Thought, 1920-1960."

2.2 • Plaza II

Roundtable: New Kids on the Short Block: UCLA's Newly Approved Ph.D. Program in Chicana/o Studies

Abrego, Leisy. University of California, Los Angeles.

Avila, Eric. University of California, Los Angeles.

Blackwell, Maylei. University of California, Los Angeles.

Valenzuela, Abel. University of California, Los Angeles.

Hernández, David. University of California, Los Angeles.

Chair: Gaspar de Alba, Alicia. University of California, Los Angeles.

2.3 • San Rafael

Chicanos/as and Latinos/as Challenging Barriers to Accessible and Quality Education in California

Ramirez, Elvia. California State University, Sacramento. "Choosing Graduate School: How Inequality Processes Shape Chicano/Latino(a) Students' Graduate School Destinations."

Barajas, Manuel. California State University, Sacramento. "A Critical Examination of Chicana/o Faculty/Student Under-Representation in Higher Education in California."

Rosendo-Servin, Maribel. California State University, Sacramento. "A Case of Educational Apartheid, a Magnet Fortress, & Community Resistance at Centro Valley High: A Race, Class, & Gender Standpoint Analysis."

2.4 • San Gabriel

Queer(ed) Migrations

de la Garza Valenzuela, José. Miami University. "Queer(ed) Migrations: Queer Border Crossings in Rigoberto González's Crossing Vines."

raza, arifa. University of California, Riverside. "SB1070 as an example of Necropolitics in the Southwest."

2.5 • San Pasqual

Reclaiming our Language(s) through Digital Media

Reyes McGovern, Elexia. University of California, Los Angeles.

Cortez Martinez, Danny. University of California, Los Angeles.

Montano, Elizabeth. Loyola Marymount University.

2.6 • Los Feliz

Chicana/o Archives and the Chicano Movement: A Discussion

Griswold del Castillo, Richard. San Diego State University. Chicana/o Archives Project.

Sanchez, Rita. San Diego Mesa College. Member CCA Project.

Guerra, Lizette. University of California, Los Angeles. Chicano Studies Research Center.

Salinas, Romelia. California State University, Los Angeles. Library Liaison.

2.7 • Altadena

Workshop: Chicana/o Oriented Curriculum in Greater Aztlán: Curriculum, Chicana/o Northwest History, and the Seattle Civil Rights and Labor History Project

Guzman, Gonzalo. University of Washington.

Rosales Castaneda, Oscar. University of Washington.

Woods, Danielle. University of Washington.

2.8 • Sierra Madre

Working for Social Justice in Disenfranchised Communities: Lessons from an Experimental University-Community Project

Pizarro, Marcos. San José State University.

Ozuna-Sanchez, Mario. Mexican American Community Service Agency (MACSA).

Angelopoulos, Margaret.

Carrasco, Jessica.

Loyola, Angelina.

Naranjo, Martha.

Navarrete, Carlos.

Pineda Jr, Ramon.

2.9 • Fountain I

Workshop: Decolonize Your Diet: From Theory to Practice

Calvo, Luz. Cal State East Bay. "The Mexican Immigrant Paradox."

Esquibel, Catriona Rueda. SFSU. "La comida de las abuelitas: Representing Ancestral Foods in Chicana literature and art."

Valdivia, Alberto. Cal State East Bay. "Community Gardens in Urban Environments."

Chair: Montes, Amelia María de la Luz. University of Nebraska, Lincoln.

Session Two continues

2.10 • Fountain II

Roundtable: Keeping a Dream Alive - Undocumented Students and the struggle for equality in the American Society

Rivera, Uriel. University of California, Berkeley.

Mateo, Lizbeth. Dream Team Los Angeles.

Meza, Nancy. Dream Team Los Angeles.

Chair: Perez, William. Claremont Graduate University.

2.11 • Fountain IV

Nuestras Experiencias, Nuestras Historias: Self-Awareness and Community Empowerment Through Critical Pedagogy

Coronado, Heidi. Claremont Graduate University.

Mata, Elizabeth. University of Southern California.

Castro, Andres. University of La Verne.

2.12 • Madera

Workshop: Street Teatro as a Tool for Education

Rodriguez, Delia. Teatro Chicana.

Nuñez, Felicitas. Teatro Chicana.

García, Laura. Teatro Chicana and Tribuno del Pueblo Newspaper.

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

3.1 • Plaza I

The State of Exception and the Right of Resistance

Tezozomoc. South Central Farmers Feeding Families. "States of Exception and the Limits of Identity Politics."

Peña, Devon. University of Washington. "The Strategy of Refusal and the State of Exception."

Gonzalez, Rosalee. Arizona State University. "Militant Women and Resistance to the State of Exception."

Discussant: Diaz, David R. California State University, Los Angeles.

3.2 • Plaza II

Where we Live and Work: Community Organizations as Sites of Research, Community-Building, Resistance and Engagement

Espinoza, Damaris. University of Washington. "Para entender mi mundo, tienes que dejar el tuyo/To understand my world, you have to leave yours: Women, violence, and Casas de Refugio in Lima, Peru."

Valdovinos, Miriam. University of Washington. "Shelter as a Temporary Home: Women of Color in the Domestic Violence Shelter System."

García, Raul. University of Washington. "Sites of Resistance: Day Labor Centers in the Pacific Northwest."

3.3 • San Rafael

Roundtable: New Directions in Chicano Movement Historiography

Espinoza, Dionne. California State University, Los Angeles.

Montejano, David. University of California, Berkeley.

Olguin, Ben. University of Texas at San Antonio.

Chair: Oropeza, Lorena. University of California, Davis.

3.4 • San Gabriel

Educator Trajectories

Briones, Jody. Texas A&M University-Kingsville. "Social Justice and Critical Literacy: Using Teacher-Role Identity in the Composition Classroom."

Flores, Glenda and Pierrette Hondagneu-Sotelo. University of Southern California. "Latina Teachers in Southern California: Pathways into the Profession."

Saldana, Lilliana. University of Texas at San Antonio. "¡De mi barrio no me voy!: The Identity, Consciousness, and Teaching Practices of Mexican American Teachers at a Barrio School."

Shelfbine, Janet and Maria C. Gonzalez. University of Texas at Brownsville. "Challenge and Circumstance: The Voice of a Latina Educational Leadership Candidate."

3.5 • San Pasqual

Student Success in Higher Education

Ochoa, Vanessa. Mt. Saint Mary's College. "A Portrait of an Effective High School Counseling Program and its Impact on Latina/o Academic Preparation and the College Choice Process."

Acevedo, Martha. University of California, Merced. "Reading Between the Lines: Invisible Factors for Success of First Generation Chicano/Latino Students at the University of California, Merced."

Navarro, Carlos and Adriana Ayala. National Hispanic University. "Building Latina College Student Self-Esteem--The National Hispanic University Way."

Venegas, Ricardo. University of Utah. "Rescuing Your 'self': Racial Microaggressions and Racial Battle Fatigue in Community Colleges and their effect on Latino (male) transfer students."

3.6 • Los Feliz

Latina/os in Community College: Creating Spaces of Resistance to Dismantle Institutional Barriers

Marquez, Rigoberto and Mary Martinez-Wenzl. University of California, Los Angeles. "The Importance of Place: Latino/as, Segregation, and the Community College."

Sanchez, Irene. University of Washington. "A Dream Deferred: Chicana/o Community College Students Aspirations and Barriers to Transfer."

Martin, Llanet. University of California, Los Angeles. "Center for Community College Partnerships (CCCCP): Transfer Preparation for Transfer Excellence."

Gonzalez, Marina. University of Southern California. "A Case Study of Practices to Support the Persistence and Transfer of Latina/o Students at a High-Transfer Community College."

3.7 • Altadena

Challenges to the Heteronormative

Gray, Thomas. Tulane University. "Double Discrimination: Transphobia and Racism."

Gonzalez, Alejandra and Victoria Gonzalez-Rivera. San Diego State University. "Latin@ Drag Queens: Negotiating Sexual, Class, and Racial/Ethnic Identities in Southern California."

Granado, Alma. University of California, Berkeley. "Queering the Corpse: Sexuality, Abjection, and Migration in Arturo Islas' *The Rain God*."

Mendoza Covarrubias, Alexandra. University of Minnesota, Twin Cities. "Drawing the Borderlands: *Love and Rockets* and the Illustrated Third Space."

3.8 • Sierra Madre

Alternative Paths Toward Justice: "el movimiento" in Historical Perspective

Lopez, Ronald. Sonoma State University. "The Radical Act of Consensus: Dialogue and listening to build a Day Labor Center."

Ferreira, Jason. San Francisco State University. "Toward a New World Consciousness: Black and Latina/o Students of the 1968 Third World Strike at San Francisco State."

Summers Sandoval, Tomás. Pomona College. "Entre el Campo y la Ciudad: Excavating Linkages of Change in 1970s California."

Chair: Sandoval, Denise. California State University, Northridge.

3.9 • Fountain I

(Re)imagining Boundaries: Chicana Feminist Epistemologies and Pedagogies

Lopez Lyman, Jessica. University of California, Santa Barbara. "Mi Cuerpo: Performance Studies Approaches to Chicana Feminism."

Alvarez, Eddy Francisco. University of California, Santa Barbara. "Desired Spaces: Queering Chicana Feminist Pedagogy."

Chair: Hurtado, Aida. University of California, Santa Barbara.

3.10 • Fountain II

Belonging, Memory, and Spirituality in a Decolonial Queer Aztlan

Ramírez, Sara A. University of California, Berkeley. "Spiritualizing the Flesh in Forgetting the Alamo, Or, Blood Memory."

Gonzalez, Jorge, University of California, Berkeley. "Love's Wars: Cherrie Moraga's *Loving in the War Years* and the Critique of Love as Domination."

Alarcón, Wanda. University of California, Berkeley. "The Queer of Color Difference and the Poetics of Home."

Discussant: Yarbrow-Bejarano, Yvonne. Stanford University.

Session Three continues

3.11 • Fountain IV

Roundtable: *How To Look? Chicanos Re-tooling Art History and Visual Studies Toward Socially Minded Art Theory and Production*

Szymanek, Angelique. Binghamton University, SUNY. "Bodies Beyond Borders: Chicana Performance Practices and Pedagogy."

Guzman, Alicia. University of Rochester. "Seeing, Mapping, and Complex Encounter Between Euro-American and Rural Chicano Conceptualizations of Space."

Franco, Josh. Binghamton University, SUNY. "Conversant Methodologies: Rethinking the New Art History with Chicano Methods and Works."

3.12 • Madera

Save Ethnic Studies

Gonzalez, Norma. Tucson Unified School District - Chicano Indigenous Studies Critical Educator.

Gonzalez, Jose. Tucson Unified School District - Chicano Indigenous Studies Critical Educator.

Arce, Sean. Tucson Unified School District - TUSD Mexican American Studies Director.

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

4.1 • Plaza I

Teacher and Student Activism in Schools

Partida, Bryant. California State University, Northridge. "Enacting Justice through Education: A Literature Review of the Social Justice Education Project."

Gonzalez, Juan and Jason Immekus. California State University, Fresno. "Respetame! / Respect Me!: A Qualitative Study of Chicano Youth Voices in Central California."

Medrano, Catherine. University of California, Santa Barbara. "GATE Exclusion, Culture, and Resistance: GATE as a Racial Project."

Briones, Jody. Texas A&M University-Kingsville. "Social Justice and Critical Literacy: Using Teacher-Role Identity in the Composition Classroom."

4.2 • Plaza II

Creating Spaces for Educational Transformation: Applied Chicana/o Studies for Social Justice

Garcia, Jose. San José State University. "Generación del 94: Lessons from Processes of Identity Formation, Education, and Activism among Mexican@ Immigrants in the 90s."

Agredano, Ricardo. San José State University. "Tallerismo: Chicanao Youth Creating Workshops and Tools for Grassroots Organizing."

Angel, Ana. San José State University. "Transformative Identity Formation among Xicana Social Justice Activists."

Rubio, Diana and Carina Cisneros. San José State University. "Chicana/o Students Transforming Role Strains into Cultural Capital, Building Relationships at the University, and First-Generation College Success."

Mercado, Juan Pablo. San José State University. "Challenging the Traditional Historical Narrative: Analyzing How Communities Understand and Embody Chicana/o History."

Chair: Pizarro, Marcos. San José State University.

4.3 • San Rafael

Workshop: Surviving and Thriving in Academia through Comadre Collectives: Using Feminist Co-Mentoring to Foster Academic/Personal Development and Success

Gomez, Terri. California State Polytechnic University, Pomona.

Ballon, Estela. California State Polytechnic University, Pomona.

Chavez, Christina. California State Polytechnic University, Pomona.

Mizumoto Posey, Sandra. Metropolitan State College of Denver.

4.4 • San Gabriel

Teaching for Community and Cultural Survival

Cardenas, Norma. Oregon State University. "Teaching Chicana/o Testimonios: Writing about oppression, privilege, and hope."

Torrez, Estrella. Michigan State University. "(Re)learning my Community: Creating a space for Brown and Red home pedagogies."

Romero, Eric. New Mexico Highlands University. "Researching Rural Indigenous Knowledge as an Arrest on Economic Globalization and Educational Alienation."

Pedraza, Venetia-June. Northwest Vista College. "Twenty-First Century Xicanisma: What Is It and How Do We Get There?"

4.5 • San Pasqual

Undocumented Student Activist Roles

Guarneros, Nancy. Claremont Graduate University. "'We are like family': The power of undocumented student groups in this anti-immigrant and financial crisis."

Covarrubias, Alejandro. University of California, Los Angeles. "The Mexican (Im)migration Educational Pipeline: The intersection of race, class, citizenship and gender and its impact on educational attainment."

Ramirez, Marla. University of California, Santa Barbara. "DREAM vs. Reality: A Critical Analysis of the Federal DREAM Act."

Plascencia, Imelda. University of California, Los Angeles. "Undocumented Stages: The Fluidity of Self Identity."

4.6 • Los Feliz

Workshop: Crossing Borders: Journey Through Our Heritage

Del Castillo, Ramon. Metropolitan State College of Denver.

Fajardo, Renee. Metropolitan State College of Denver.

Garcia, Karissa. Metropolitan State College of Denver.

Lozano, Maria. Metropolitan State College of Denver.

4.7 • Altadena

Chicana Art as Site of Critical Education

López, Tiffany Ana. University of California, Riverside. "Chicana Art as Public Pedagogy: Motherhood and the Curriculum of Defiance in the Work of Barbara Carrasco."

Leimer, Ann Marie. University of Redlands. "Quilting Knowledge, Weaving Justice: Sites of Struggle and Survival in the Work of Consuelo Jiménez Underwood."

Davalos, Karen Mary. Loyola Marymount University. "Art as Education for Social Justice: The Indigenous Spirituality of Linda Vallejo."

Chair: Davalos, Karen Mary. Loyola Marymount University.

4.8 • Sierra Madre

New Research Perspectives in Latina/o Studies

Wise, Katie. Pomona College. "Educational Opportunities for Latina/os in Memphis, Tennessee."

Gavia, Gypsy. Pomona College. "Multicultural Education: The Power of Chicana/o and Latina/o Studies in our Classrooms."

Ramirez, Rachel Leonor. Pomona College. "Stories of Pomona College Dining Hall Workers."

Garrett, Sarah. Scripps College. "Olvera Street: the Struggle for Space, Sanctuary, and Cultural Representations."

Chair: Summers Sandoval, Tomás. Pomona College.

Session Four continues

4.9 • Fountain I

Survival Texts/Resistance Texts: Reconstructing the Mestiza Past, Reimagining Chicana Futures

- Urquijo-Ruiz, Rita. Trinity University. "Inscribing the Queer Back into History: The Tejana Lesbian Hero in Emma Pérez' *Forgetting the Alamo, or Blood Memory*."
- Gordillo, Luz Maria. Washington State University, Vancouver. "*La Niña Buena, Anita Blake and Bella Swan: A Triad of Resistance and Submission*."
- Heidenreich, Linda. Washington State University, Pullman. "Refusing the Narrative: The Colonial Monster Talks Back."
- Reyes, Barbara. University of New Mexico. "Reading Mestiza Voices: Californiana Testimonials, Place and Agency in the War for Independence."
- Discussant: Pescador, Javier. Michigan State University.
- Chair: Pritchard, Demian. Independent Scholar.

4.10 • Fountain II

Rethinking, Once Again, Political Economy

- Ibarra Salazar, Armando. University of Wisconsin - Extension. "Poverty in the Valley of Plenty: Mexican Families and Migrant Work in California."
- Sarmiento, Carolina. University of California, Irvine. "Spaces of Possibility: Challenging the 'Marginality' of the immigrant working class in the Creative City."
- Lozano, Jessica. University of Washington. "With a Gun to His Head: Transnational Communities and the Changing Value of Work."
- Carlos, Alfredo. University of California, Irvine. "Theories of Economic Democracy: Constructing New Forms of Social, Political and Economic Organization."
- Chair: Torres, Rodolfo D. University of California, Irvine.

4.11 • Fountain IV

Defying Educational Challenges In a Time of Crisis

- Rivera, Uriel. University of California, Berkeley.
- Canedo, Ruben. University of California, Berkeley.
- Gomez, Geraldine.

4.12 • Madera

Roundtable: A NACCS Tribute to Karin Duran

- Salinas, Romelia. California State University, Los Angeles.
- Chabran, Richard. University of Arizona.
- Calzada, Silvia. MLIS.
- Pardo, Mary. California State University, Northridge.
- Corral, Norma. University of California, Los Angeles.
- Luevano, Susan. California State University, Long Beach.
- Alcantar, Christina Ayala. California State University, Northridge.
- Moderator: Castillo-Speed, Lillian. University of California, Berkeley.

Foco Meetings 5:00 p.m. – 6:00 p.m.

COLORADO	<i>Sierra Madre</i>
EAST COAST	<i>San Gabriel</i>
MIDWEST	<i>Fountain I</i>
N. CALIFORNIA	<i>San Rafael</i>
PACIFIC NORTHWEST	<i>San Pasqual</i>
ROCKY MOUNTAIN	<i>Fountain II</i>
S. CALIFORNIA & MEXICO	<i>Fountain IV</i>
TEJAS	<i>Plaza II</i>

Film, 6:10 p.m. • Madera

Reyes, Margarita. **An Unfinished DREAM** (64 mins): Documents the DREAM Act, the people involved with pushing for its acceptance into law, and the students who reside in the shadows until it comes to fruition.

Caucus Meetings 6:10 p.m. – 7:10 p.m.

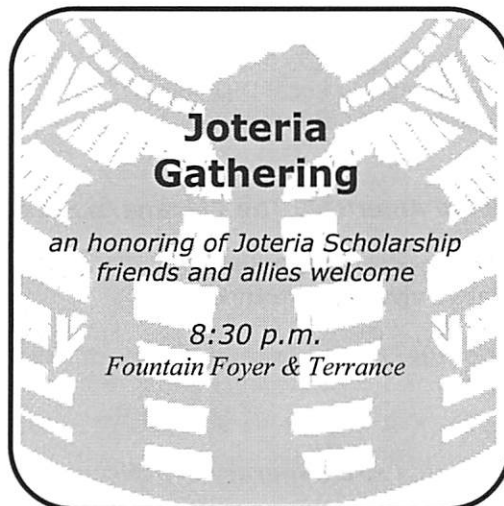
LESBIAN, BI-MUJERS, TRANSGENDER	<i>Plaza I</i>
COMMUNITY	<i>Sierra Madre</i>
K-12	<i>San Pasqual</i>
STUDENT	<i>Fountain I</i>
INDIGENOUS	<i>San Rafael</i>

Film, 7:15 p.m. • Plaza II

Lopez, Alma and Alicia Gaspar de Alba. **I LOVE Lupe** (50 mins): *Premiere Screening*. The film documents the historic conversation between Chicana artists Yolanda M. López, Ester Hernández, and Alma Lopez about their Chicana feminist revisions of the Virgen de Guadalupe icon. The film also shows footage of the 2001 controversy that erupted over Alma Lopez's "Our Lady" at the Museum of International Folk Art in Santa Fe, New Mexico. The DVD will be released in conjunction with the anthology, *Our Lady of Controversy: Alma Lopez's Irreverent Apparition*, edited by Alma Lopez and Alicia Gaspar de Alba and published by University of Texas Press. Followed by a Q & A with the filmmaker.

Caucus Meetings 7:20 p.m. – 8:20 p.m.

CHICANA	<i>Fountain I</i>
RN-COMPAS	<i>San Pasqual</i>
GRAD STUDENT	<i>Fountain II</i>
JOTO	<i>San Gabriel</i>



FRIDAY, APRIL 1

Registration 8:30 a.m. – 5:00 p.m.
SANTA ROSA FOYER

Exhibits 8:30 a.m. – Noon, 2:00 p.m. – 6:00 p.m.
SAN MARINO

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

5.1 • Plaza I

Performing Chicano, Illinois: Latino/a Theater and Spoken Word in the Windy City

Huerta, Melissa. University of Illinois, Chicago. "Of Lunatics, Devotees, and Sinners: Trans identification in Tanya Saracho's *Our Lady of the Underpass*."

Domino Rudolph, Jennifer. Connecticut College. "'Maaaaacho. Devoured by a pop culture': Latinas Debunking, Defining, and Performing Latino Masculinities in MACHOS."

Hseu, Jane. Dominican University. "(Re)Mixing Sounds, Senses, and Spaces: Sonido Ink(quieto)'s Chicano, Illinoize."

Chair/Discussant: Duarte, Cynthia. University of Notre Dame.

5.2 • Plaza II

Performing the Latin@ Borderlands: Towards a Decolonial Performatics.

Pérez, Daniel Enrique. University of Nevada, Reno. "(Re)Examining the Latin Lover: Screening Chicano/Latino Sexualities."

Sandoval, Chela. University of California, Santa Barbara. "Towards a Decolonial Performatics."

Garcia, Peter J. California State University, Northridge. "Te Amo, Te Amo, Te Amo": Lorenzo Antonio and Sparx Performing Nuevo Mexico music."

Aldama, Arturo J. Univ. of Colorado, Boulder. "No Somos Criminales: Border Musics talk back to Nativist Racism and Sexism."

5.3 • San Rafael

Justicia para el Pasado, Presente, y Futuro: Implementing Cultural Intuition in Educational Research

Lucero, Iris. University of California, Los Angeles. "Mexican American Women and Private For-Profit Vocational Education in Los Angeles."

Alonso, Llulliana. University of California, Los Angeles. "Framing Blame: A Critical Race Analysis on Race Relations in South Central Los Angeles Schools."

Acevedo-Gil, Nancy. University of California, Los Angeles. "Entre Familia: Latina/o College Going Students Guiding the next Generation of Scholars."

Mares López, Michaela. University of California, Los Angeles. "Historicizing Mexican Motherhood: The Intersections of Race, Class, and Gender in Local Discourse."

Chair: Benavides López, Corina. University of California, Los Angeles.

5.4 • San Gabriel

Roundtable: Teaching in "Occupied America": The Chicana/o Studies Classroom as a site for Social Justice

Sandoval, Denise. California State University, Northridge.

Sanchez-Munoz, Ana. California State University, Northridge.

Mora, Juana. Rio Hondo College.

Venegas, Sybill. East Los Angeles College.

Esparza, Araceli. University of Arizona.

5.5 • San Pasqual

Collaborative Research on Cemeteries and Funerary Practices: Rasquachismo, Race, Class, Culture, Politics and Gender

Salazar, Marta. Texas State University-San Marcos. "Commercializing Death and Desegregating Gender: Twentieth Century Funerary Practices in Central Tejas and the Border."

Juarez, Ana. Texas State University-San Marcos. "Cultural Citizenship, Indigents, and the Rasquache: The Making of Mexican American Cemeteries, Part I."

Reyes, Alberta. Texas State University-San Marcos. "Cultural Citizenship, Indigents, and the Rasquache: The Making of Mexican American Cemeteries, Part II."

5.6 • Los Feliz

Thinking Outside the Language of Oppression: Nahuatl Language, Indigenous Education and Impact on Xicana/o Research

- Luna, Jennie. University of California, Davis. "Ninequi nizaniloz Nahuatl! Xicana/o Assertions of Identity through Nahuatl Language."
- Gomez, Thalia. California State University, Dominguez Hills. "Learning Nahua World Concepts and Cosmovision through Language."
- Barajas, Octavio. Tulane University. "Exploring Nahuatl and Chicana/o Connections for Chicana/o Studies Scholarship."
- Villa, Elizabeth. University of California, Los Angeles. "From La Huasteca to Zacatecas: Educational Migration of Nahua Students."
- De La Cruz, Victoriano. Centro de Investigación y Estudios Superiores en Antropología Social, Mexico, DF. "La Lucha de Un Nahuatl Nativo Hablante de Tepoxteco."

5.7 • Altadena

Mexican and Central American Migration in Film and Poetry: Transnationalism, Hybridity, and Alterability

- Vargas, Daniel Minerbi. Arizona State University. "Identidad indígena transnacional migrante desde una voz propia."
- Escobar, Mario. Arizona State University. "Migration and War in Central American-Chicana Poetry: The Hybrid Central American Poetic Conscience in Transverse Altar de Tierra Altar de Sol (2009) by Karina Oliva."
- Villa, Juan. Arizona State University. "La sensibilidad migratoria combinada en la poesía y el cine: Un análisis de *Puentes y fronteras* (1981) de Gina Valdés, *From the other side of night* (2002) de Francisco Alarcón, *Rivales* (2003) de Manuel M. Espinoza y Selvin G. Tambito, *The day laborers* (2004) de Lane Shefter Bishop y *Quinceañera* (2006) de Richard Glatzer."
- Chair: Hernández G., Manuel de Jesús. Arizona State University.

5.8 • Sierra Madre

Workshop: Writing to Live: Chicana Lesbians Speak and Read Fiction/Memoir

- Alarcon, Wanda. University of California, Berkeley. "New Wave Saved My Life."
- Gaspar de Alba, Alicia. University of California, Los Angeles. "Calligraphy of the Witch."
- Montes, Amelia María de la Luz. University of Nebraska-Lincoln. "El Color de mi Piel."
- Perez, Emma. University of Colorado, Boulder. "Forgetting the Alamo, Or, Blood Memory."
- Esquibel, Catriona Rueda. San Francisco State University. "Pablita and the Sisters of Santa Rita."

5.9 • Fountain I

- Prado-Robledo, Samantha. California State University, San Marcos. "Impact of Within Group Colorism on Latin@s."
- Garcia, Fredi. California State University, San Marcos. "A Passport to a College Education: How Undocumented Latino Students Navigate Their Invisible Status."
- Davis, Sean. California State University, San Marcos. "Decisions, Decisions: Consequences to Latina's in For-Profit Colleges vs. Public Universities."
- Arellano, Cynthia. California State University, San Marcos. "Lost in translation: Attempting to Understand and Build Resiliency Among Latino Immigrant Youth."
- Rosalez, Jacob. California State University, San Marcos. "I'm Latino but...Discordance between Self-Identified Race and Socially Assigned Race Among Latina/os."
- Flores, Marisol. California State University, San Marcos. "Cruces de frontera en busca d'identidades: The women speak."

5.10 • Fountain II

Salvadoran Identity, Incorporation, and Political Participation

- Carcamo, Jennifer. University of California, Los Angeles. "'Estudio y lucha': The Historical and Theoretical Genesis of the Salvadoran Student Movement."
- Osuna, Steven. University of California, Santa Barbara. "Intra-Latina/o Struggles: Investigating the Dialectical Interplay of Tension and Solidarity Between Salvadoran and Mexican Communities in Los Angeles."
- Zavaleta, Ernie. University of California, Los Angeles. "Salvadoran Democracy: Suffrage or Participatory Deliberation – Challenges of the New FMLN Administration."
- Chair: Abrego, Leisy. University of California, Los Angeles.

5.11 • Fountain IV

Workshop: How to apply and interview for California Community College and California State University tenure track jobs: beyond the dos and don'ts

Tapia, Beatriz E. East Los Angeles College. "Understanding the Search Process in the Los Angeles Community College District."

Lopez, Cesar. San Diego Mesa College. "Succeeding in the job after you get hired--the Path to Tenure."

Gradilla, Alexandro Jose. California State University, Fullerton. "Applying for jobs as a Teacher-Scholar."

5.12 • Madera

Listening to learn and learning to listen: Mexican Custodians' Music Listening Practices at a Southern California University

Anguiano, Jose. University of California, Santa Barbara. "The Soundscape of Work."

Moran, Alicia. University of California, Santa Barbara. "Tuning in to Gender."

Saldivar, Linda. University of California, Santa Barbara. "Constructing 'Home' through Music."

Pacheco, Nancy. University of California, Santa Barbara. "The Racialized Soundscape."

Vergara, Petra. University of California, Santa Barbara. "Class Clash."

Plenary II: Student Plenary

10:30 a.m. – Noon

Madera

2011 Frederick A. Cervantes Student Plenary

Arnold Farias. California State University, Northridge. "*Cuicapeuhcayotl (The Origin of Song): Revisiting the 'Cantares Mexicanos'.*" Undergraduate.

Isreal Pastrana. University of California, San Diego. "*Made to be Undocumented: Amnesty, Law Enforcement, and the Ambiguous Borderlands of the 1986 Immigration Reform and Control Act.*" Graduate.
Sustainable Development Studies." Graduate Recipient.

Moderator: Michelle Tellez. Chair, Cervantes Committee.

Awards Luncheon

Noon – 2:00 p.m.

Fountain Ballroom

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

NACCS Scholar:

Norma Alarcón

Frederick A. Cervantes Student Premio:

Israel Pastrana. UC San Diego. *Graduate.*

Arnold Farias. CSU Northridge. *Undergraduate.*

NACCS Book Award:

Richard T. Rodriguez. *Next of Kin*, Duke University Press.

Community Recognition:

Association of Raza Education (ARE), LA Chapter
Homeboy Industries

Dream Team L.A.

APPLE (program of IDEPSCA)

Eastside Cafe

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

6.1 • Plaza I

Education, Activism, Popular Culture, and Resistance: Multidisciplinary Approaches to Understanding and Fostering Chicana/o Involvement and Identities

Guevara Cruz, Griselda. Whitman College. "Mexican Immigrant Men in the songs of Los Tigres del Norte."

Madriz, Diana. Whitman College. "Daddy's little Chicana: Breaking away from parental limitations as a Chicana in the film *Walkout*."

Aguilar, Ana. Whitman College. "Changing the Role of the *mujer ideal*: Insight From the Writings of Rita Sánchez and Elizabeth 'Betita' Martínez on la nueva Chicana."

Butler, Tia. Whitman College. "Bringing Change Early: Incorporating Chicana/o Queer Studies in K-12 Schools."

Solorzano-Thompson, Nohemy. Whitman College. "Queering Reel Cholos: Chicano Jotería in *Quinceañera* (2007) and *La Mission* (2009)."

6.2 • Plaza II

The Classroom and Community as Sites for Social Justice

Calderon, Jose. Pitzer College. "Building the Future as It Emerges in the Classroom and in the Community."

Sanbrano, Angela. Pomona Habla and Latina/o Roundtable of the San Ga. "Pushing Back Immigration Enforcement on a Local Level."

Cadena, Gilbert. California State Polytechnic University, Pomona. "University Service Learning for Social Justice."

6.3 • San Rafael

Spaces of (Re)construction and Grounded Pedagogies: Transforming Educational Sites for Latin@ Students

Hurtado, Aida. University of California, Santa Barbara. "Grounded pedagogies: madrinaje/padrinaje as a radical intervention in high school students' educational achievement."

Cervantez, Karina. University of California, Santa Cruz. "Facilitating Access to Higher Education: Networks of Support While Getting Ready for College."

Eccleston, Michael. University of California, Santa Cruz. "Pedagogy in the Context of Latino Prisonization: Implementing the Social Engagement Model for Education."

Discussant: Sinha, Mrinal. University of California, Santa Cruz.

6.4 • San Gabriel

Immigration, Community, and Resistance

Lopez, Edwin. University of California, Santa Barbara. "The Role of Culture in Immigrant Labor Organizing in Post-Katrina New Orleans."

Verdin, Ruth. Michigan State University. "Culture of Belonging: Building a Home in the Migrant Stream."

Martinez, Daniel. University of Arizona. "The Physical and Emotional Consequences of Failed Unauthorized Crossing Attempts along the Sonora-Arizona Border."

Barajas, Manuel. California State University, Sacramento. "A Theory of Migration and Incorporation of Mexican-origin People in the United States: Interactive Colonization."

6.5 • San Pasqual

Conceptions of Mothering and Family

Pendleton Jimenez, Karleen. Trent University. "A Beautiful Creature: Chicana Butch Pregnancy."

Lira, Natalie. University of Michigan. "Recovering Resistance: Exploring Mexican Women's Resistance to Sterilization Abuse in California, 1920-1946."

Flores, Esmeralda Xochitl. San Francisco State University. "A Social Construction of Womanhood: Study on the Communication Patterns of Chicana/Latina Women who Openly choose not to have Children."

6.6 • Los Feliz

Roundtable: Voces de la Comunidad: Knowledge Production Through Activism and Music

Rodriguez, Reina. University of Minnesota, Twin Cities.

Robles De Leon, Idalia. University of Minnesota, Twin Cities.

Topete, Daniel. University of Minnesota, Twin Cities.

Morales, Erika. California State University, Los Angeles.

Chair: Licon, Gerardo. University of Wisconsin-Eau Claire.

6.7 • Altadena

Transforming Education and Bridging Learning Communities through Chicana/o Latino Studies at Pomona High School and Pomona College

de los Ríos, Cati. Pomona High School.

Ochoa, Gilda. Pomona College.

Cabral, Analia. Pomona High School.

Nero, Paul. Pomona High School.

Jimenez, Angel.

6.8 • Madera

Roundtable: 40 Years Later: The History and Politics on Chicana/o Studies at California State University at Northridge

Garcia, Jorge. California State University, Northridge.

Rodriguez, David. California State University, Northridge.

Furumoto, Rosa. California State University, Northridge.

Acuña, Rudy. California State University, Northridge.

Chair: Moreno, Jose G. Michigan State University.

POSTER SESSION – Friday, 2:20 p.m. to 3:20 p.m.

Sierra Madre

Mahmud, Aida, Alicia Ayala, Tissyana Camacho, and Gabriela Chavira. California State University, Northridge. "*The Effects of Absent Fathers and Socioeconomic Status on Latino Adolescents' Academic Outcomes and Psychological Well-Being.*" Abstract: The Effects of Absent Fathers and Socioeconomic Status on Latino Adolescents' Academic Outcomes and Psychological Well-Being The importance of academic achievement is underscored by the low levels of educational attainment by Latino youth (NCES, 2008; Solorzano et al., 2005). Studies have shown that parent involvement, socioeconomic status, including parent education, and family structure can affect student achievement (McBride et al., 2005). While maternal education level has predicted children's educational attainment (Pettit et al., 2009), low levels do not necessarily predict low educational aspirations for their children (Schaller et al., 2007). Schaller et al. (2007) found that Mexican mothers with low levels of education aspired for their children to surpass their own education. In addition, high divorce rates in the U.S. put youth at risk. With mothers predominantly being custodial parents (Emery, 1999), fathers' absence is related to higher distress levels, lower self-esteem, increased behavioral problems, and lower academic outcomes in children (Ellis et al., 2003; Lang & Zagorsky, 2001). This study is a part of an ongoing study of factors contributing to the academic success and psychological well being of Latino youth. We explored the effects of mother's educational attainment and socioeconomic status on adolescent's academic outcomes and psychological well being. Participants included 358 Latino adolescents (51% Females) in a predominantly Latino high school in California. Most participants lived in two-parent households (62%). Factors relating to academic outcomes and psychological well-being were examined. The results indicated that family income was marginally related to students' self-concept, $p=.10$. Father's education predicted students' achievement motivation, $p<.05$. No other socioeconomic variables were significant. Students' achievement motivation was related to their attitude towards school ($r=.36$) and commitment to school ($r=.18$), and commitment to school was negatively related to psychological distress ($r=.12$). These results indicate that fathers and socioeconomic factors make a difference in academic outcome.

Canizales, Stephanie. University of California, Los Angeles. "*Welcoming the 'Other': The Social Incorporation of Undocumented Latino Youth.*" Abstract: Marginalization, depression, and isolation may result from immigrant's displacement in a new society. Immigration is considered one of the most stressful experiences an individual can undergo. Stress may be exacerbated for undocumented immigrants who are criminalized in the receiving society. Thus, the loss of identity and sense of belonging is a common narrative for undocumented immigrants, especially among immigrant youth. Various organizations are now working to counteract the exclusion and "otherness" in our society by creating spaces where undocumented immigrants can interact and collaborate to create and change their community. This study investigates how voluntary organizations facilitate the political, economic, and cultural incorporation of undocumented, young adult (20-25) Latinos in Los Angeles as a means of addressing the notions of 'illegality' and perceptions of belonging. This qualitative study uses Social Capital Theory to conceptualize the immigrants' use of social networks as a tool for social incorporation. The data for this study consists of in-depth interviews conducted with undocumented, young adult members of La Iglesia Nuestra Señora Reina de Los Angeles; a Catholic Church in Los Angeles, California. Many undocumented immigrants permanently settle in the United States, particularly in urban centers such as Los Angeles, and continue to live as "others" in our society. As the Latino population in the United States continues to grow, the incorporation of each individual into the cultural, economic, and political spheres of society is crucial for progress and growth. Therefore, we must understand how voluntary organizations, such as churches, can improve community relations as well as provide undocumented immigrants seamless incorporation from the margins into society.

Pineda, Ramon. San José State University. "*¡Chicano! From East L.A. to East Asia: The Chicano Movement in Japan; a Discourse in Ethnic Identity and Cultural Globalization.*" Abstract: Research in Chican@ ethnic identity has traditionally been restricted to Northern and Meso-America. Subsequently, investigations of Chican@ identity across the globe have been neglected. This paper examines the dissemination, and recognition of Chican@ identity in contemporary Japan. In particular, the paper explores the incorporation of Chican@ imagery and symbolism as a means of transcending socioeconomic discrimination and positionality within the dominant society in Japan. This study consists of a media analysis conducted to inquire how Chican@ symbolism was used in a Japanese context. Common symbols identified were the amalgamation of lowriders, Chican@ hip-hop and rap music, tattoos, and cultural and religious icons such as La Virgen de Guadalupe. This work compares the research conducted by Dr. Ian Condry in his study, *Hip-Hop Japan: Rap and the Paths of Cultural Globalization*; and the work of Dr. Marvin Sterling, *Babylon East: Performing Dancehall, Roots Reggae, and Rastafari in Japan*, to the Japanese-Chicano experience. Overall, this study provides support for a comprehensive vision of Chican@ identity that incorporates a global perspective.

Lopez, Luis. California State University, Northridge. "*Contemporary Higher Education: The Student and University Paradox.*" Abstract: This study used Marxist theory to critically analyze the status of Chicana/o and Latina/o students in higher education. The study focused on the effects of capitalist issues regarding the budget cuts, specifically the impact on the "quality of education," fees, and graduation dates, which are often viewed as mutually exclusive and studied individually when in fact they are a systemic component of the education system in the United States. The research was conducted using a survey focusing on undergraduate student experiences. The pilot study was conducted with undergraduate students currently enrolled at two campuses of the California State University. The participants included 33 females and 7 males of which 72.5% were Mexican-American, 12.5% were Central American, 7.5% South-American, and 7.5% were of mixed heritage representing two or more categories. The average age of the participants was 23.1 years of age. The study revealed that budget cuts affect the "quality of education" experienced by California State University students as well as their graduation dates by increasing the length of time they are in college. Although fee increases did not add to the length of time it took students to earn their degree, it did have some influence on the students' education. However, the findings are limited due to the small sample size of this study. Furthermore, the students who were affected the most by fee increases were students who were not financially supported by their parents. In a follow-up study, the participants will consist of undergraduate students (N = 200) currently enrolled at California State University, Northridge, a nationally recognized Hispanic Serving Institution. Implications on how the contemporary status of higher education and how a holistic view of the budget cuts might affect students and society provides the context for this study.

Martinez, Roberta. "*Latino Heritage.*" Abstract: Recently there has been a surge in the amount of research about the communities along the San Gabriel mountain range. Many of the communities like

Monrovia, Duarte, and Pasadena had barrios and colonias whose histories are now being shared in formal and informal settings. This presentation draws on a photo essay book on the history of Latinos in Pasadena consisting of images and stories. My intent is to provide NACCS participants a better sense of the area where NACCS is taking place in 2011.

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

7.1 • Plaza I

Graduate School Workshop and Information Session

Talavera-Bustillos, Valerie. California State University, Los Angeles. "The Application Process."

Soldatenko, Michael. California State University, Los Angeles. "Research and Preparation for Graduate School."

Aleman, Martina "Marty". California State University, Los Angeles. "Student Perspective on Applying to M.A. and Ph.D. programs."

7.2 • Plaza II

Eclectic Studies

Espinoza, Sonny Richard. California State University, Los Angeles. "Pedagogy and Contemporary Latina/o Mass Media Images: Stereotyping, Demographic Marketing, and Dora the Explorer."

Rodriguez y Gibson, Eliza. Loyola Marymount University. "Looking at Art, Watching TV: Latina Visual Culture Studies and the Promise of Chicana Feminism."

Camacho, Angelica. University of California, Santa Barbara. "The Prison Regime in Public Education: Latino Youth Incarceration and the Reproduction of a White Supremacist Capitalist Market."

Marquez, Oscar. California State University, Los Angeles. "La Otra Educacion: Hip Hop, Zapatismo, and Popular Education in Los Angeles."

Moderator: Chacon, Luis. San Jose State University.

7.3 • San Rafael

RENE NUNEZ POLITICAL ACTION CAUCUS-THE 2011 NACCS CONFERENCE SPECIAL PANEL The Political Role of NACCS in The Defense of "Illegal Immigrants," Chicano Civil Rights, and Chicano Studies in Arizona

Contreras, Raoul. Indiana University Northwest. "Racist Xenophobia, Immigration, and Teaching Chicano Studies."

Hernandez-G, Manuel. Arizona State University. "NACCS and the Struggle against SB 1070 and HB 2281: A Focus on the Politics and the Politicians behind Arizona's attack on Mexican Immigrants and the attempt to roll back Chicano and other Minorities' Civil Rights."

Mireles, Ernesto Todd. Michigan State University. "Defending Ethnic Studies: Aztlan and Low Intensity Organizing."

7.4 • San Gabriel

Gendered and Immigrant Violence and Resistance

Vazquez Munoz, Christopher. University of California, Berkeley. "Growing Up Undocumented? The Shadow Existence of Undocumented Mexican Youth."

Mah y Busch, Juan. Loyola Marymount University. "The Undocumented Moral Language of Chicana Writing."

7.5 • San Pasqual

The Arts as a Sites of Education for Social Justice

Manuel, Carlos. Bellarmine University. "Theatre for Social Change and Awareness: Funny About Serious Matters."

Lopez, Alma. Independent Artist. "Controversial Art."

Herrera y Lozano, Lorenzo. Poet. "Tragedies, Codices & Joterías: Poetic Artifacts at the Junctures of Desire, Survival and Envisagement."

Moderator/Discussant: Garcia, Jaime H. NACCS Chair, 2011-2012.

7.6 • Los Feliz

iEstas En Tu Casa! / You're in Your Home!: Experiences of Chicanas/os Returning to Serve their Communities as Faculty

González, Juan Carlos. California State University, Fresno. "The Land of Cesar Chavez: Chicanas/os Ripe for Mentoring."

Portillos, Edwardo. University of Colorado – Colorado Springs. "Returning to "White" and Conservative Colorado Spring: Balancing a Critical Approach to Research, Teaching, and Service."

Turner, Caroline Sotello Viernes. California State University, Sacramento. "Challenging Transitions: Coming Back to my Home State."

Huerta, Teresa. California State University, Fresno. "From Harvard to California: Opportunities and Challenges of Returning Home to the Central Valley."

7.7 • Altadena

Workshop: Folklorico- Paso a Paso: the Invisible Education

Delfin, Eve. University of California, Merced.

7.8 • Sierra Madre

A Promise yet to Come: Chicanas, Women's Studies, Affirmative Action, and Social Justice

Elenes, C. Alejandra. Arizona State University. "Ambivalent Sisterhood: The presence/absence of Chicanas in Women's Studies."

Revilla, Anita. University of Nevada, Las Vegas. "Women's Studies and Chicana/o Studies in 'Sin City'."

Soldatenko, Maria. Pitzer College. "Fear of a Brown Planet: The Musings of a Liberal Arts College on Affirmative Action."

7.9 • Fountain I

Roundtable: Coloniality of Power and the Decolonial Turn in Chicana/o Studies

Soldatenko, Gabriel. Binghamton University.

Chavez, Manuel. Binghamton University.

Calderon-Zaks, Michael. University of California, Merced.

Hernández, Roberto D. University of California, Berkeley.

7.10 • Fountain II

Roundtable: Tejan@ Rocks!: Examining Cultural Sites of Social and Political Praxis

Miranda, Marie "Keta". University of Texas, San Antonio.

Habell-Pallan, Michelle. University of Washington, Seattle.

Cervantes, Marco. University of Texas, San Antonio.

Urquijo-Ruiz, Rita. Trinity University.

Cardenas, Jaime. Seattle Central Community College.

7.11 • Fountain IV

Roundtable: CuranderaScholarActivists in Academia: A Student-Faculty Femtoring Model

Prado, Carolina. San Diego State University.

Rivera, Sophia. San Diego State University.

Rodriguez, Carmen. San Diego State University.

Gonzalez, Alejandra. San Diego State University.

Chair: Lara, Irene. San Diego State University.

7.12 • Madera

Globalization from Below and Economic Equity: New Technologies for Migrant Remittances, Microfinance and Transnational Community Development

Hinojosa Ojeda, Raul. University of California, Los Angeles. "Mobile Phone based Transnational Development: Building E-money Ecosystems to leverage Migrant Remittances and Microfinance for local and extra-local development."

Cruz Hernandez, Isabel. AMUCCS, Mexico. "Microbanking Unbanked Transnational Mexican Migrants and their Families 'Back Home'."

McLeod, Darryl. Fordham University. "Remittances, Technology and the Social Mobility of Mexican Women Migrants in New York City."

Takash, Paule Cruz. University of California, Los Angeles. "Recent Migrant Remittance Corridors Between the US South (Durham, NC) and Puebla, Mexico."

Caucus Meetings 5:10 p.m. – 6:10 p.m.

CHICANA	<i>Fountain I</i>
RN-COMPAS	<i>San Rafael</i>
GRAD STUDENT	<i>Los Feliz</i>
JOTO	<i>San Gabriel</i>

Film, 5:10 p.m. • Madera

Najera-Ramirez, Olga. University of California, Santa Cruz. **Danza Folklórica Escénica: El Sello Artístico de Rafael Zamarripa** (51 mins): Featuring the internationally acclaimed choreographer, Rafael Zamarripa, this documentary traces the development of Mexican folklórico dance. Showcases Zamarripa's experiences and his remarkable artistic productions, the film offers an intimate understanding of this dynamic and widely practiced cultural expression. This film is in English & Spanish.

Caucus Meetings 6:20 p.m. – 7:20 p.m.

COMMUNITY	<i>Sierra Madre</i>
K-12	<i>San Pasqual</i>
STUDENT	<i>Plaza II</i>
INDIGENOUS	<i>San Rafael</i>
LESBIAN, BIMUJERS, TRANSGENDER	<i>Plaza I</i>

Film, 6:20 p.m. • Fountain II

Morales, Sylvia. Loyola Marymount University. **A Crushing Love** (58 mins): Honors the achievements of five Chicana activists — labor organizer/farm worker leader Dolores Huerta, author/educator Elizabeth "Betita" Martinez, writer/playwright/educator Cherrie Moraga, civil rights advocate Alicia Escalante, and historian/writer Martha Cotera — and considers how these women managed to be parents and effect broad-based social change at the same time.

Film, 7:30 p.m. • Madera

Arce, Sean. Tucson Unified School District. **Precious Knowledge: La raza unida to save ethnic studies in Tuscon, AZ** (56 mins): The film documents the current struggle to maintain the ONLY school district supported Ethnic Studies program in the nation.

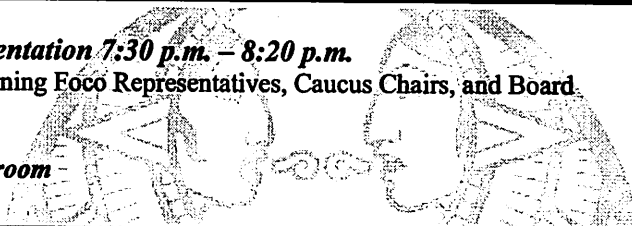
Film, 8:00 p.m. • Plaza II

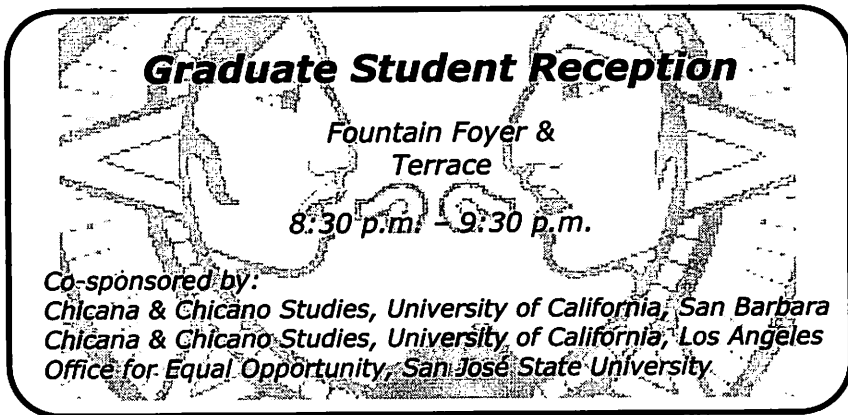
Banales, Xamuel. University of California, Berkeley. **La Entrevista** (10 mins): An examination of UC Berkeley Queer Latin@s on how intersectional identities are central to their activism by having a week-long actions on campus with the purpose of "decolonizing the university." During this week, was the producing of a spontaneous 10 minute performance piece that highlighted many issues of identity and decolonization. This presentation will showcase the performance video, a discussion and will be accompanied by images and other artistic mediums.

Leadership Orientation 7:30 p.m. – 8:20 p.m.

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

Leishman Boardroom





SATURDAY, APRIL 2

Registration 8:30 a.m. – 3:00 p.m.
SANTA ROSA FOYER

Exhibits 8:30 a.m. – 2:30 p.m.
SAN MARINO

Foco Meetings: 8:00 a.m. – 8:50 a.m.

COLORADO	<i>Sierra Madre</i>	PACIFIC NORTHWEST	<i>San Pasqual</i>
EAST COAST	<i>San Gabriel</i>	ROCKY MOUNTAIN	<i>Fountain II</i>
MIDWEST	<i>Fountain I</i>	S. CALIFORNIA & MEXICO	<i>Madera</i>
N. CALIFORNIA	<i>San Rafael</i>	TEJAS	<i>Plaza II</i>

SESSION EIGHT – Saturday, 9:00 a.m. to 10:20 a.m.

8.1 • Plaza I

Embodied Cultural Resistance

Lozano, Jessica. University of Washington. "Soy Mujer y Trabajadora: Changing Perceptions of Chicana/Mexicana Sexuality and Work."
 Garcia, Mary. University of California, Santa Barbara. "The Poetics and Politics of Loss and Race in Chicana/o Literature."
 Manriquez, Guadalupe. University of California, Berkeley. "Narcocorridos: The Construction of a Social-Political Youth Identity."
 Cortez, Carisa. University of California, Santa Barbara. "Identity in Ink: Chicana College Students, Tattoo and Embodied Resistance."
 Moderator: Reyes, Maria. San Jose State University.

8.2 • Plaza II

Neofascist Trends, Globalization, and Immigration

Barrera, Mario. University of California, Berkeley.
 Robinson, William. University of California, Santa Barbara.
 Gonzales, Alfonso. City University of New York.
 Moderator: Torres, Rudy. University of California, Irvine.

Session Eight continues

8.3 • San Rafael

Marching Students: Chicana/o Activism in Education, 1968 to the Present

Revilla, Anita. University of Nevada, Las Vegas. "Las Vegas Activist Crew and the Im/migrant Rights Movement: How We Collaboratively Transformed 'Sin City'."

Berta Avila, Margarita. California State University, Sacramento. "Educational Justice and Access: Conversations from Chicana/o Teachers Teaching in La Academia del Barrio Telpochcalli."

Solorzano, Daniel. University of California, Los Angeles. "Racism, White Supremacy, and Racial Hierarchies: A Case Study of African American and Latina/o High School Student Activism."

Covarrubias, Alejandro. University of California, Los Angeles. "Latino Critical Race Theory (LatCrit) and Agencies of Transformational Resistance."

Lopez Figueroa, Julie. California State University, Sacramento. "Marching Students: Chicana/o Activism in Education, 1968 to the Present."

8.4 • San Gabriel

Regional Histories

Trujillo, Simon. University of Washington. "La Alianza Federal de Mercedes and the Disciplinary Cartography of Forgetting."

Gonzalez, Karla. University of Texas at Austin. "Hybrid Identities: Occupation and Neo-Colonialism in the Texas Border Region during the 19th Century."

Moderator: Lua, Adela. San Jose State University.

8.5 • San Pasqual

Negotiating Identities

Aldana, Ursula. University of California, Los Angeles. "The cultural capital of Latino and African American male youth within an urban high school's college going culture."

Rashwan-Soto, Fatemba. University of Arizona. "The privilege paradox: Latino masculinity and educational underachievement in higher education."

Vasquez, Rafael and Perez, William. Claremont Graduate University. "Negotiating Identities: Indigenous Mexican Youth and Achievement in Los Angeles Schools."

8.6 • Los Feliz

The Adelante Partnership as a Site of Social Justice for Chican@ Students and Parents

Aleman, Jr., Enrique. University of Utah.

Delgado Bernal, Dolores. University of Utah.

Perez, Judi. University of Utah.

Mendoza, Sylvia. University of Utah.

Zavala, Laura. University of Utah.

8.7 • Altadena

Workshop: Keeping our Chicana Latino Student Programs Thriving: Fundraising Through Collective Action

Barcelo, Rusty. Northern New Mexico College.

Mejia, Fabrizio. University of California, Berkeley.

Rivas, Eva. University of California, Berkeley.

Chin, Steve. University of California, Berkeley.

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

8.8 • Sierra Madre

Heroísmo, condena y la lucha por la dignidad en la obra de María Amparo Escandón, Ana Castillo, Briceida Cuevas Cob, Alma Villanueva y Erlinda Gonzales-Berry

Fonseca, Vanessa. Arizona State University. "El espacio de la Libertad y la héroe chicana en *Transportes González e hija* (2005) por María Amparo Escandón."

Ramos, Tomás. Arizona State University. "Contra la violencia fronteriza: condena social y re-imaginaciones en la novela de Ana Castillo, *The Guardians*, metáfora de lo femenino y voces subalternas."

Baeza, Ileana. Arizona State University. "The celebration of the female body as a representation of a third space for the dignification of women in the poetics of Briceida Cuevas Cob and Alma Villanueva."

Aviles, Elena. University of New Mexico. "Entre La Malinche y la chicana: Una lucha de lengua en Paletitas de Guayaba por Erlinda Gonzales-Berry."

Moderator: Rosales, Jesús. Arizona State University.

8.9 • Fountain I

Critical Ethnography in Los Angeles: Domesticas, DJs, Promotoras & Zapatistas

Jimenez, Javier. California State University, Northridge. "Re Imagining the Chicano Experience: DJs in L.A.'s Rave Culture-1990-99."

Perez, Nancy. California State University, Northridge. "Corpo(R)ealities: Domestic Workers and Embodied Inscriptions of Power."

Rejon, Fernando. California State University, Northridge. "Zapatismo in Los Angeles: The Chican@ Movement for Humanity and Against Neoliberalism."

Chair: Pardo, Mary. California State University, Northridge.

8.10 • Fountain II

Reimagining Latinas

Creel Falcón, Kandace. Minnesota State University Moorhead. "Chicana Digital Storytelling: New Media Pedagogical Practices and Possibilities."

Garcia, Emma. Colby College. "Chicana Beauty: A Movement of Self Affirmation."

Morales, Susana. California State University, Los Angeles. "Re-inscribing Traditional Power and Gender Relations in Horizontal Autonomous Spaces: A Participant-Observer Analysis."

Moderator: Godinez, Deborah. San Jose State University.

8.11 • Fountain IV

The Bracero Oral History Project: Linking Bracero History, Immigration Reform, and Social Justice Issues

Richman, Romelia. California State University, Channel Islands.

Valdivia, Louie. California State University, Channel Islands.

Tlaxcuapan, Jose. California State University, Channel Islands.

Romero, Jose Antonio. California State University, Channel Islands.

Chair: Alamillo, Jose. California State University, Channel Islands.

8.12 • Madera

Knowing Thyself, Thy Destiny: The revival of Aztec divinatory consultation in the Chicana/o community

Colín, Ernesto (Tlahuitollini). Stanford University, Loyola Marymount University. "In Toca in Tocaítl (La siembra de nombres): A new Generation naming and claiming."

Ochoa, Ruben. Independent Scholar. "Huehiepohualli: The Ancient Count."

Madrigal, Doris. Loyola Marymount University. "Modern Tonalamatl's: The impact of Mexica naming."

Plenary III: Chicana Plenary

10:30 a.m. – 12:00 p.m.

Fountain Ballroom

Chicana en Movimiento: Education for Change

Nancy "Rusty" Barcelo. Northern New Mexico College. "Crosswinds and Countercurrents: Moving Forward in Challenging Times."

Felicia Montes. Mujeres de Maiz, In Lak Ech, Urban Xic. "Educate, Empower and Transform: Chicana ARTivism in Action."

Rosalía Solorzano. Pima Community College. "Chican@s' challenges in Community Colleges."

Moderators: Jessica Lopez Lyman & Amber Rose Gonzalez. Chicana Caucus Co-Chairs.

SESSION NINE – Saturday, 12:10 p.m. to 1:30 p.m.

9.1 • Plaza I

Exploring resistance in the Chicana/o schooling pipeline: Building critical hope and care within and outside the classroom

Unzueta, Robert. Hartnell Community College. "Challenging Educational Individualism: Utilizing oral histories to create active resistance."

Casas, Alicia. San José State University. "Understanding the School Disengagement of 5th grade Chicano Boys."

Duarte-Vasquez, Victor. San José State University. "Resisting Education: Exploring Not-Learning, Creative Maladjustment, and Critical Hope."

Garcia, Jose. San José State University. "Caring Teachers Speak Up."

Agredano, Ricardo. San José State University. "Kickin' It at Late Nights: Youth Claiming Alternative Spaces for Learning,"

9.2 • Plaza II

Workshop: Learning and Teaching through Action - Lessons learned from implementing CORE's Que Llieva Café Scholarship for undocumented students

Del Razo, Jaime. Chicano Organizing & Research in Education (CORE).

Del Razo, Maritza. Chicano Organizing & Research in Education (CORE).

Andrade, Jose. Chicano Organizing & Research in Education (CORE).

9.3 • San Rafael

Roundtable: Mexican American Baseball in Los Angeles: A Pictorial History from East LA to Dodger Stadium

Santillan, Richard A. California State Polytechnic University, Pomona.

Padilla, Al. Latino Baseball History Project California State University, San Bernardino. "Barrio Baseball Player/Baseball Coach."

Pena, Richard. Latino Baseball History Project California State University, San Bernardino. "Barrio Baseball Player."

Chair: Balderrama, Francisco E. California State University, Los Angeles.

9.4 • San Gabriel

Mexican Labor in the 1940's

Rosales, Steven. Grand Valley State University. "Fighting the Peace at Home: Mexican American GI's and the 1944 GI Bill of Rights."

Lopez, Paul. California State University, Chico. "Braceras: Missing Pioneers in the Migration of Mexican Braceros."

Arenas, Tizoc. California State University, Northridge. "The Chicano Working Class and a Continued Synthesis Labor."

Mora-Torres, Gregorio. San José State University. "Mexican Braceros in California's Santa Clara Valley, 1942-1965."

Moderator: Guzman, Isidoro. San Jose State University.

9.5 • San Pasqual

Placticando con Nuestros Familiares: Exploring Social Justice through Oral Histories

Colmenares, Janira. Mountain View High School.

Luna, Maria. Mountain View High School.

Corona, Jacqueline. Mountain View High School.

Chair: De La Torre, Monica. University of Washington.

9.6 • Los Feliz

Agencies of Transformational Resistance: Youth Testimonios on Alternative Spaces of Community Education

Ramirez, Johnny. University of California, Los Angeles.

Perez, Mario. Pico Youth & Family Center.

Brizuela, Crystal. Pico Youth & Family Center.

Avila, Gabriel. Pico Youth & Family Center.

Chair: Covarrubias, Alejandro. University of California, Los Angeles.

9.7 • Altadena

Travesía Pedagogy: Muxeristas and Gender Queers (Re)inventing Sites of Resistance

Revilla, Anita. University of Nevada, Las Vegas. "Queer/Xueer Muxerista Pedagogy."

Galarte, Francisco. University of Illinois-Urbana Champaign. "Travesía Pedagogy: Theorizing and Decolonizing Chican@ Transgender Bodies."

Aguilar, Cassandra. Pacific Oaks College. "'Mi Resistencia es que Soy Sobreviviente': An Exploration of a Muxeristas Commitment to Ending Violence Against Women."

Discussant: Cruz, Cindy. University of California, Santa Cruz.

9.8 • Sierra Madre

Chicanas/Latinas Theorizing Decolonial Research and Pedagogical Spaces

Castro, Corinne. Temple University. "Carving Spaces within Sociology: Decolonial Research Methodologies."

Mata, Irene. Wellesley College. "Raising Children Outside of the Familiar: Employing Decolonial Strategies of Resistance in Our Everyday Lives."

Mares López, Michaela J. University of California, Los Angeles. "Decolonial Approaches to Chicana/o Community History."

Saavedra, Cinthya M. Utah State University. "(Un)learning and Decolonial Possibilities in Teacher Education: A Testimonio of a Chicana/Latina Profe."

Discussant: Elenes, C. Alejandra. Arizona State University at the West campus.

9.9 • Fountain II

Towards Health and Wellness in Northeast Los Angeles: Youth Participatory Action Research and Food Justice in El Sereno

Andrade, Mariela. Wilson High School, Los Angeles Unified.

Armenta, Kevin. Wilson High School, Los Angeles Unified.

Angulo, Perla. Wilson High School, Los Angeles Unified.

Contreras, Elisa. Wilson High School, Los Angeles Unified.

Lopez, Xochitl. Wilson High School, Los Angeles Unified.

Palacios, Erick. Wilson High School, Los Angeles Unified.

Silva, Alejandrina. Wilson High School, Los Angeles Unified.

Moderator: Malagon, Jonathan. Asian Pacific American Legal Center.

9.10 • Fountain IV

Roundtable: The Process of Developing a Textbook on La Chicana

Solorzano, Rosalia. Pima Community College.

James Hernandez, Francisca. Pima Community College.

Castillo-Speed, Lillian. University of California, Berkeley.

9.11 • Madera

Adaljiza Sosa-Riddell: Scholar, Intellectual, Mentor, Activist and Friend

Gradilla, Alexandro Jose. California State University, Fullerton. "Towards a Critical Cultural Competency and Bioethics: Adaljiza Sosa-Riddell' Social Justice perspective on Health Politics."

Facio, Elisa. Colorado University at Boulder. "Honoring Dr. Adaljiza Sosa Riddell: 'Naci para ser Rebelde'."

Davalos, Karen Mary. Loyola Marymount University. "Publishing as Transformative Education: the Legacy of Adaljiza Sosa-Riddell."

Casillas, Dolores Ines. University of California, Santa Barbara. "Becoming Feminist, Becoming Chicana."

SESSION TEN – Saturday, 1:40 p.m. to 3:00 p.m.

10.1 • Plaza I

Historical Atrocities and Perseverance

- Romero, Wanalee. Northwestern University. "The Cultural Work of Sentimentality in Josefina Niggli's *Step Down, Elder Brother* (1947)."
- Espinoza, M. Guadalupe. Mexican American Heritage and Cultural Center. "Felicitas Castro: The Case Study of a Life Shattered by the Mexican Repatriation Program of the Great Depression."
- Nunez, Arturo. University of California, Berkeley. "Fleeing White Democracy: Francisco P. Ramirez's Self-Exile to the Sonora, Mexico Colony (1860)."
- Huizar-Hernandez, Anita. University of California, San Diego. "Protecting Our Borders: Recovering Arizona's Mexican-American History in the Arizona State University Archives."
- Moderator: Gamboa, Jaquie. San Jose State University.

10.2 • Plaza II

Plotting a Future for Chicana/o Studies: Toward 2025 and Beyond

- Gutiérrez, Ramón. University of Chicago. "Looking Backwards to Advance Forward in Chicana/o Studies."
- Zavella, Patricia. University of California, Santa Cruz. "Historical Continuities and Conceptual Shifts in Chicana/o Studies."
- Valenzuela Jr., Abel. University of California, Los Angeles. "Chicano Studies as if it Matters: Relevance, Longevity, and Engaged Scholarship."
- Discussant: Hurtado, Aida. University of California, Santa Barbara.

10.3 • San Rafael

Roundtable: Chicana and Chicano Students in Pasadena: Sharing Experiences from Our Community's History

- Martinez, Roberta. Latino Heritage/Herencia Latina.
- Alonso, LLuliana. University of California, Los Angeles.
- Research Team, Marshall Puentistas. Marshall Fundamental Secondary School.

10.4 • San Gabriel

Health Practices and Problems

- Zambrano, Carolyn. University of California, Irvine. "Family Cohesion and Health: Examining Differences Between Immigrant Generations."
- Bernal, Ruben. San José State University. "Health Practices among Immigrants to the US: The Intersection of Cosmopolitan Medicine and Traditional Ethnopharmacology."
- Golan, Maureen. Scripps College. "Type 2 Diabetes Among Mexican Americans: Incorporating Salud into U.S. Healthcare."
- Moderator: Ponce, Felipe. San Jose State University.

10.5 • San Pasqual

Parents and Community Wealth in Education Struggles

- Saavedra, Cinthya and David W. Barillas-Chon. Utah State University. "Educational Policy and Mexican Descent Family: Reinscribing Colonialist Relations of Power through the Discipline of Parents and Children."
- Cortez, Gabriel. Northeastern Illinois University. "Grass-roots Educational Agency in Chicago's Mexican community."
- Talavera-Bustillos, Valerie, California State University, Northridge; and Annel Denise Medina, California State University, Pomona. "Chicana and Chicano Parent Involvement: Parent Resistance and Navigation of District Policies in their Search for Equality."
- Heinze Balcazar, Ivonne. California State University, Dominguez Hills. "The Battle for the Spanish Language Education of Chican@s."

10.6 • Los Feliz

Nuestras Historias, Nuestras Voces: An Exploration of Autoethnography, Autohistoria and Family Studies as Research and Pedagogy

Benavides Lopez, Corina. California State Polytechnic University, Pomona. "Chicana Psychological & Theoretical Perspectives on Autohistoria: A Redefinition of Autoethnography through Family Telling Case Method."

Hernandez, Angelica V. University of California, Los Angeles. "Crawling through the Educational Pipeline: The Story Behind the Story."

Coronado, Heidi M. Claremont Graduate University. "Cruzando Puentes, Forming Identities: An Autoethnography of Immigration, Familia, Educación and Indigenous Spirituality."

Chair: Chavez, Christina. California State Polytechnic University, Pomona.

10.7 • Altadena

Exploring Cultural Assets in the Educational Outcomes of Latina/o Students in Special Education

Fernández, Graciela. University of California, Santa Barbara. "Abriendo Caminos para la Educación: A Case Study of Social and Navigational Capital in Special Education."

Dávila, Brianne. University of California, Santa Barbara. "Latina/o Student Interpretations and Responses to Messages of Social Stigma in Special Education."

Specht, Amanda. California State University, Los Angeles. "Linguistic and Familial Wealth: Benefits of Bilingualism on the Cognitive Development of Children with Autism."

Chair: Kouyoumdjian, Claudia. California State University, Los Angeles.

10.8 • Sierra Madre

The Politics of Access: The Battle over Admissions and Graduation in the California State University

Ortiz, Isidro. San Diego State University.

Green, Susan. California State University, Chico.

Washington, Pat. We Advocate Gender Equity.

10.9 • Fountain I

The Educational Hurdles of Latino Youth from K-Community College

Urionabarrenechea, Clara. California State University, Northridge. "SES, Helpful or Wasteful."

Tolentino, Mario. California State University, Northridge. "Community Colleges: A Help or an Obstruction."

Amarro, Jose. California State University, Northridge. "Community College: Groundwork for Pedagogical Equality."

Ortega, Frank. Texas A&M University. "The Construction of Leisure Activities Among Latin@ Students: Racial Identity and Academic Achievement."

10.10 • Fountain II

Transnational Conversions and Migrating Faiths: Case Studies from Panama, El Salvador, La Sierra de Juárez and East LA.

Agredano-Lozano, Felipe. Harvard University. "Subverting the Patriarchal with the Spirit: Eglá Lopez Montero and the Latina Pentecostal Missiological Vocation."

Carrillo, Wendy. Annenberg School of Communication. "New Destinations and Immigrant Communities Perspectives in California: From El Salvador to East LA."

Ramirez, Daniel. University of Michigan. "Usos y Costumbres (¿y Mañas?): Religious and Cultural Change in Oaxaca."

Discussant: Sanchez-Walsh, Arlene. Azusa Pacific University.

10.11 • Fountain IV

Roundtable: Hijas de Cuauhtémoc: Critical Reflections on 40 Years of Chicana Feminist Activism and Writing

NietoGomez, Anna. Writer and Editor.

Castillo, Sylvia. Senior Advisor to Assembly Speaker Emeritus Karen Bass.

Hernández, Leticia. California State University Chancellor's Office.

Silvestre, Audrey. Conciencia Femenil, California State University, Long Beach.

Corinne Sánchez, President El Proyecto del Barrio.

Chair: Blackwell, Maylei. University of California, Los Angeles.

Session Ten continues

10.12 • Madera

Locating Hidden Histories Within Expressive Culture of Aggrieved Communities

Carrasco, Tomas Avila. University of California, Santa Barbara. "Oppositional Performance: A Social-Historical Analysis of the Avant-Garde Comedy Troupe Chicano Secret Service."

Gomez, Jonathan. University of California, Santa Barbara. "For Their Own Use: Working Class Self-Activity and East Los Angeles Punk Rock, Mid-1990s to the Present."

Camp, Jordan T. University of California, Santa Barbara. "Representing Race and Class Revolt in a Revanchist City."

Ramirez, Jose. Public Artist/Esperanza Elementary. "Creating Alternative Perspectives Through Visual Art."

Chair: Rodríguez, Russell C. San Jose City College.

SESSION ELEVEN – Saturday, 3:10 p.m. to 4:30 p.m.

11.1 • Plaza II

Workshop: Fotonovelas, practice and pickups: Lessons of Chicano identity, community and justice outside the classroom

Gamboa, Harry. California State University, Northridge.

Rodriguez, Luis M. California State University, Northridge.

Sanchez-Tello, George. California State University, Northridge.

Chair: Velazquez-Vargas, Yarma. California State University, Northridge.

11.2 • San Rafael

"Debajo del agua mansa está la peor corriente": CRT & LatCrit Studies on the Chicana/o and Latina/o Educational Pipeline

Valles, Brenda. University of Utah. "Discipline Policies and Chicano Students: a CRT & LatCrit mixed-method analysis of the school to prison pipeline."

Ibarra, Silvia and Judith Perez. University of Utah. "Revisiting Racism at CSUMB through a Critical Race Analysis."

Valdez, Trina. University of Utah. "Cultural Wealth and Chicana/o College Students."

Discussant: Villalpando, Octavio. University of Utah.

11.3 • San Gabriel

Critical Research Methods and Practice

Orona-Cordova, Roberta. California State University, Northridge. "El Rito Oral History Project."

Zavala, Miguel. California State University, Fullerton. "The Primacy of Community Based Structures in Participatory Action Research Projects: Lessons for a Decolonizing Raza Research Methodology."

Valero, Edwardo. Cornell University. "Dramatic Designs, Problematic Playgrounds and Magical Margins in the Making of Rural California Schools."

Rivera, Angelica. DePaul University. "Educational Obstacles and Triumphs in 1950s Chicago Schools: Mexican American Women's Voices."

11.4 • San Pasqual

Sol de las Calles: The Development and Application of a Critical Latino Men's Pedagogy

Eccleston, Michael. University of California, Santa Cruz.

Renteria, Larry. Sol de las Calles.

Rodriguez, Armando. Sol de las Calles.

Acosta, Luis. University of California, Santa Cruz.

Discussant: Hurtado, Aida. University of California, Santa Cruz.

11.5 • Los Feliz

Roundtable: Chicana Cultural Activism and Spaces of Belonging

González, Amber Rose. University of California, Santa Barbara.

Montes, Felicia. OTIS College of Art & Design, Mujeres de Maiz.

Sanchez-Arreola, Gloria. Del Pueblo Café.

11.6 • Altadena

Student-initiated Qualitative Research: Gender, Acculturation, and Sexual Health

Alvarado, Laura. Sonoma State University. "The immigrant Latino health paradox: Obesity as a negative effect of acculturation."

Guerrero, Sulma. Anderson Valley Health Center. "Verguenza kills: A qualitative study on the effects of shame on Latina sexual health."

Rubalcava, Leticia. Masters in Public Policy Program, California State University, East Bay. "The persistence of traditional femininity among college-educated Latinas."

Chair: Kim-Rajal, Patricia. Sonoma State University.

11.7 • Sierra Madre

Las revistas chicanas/latinas de los Estados Unidos y México

Rosales, Jesús. Arizona State University. "Contexto histórico de las revistas chicanas a partir del Movimiento Chicano: Ventana Abierta y Puentes."

Gonzalez, Juan Antonio. University of Texas, Brownsville. "Revistas literarias de frontera: Revista Novosantanderino."

Ramos, Tomás. Arizona State University. "Revistas mexicanas de la Península de Yucatán."

11.8 • Fountain I

Liberatory Mysteries

Garcia, Michael. Clarkson University. "The Prison Narrative as Secular Conversion Narrative: Writing as Salvation in Joe Loya's *The Man who Outgrew his Prison Cell: Confessions of a Bank Robber*."

Garcia, Christina. University of Texas at Austin. "All these Women, Mothers of God': Gender, Spirituality, and Landscape in Luis Alberto Urrea's *The Hummingbird's Daughter*."

Valenzuela, Aida. Purdue University. "The Mystery of Chicana/o Identity in Lucha Corpi's Gloria Damasco Detective Series."

11.9 • Fountain II

iSomos Raza!: Developing and maintaining cultural identity through dance, music and MEChA

Acosta, Jesus. California State University, Northridge. "Que Me Toquen un Corrido Pesado!: An analysis of the Narco Corrido and its rise to Popularity in the United States."

Miranda, Luis. California State University, Northridge. "Deconstructing Dance in Latino America: A Folkloric Perspective."

Ramirez, Abraham. California State University, Northridge. "¡Échale Ganas!: Peer mentoring among Chicana and Chicano students."

Chair: Garcia, Peter. California State University, Northridge.

Discussant: Ayala-Alcantar, Christina. California State University, Northridge.

11.10 • Madera

Roundtable: Battle of the Virgins: A Presentation of the Book, OUR LADY OF CONTROVERSY: ALMA LOPEZ'S "IRREVERENT APPARITION"

Lopez, Alma. Independent Artist. "Alma Lopez's 'Nican Mopuha'."

Gonzalez, Deena. ACE Fellow/University of California, Irvine. "Making Privates Public: It's not about the Virgen of the Conquest, it's about the Conquest of the Virgen."

Perez, Emma. University of Colorado, Boulder. "The De-Colonial Virgin in a Colonial Site."

Roman-Odio, Clara. Kenyon College. "Queering the Sacred: Love as Oppositional Consciousness in Alma Lopez's Visual Art."

Moderator: Gaspar de Alba, Alicia. University of California, Los Angeles.

Special Panel/Discussion, 4:40 p.m. – 5:40 p.m. Madera

U.S. Birthright Citizenship & Arizona's SB1070 and other Anti-Immigrant 'Copy Cat' State Laws

Thomas A. Saenz, President and General Counsel of MALDEF.

Eva Longoria, Activist and MALDEF Board Member.



Business Meeting

5:50 p.m. – 6:30 p.m.

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

Plaza

Recepción de Clausura

Adiós y Despedidas

6:30 p.m.

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*Additional information about the CMAS Visiting Scholar and Graduate Fellowship Programs including the application process can be obtained by visiting the website at www.class.uh.edu/CMAS or contact the office at 713-743-3136.

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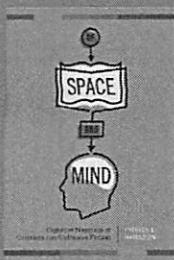
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Of Space and Mind



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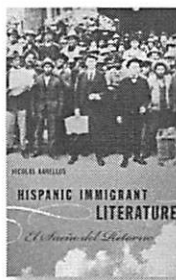
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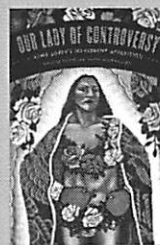
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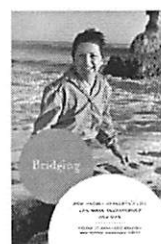
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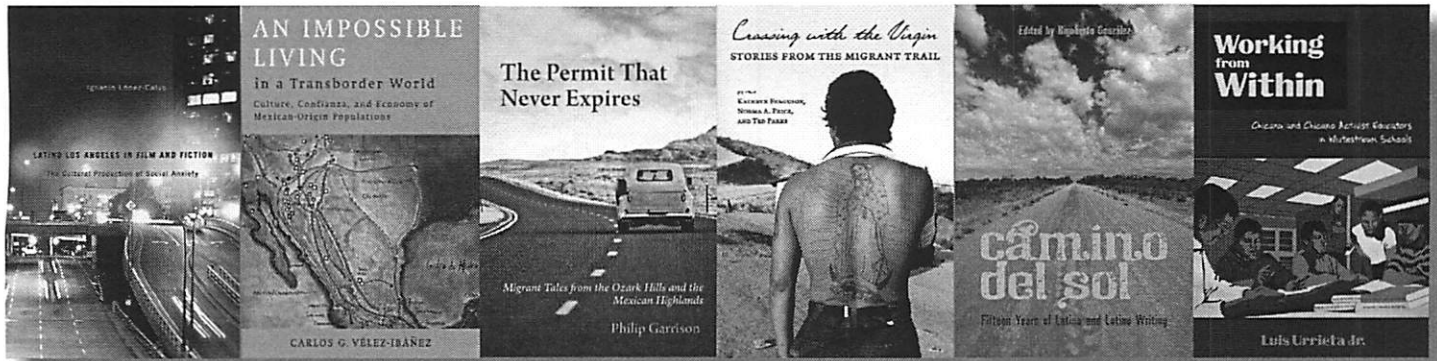
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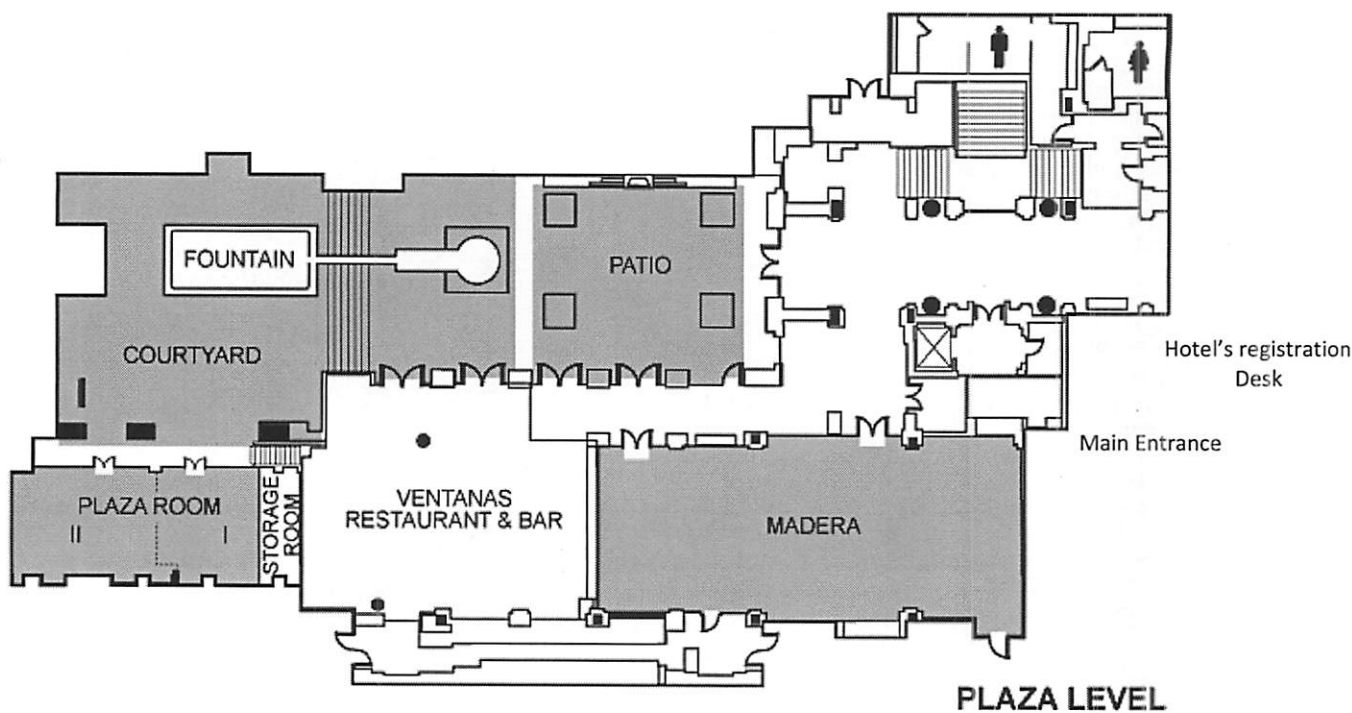
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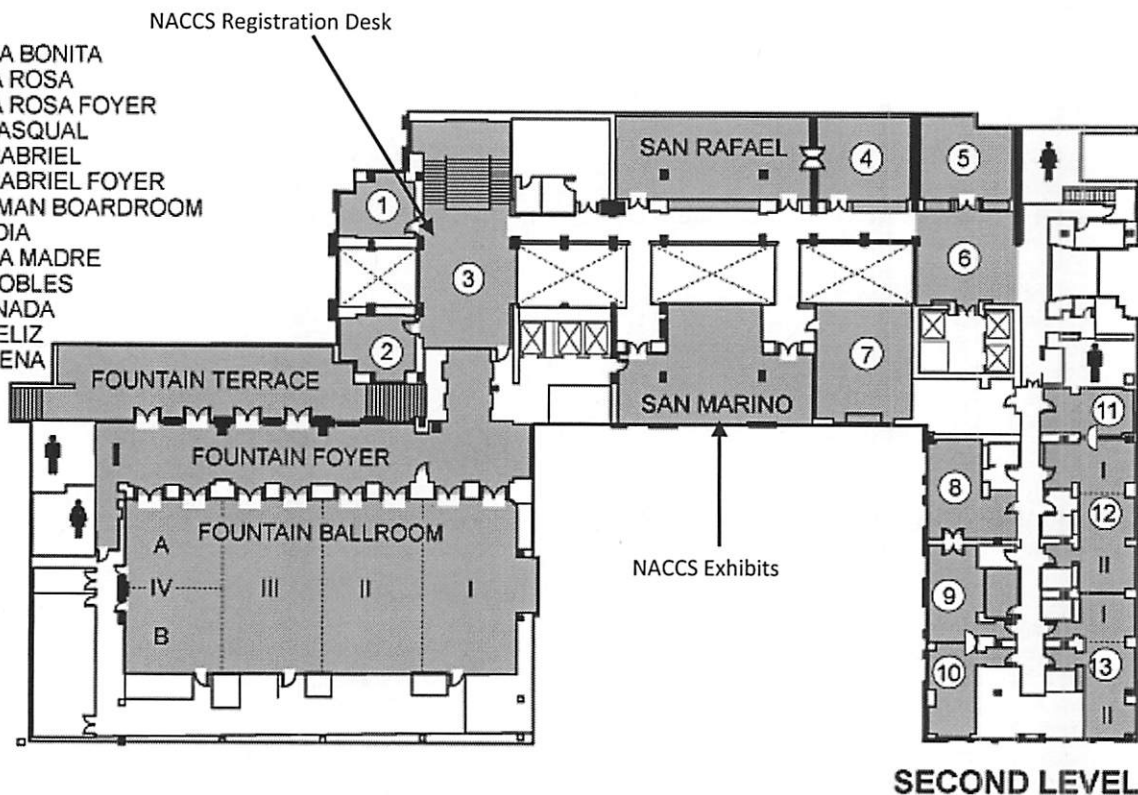
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- 1. SIERRA BONITA
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- 3. SANTA ROSA FOYER
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- 6. SAN GABRIEL FOYER
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Conference Overview

Wednesday, March 30, 2011

- 2:00 p.m. – 7:00 p.m. Registration
- 4:15 p.m. – 5:30 p.m. NACCS for Beginners
- 7:30 p.m. – 9:00 p.m. Welcome Reception

Thursday, March 31, 2011

- 8:00 a.m. – 5:00 p.m. Registration
- 8:30 a.m. – 6:00 p.m. Exhibits
- 9:00 a.m. – 10:20 a.m. Session One
- 10:30 a.m. – 10:50 a.m. Welcome
- 10:50 a.m. – 12:20 p.m. Plenary I: NACCS Plenary
- 12:30 p.m. – 1:50 p.m. Session Two
- 2:00 p.m. – 3:20 p.m. Session Three
- 3:30 p.m. – 4:50 p.m. Session Four
- 5:00 p.m. – 6:00 p.m. Foco Meetings I
- 6:10 p.m. – 7:10 p.m. Caucus Meetings (LBMT, Community, K-12, Student, Indigenous)
- 6:10 p.m. – 8:20 p.m. Film: An Unfinished DREAM
- 7:15 p.m. – 8:30 p.m. Film: I LOVE Lupe (a short film)
- 7:20 p.m. – 8:20 p.m. Caucus Meetings (Chicana, COMPAS, Grad Students, Joto)
- 8:30 p.m. – 10:00 p.m. Joteria Gathering

Friday, April 1, 2011

- 8:30 a.m. – 5:00 p.m. Registration
- 8:30 a.m. – 6:00 p.m. Exhibits
- 9:00 a.m. – 10:20 a.m. Session Five
- 10:30 a.m. – 12 noon Plenary II: Student Plenary
- 12 noon – 2:00 p.m. Awards Luncheon
- 2:10 p.m. – 3:30 p.m. Session Six
- 2:20 p.m. – 3:20 p.m. Poster Session
- 3:40 p.m. – 5:00 p.m. Session Seven
- 5:10 p.m. – 6:10 p.m. Caucus Meetings (Chicana, COMPAS, Grad Students, Joto)
- 5:10 p.m. – 6:30 p.m. Film: Danza Folkórica Escénica: El Sello Artístico de Rafael Zamarripa
- 6:20 p.m. – 7:20 p.m. Caucus Meetings (LBMT, Community, K-12, Student, Indigenous)
- 6:20 p.m. – 8:00 p.m. Film: A Crushing Love (a documentary)
- 7:30 p.m. – 8:20 p.m. Leadership Orientation
- 7:30 p.m. – 8:30 p.m. Film: Precious Knowledge: La Raza Unida to Save Ethnic Studies in Tucson, AZ
- 8:00 p.m. – 8:30 p.m. Film: La Entrevista
- 8:30 p.m. – 9:30 p.m. Graduate Student Reception

Saturday, April 2, 2011

- 8:30 a.m. – 3:00 p.m. Registration
- 8:00 a.m. – 8:50 a.m. Foco Meetings II
- 8:30 a.m. – 2:30 p.m. Exhibits
- 9:00 a.m. – 10:20 a.m. Session Eight
- 10:30 a.m. – 12:00 p.m. Plenary III: Chicana Plenary
- 12:10 p.m. – 1:30 p.m. Session Nine
- 1:40 p.m. – 3:00 p.m. Session Ten
- 3:10 p.m. – 4:30 p.m. Session Eleven
- 4:40 p.m. – 5:40 p.m. Panel: U.S. Birthright Citizenship & Arizona's SB1070 and other Anti-Immigrant "Copy Cat" State Laws
- 5:50 p.m. – 6:30 p.m. Business Meeting
- 6:30 p.m. Closing Reception/Fund-raiser for "Save Ethnic Studies" Campaign

NACCS XXXVIII
March 30 - April 2, 2011
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