



El ritmo del agua – Eric J. García

# National Association for Chicana and Chicano Studies Rocky Mountain Foco Virtual Conference

*Honoring Our Legacies*

September 29-30, 2016

## Conference Organizing Committee

### Conference Co-Chairs

Dr. Vanessa Fonseca  
José Juan Gómez

### Arizona

Dr. Daniel Vargas  
Dr. Manuel de Jesús Hernández-G.

### Utah

Robert Unzueta  
Dr. Ed Muñoz

### Nevada

Dr. Daniel Enrique Pérez  
Dr. Anita Revilla Tijerina

### New Mexico

Norma Lira-Pérez  
Laura Belmonte

### Wyoming

Jennifer Macías  
Dr. Cecilia J. Aragón

**Thursday September 29, 2016**

**Session One: 8:00-9:30 a.m. (PST); 9:00-10:30 a.m. (MST)**

**New Mexico Virtual Panel**

Room TBD

*Variant Legacies of New Mexico*

Dr. Magdalena Manzanarez, Western New Mexico University

Dr. Gilda Baeza, Western New Mexico University

Dr. Miguel Narvaez, Western New Mexico University

Dr. Felipe de Ortego y Gasca, Western New Mexico University

The legacies of New Mexico are so variant that discussion entails considerations of ingress patterns of Hispanic migrations into the region starting in the 16th century and their intersections with the Indigenous peoples of the region resulting in the hybrid issues of genetic blending. The upshot is that our New Mexico Legacies are essentially triadic or omniadic. These are not insurmountable issues but require finesse in taxonomizing group legacies. For example, there are stand-alone Indigenous legacies that are unique to the different Indigenous groups of New Mexico. There may be some overlap of group legacies. There are also stand-alone legacies that are unique to the different Hispanic groups of New Mexico. And there are stand-alone legacies that are unique to the blended “Spanish-Indian” groups of New Mexico. Variant legacies exist in the evident dichotomy of the state between Hispanics of Northern New Mexico who claim undiluted heritage and legacies from Spain. Affiliated with this dichotomy are the northern New Mexicans who identify themselves as Hispanos. Then there are the legacies of southern New Mexico whose population are essentially Mexican of more recent migrations. The aim of this panel is to cull from these variant legacies those that are common to the entire spectrum of peoples in the state without omitting the non-Hispanic legacies that have impacted Hispanic New Mexicans. These will be unfurled in the panel presentation.

**Session Two: 9:45-10:45 a.m. (PST); 10:45-11:45 a.m. (MST)**

**NACCS Rocky Mountain Foco Book Presentation**

Arizona State University ED L1-27

*Thinking en Español: Interviews with Critics of Chicana/o Literature*

*University of Arizona Press, 2014*

Dr. Jesús Rosales, Author

*Introduction*

Dr. Duane Roen, Arizona State University

*Moderator/Discussant*

José Flores, Arizona State University

**Lunch: 11:00 – 12:00 p.m. (PST); 12:00-1:00 p.m. (MST)**

**Home Institution**

**Session Three: 12:15-1:45 p.m. (PST); 1:15-2:45 (MST)**

**Nevada Virtual Panel**

University of Nevada, Las Vegas CBC-B 225a

*Anzalduistas y Muxeristas in the Heart of the Desert*

Dr. Anita Revilla, University of Nevada, Las Vegas

Briceida Hernández –Toledo, University of Nevada, Las Vegas

Adrian Castrejón, University of Nevada, Las Vegas

Desire Galvez, University of Nevada, Las Vegas

During this panel, we will speak about our own personal experiences as activists on the second most diverse university in the country, located in the heart of a diverse city, Las Vegas. Utilizing Anzaldúa's theories on Napanthla identities, those situated in between different spheres, we explore the ways we continuously shift our identities to engage in activist efforts while still surviving, thriving, and fulfilling our roles on this campus. While living in this state of nepantlism is sometimes painful, the Muxerista familia and activist network we've constructed at UNLV serves as a site of encouragement, healing, and sustenance through mutual love and support. Additionally, a Chicana and muxerista identity is an integral part of our intersecting identities, and our experiences will provide insight into the meaning we find in occupying simultaneous and perpetual Borderlands in academia as scholar activists. This presentation will weave together research, testimonio, art, and theoretical musings about this experience from the perspective of undergraduates, graduate students, and faculty.

**Session Four: 2:00 – 3:30 p.m. (PST); 3:00 – 4:30 (MST)**

**Utah Virtual Panel**

Room TBD

*First Year Programs for Empowerment*

Dr. Brenda Valles, University of Utah

This study was conducted at the University of Utah, reviewing a program called the Diversity Scholars Program (DSP). The DSP is designed for first-year, often first-generation, students from underrepresented backgrounds. Scholars enter the program through sponsored-admissions, as a requirement for a scholarship they have been awarded (e.g. Utah Opportunity Scholarship, etc.), or they self-select into the program. This two-semester program includes two Ethnic Studies courses team-taught by faculty of color, a service-learning/community-engagement component, and mandatory advising with academic advisors from the Office for Student Equity and Diversity. The Ethnic Studies courses Diversity Scholars take engage them in critical thinking skills with a social-justice theme running across the program. It is a writing-intensive course that engages students in testimonio-like group projects. Additionally, each course is accompanied by a Peer Mentor, an undergraduate student staff with prior experience as a Diversity Scholar hired through the Student Equity and Diversity Office. This study looks at the impact of the program on students, faculty, and advisors (key stakeholders) over the last 9 years.

***Black Lives Matter and Institutional Response: Creating the School for Cultural and Social Transformation***  
Dr. Ed Muñoz, University of Utah

Scholars are examining the nature and scope of institutional responses to the Black Lives Matter movement in general, and to campus student activism in particular. This paper documents one of 13 immediate responses to the Open Dialogue on Racial Climate held at the University of Utah in November 2015. The anti-racism event organized by various top-ranking campus administrators, faculty, staff and students was the first in a series of town hall meetings to show solidarity with students around the nation protesting administrative indifference towards microaggressions and institutionalized racial discrimination on their campuses. Largely student voices demanded for the hiring of more faculty of color to solidify academic programs in Gender Studies and Ethnic Studies. This event helped facilitate the creation of the School for Cultural and Social Transformation. The School administrative structure authorized both academic units the power to hire their own faculty and to grant tenure and promotion, something many Ethnic Studies and Gender Studies programs across the nation still are struggling to attain.

***Roots and Reefs: Creating Community among ChicanX, Black, and Oceania.***  
Tino Diaz (UHEAA Outreach Community)

Place and legacy weave together to often create varying narratives within the same state and more importantly, we must look at a lifetime of political and social commitment in local settings that connect Indigenous peoples. Oppression acts collectively, it gathers and harnesses strength from different sections of society. Indigenous communities must act collectively as well. This submission demonstrates our legacy in Utah County as something more elaborate, local, and interconnected with Pacific and Black Indigeneity. Organizations such as #TogetherWithoutBorders, Tribes for Change, and Education 4 Oceania in Utah County have begun to see and connect with each other in ways that empower marginalized communities to collectively reflect on and respond to issues. Our legacy then refuses isolation to place or community, and is beginning to take on the complexity of ancient networks, reliving Indigenous connections of the past. While Utah County remains entrenched in Whiteness as a discourse and place, we exist and we continue, but it is done through the connections we build among ourselves as communities of Color against police brutality, racist immigration laws, and building educational advocacy. Resistance, therefore, even in a place like Utah County, is strongly Chicanx, Indigenous, Black, and Oceanic. I show that honoring legacy involves seeing each other as interconnected bodies, parts to a whole, and sustaining the relationships we build, a more collective and Indigenous means of resistance.

**Session Five: 3:45 – 5:00 p.m. (PST); 4:45 – 6:00 p.m. (MST)**  
**Home Institution**

**Dinner: 5:00- 6:00 p.m. (PST); 6:00 – 7:00 p.m. (MST)**  
**Home Institution**

**Cultural Night: 6:00 p.m. (PST); 7:00 p.m. (MST)**  
**Home Institution**

**Friday September 30, 2016**

**Session Six: 8:00-9:30 a.m. (PST); 9:00- 10:30 a.m. (MST)**

**Arizona Virtual Panel**

Arizona State University ED L1-27

***Preserving Arizona's Latina/o/x Presence: Community-Based Workshops on Archival Preservation and K-12 Curriculum***

Dr. Sujevy Vega, Arizona State University

Nancy Godoy-Powell, Arizona State University

Dr. Vanessa Fonseca, Arizona State University Polytechnic

Since the late sixteenth century, Arizona's Latina/o/x community has worked in the state, established churches and schools, faced discrimination and segregation, and fought for civil rights and equality. Historians have worked with underrepresented communities to collect their narratives and grow our scholarly knowledge of these communities; however, less work has been done with community-centered research and the creation of community scholars/researchers. Our panel will focus on a new grant project that will 1) introduce communities to archival research to preserve their own history and 2) help K-12 schools in Arizona to develop curriculum geared toward the preservation of Latina/o/x history. In this presentation, we plan to speak on how our individual and collective efforts serve a severely under-archived community. Nancy Godoy-Powell will talk about the Chicano/a Research Collection at Arizona State University and provide an overview of the archival materials available for research purposes. Sujevy Vega will discuss her current research with Latino Mormons in the state of Arizona and how their own genealogical research can contribute to a greater knowledge of Arizona Latina/o history, and Vanessa Fonseca will talk about the Following the Manito Trail Project – which looks at the New Mexican diaspora experience in Arizona and notions of *querencia*, or a sense of place, that established through migration patterns. These research interests are fundamental to the grant project, *Preserving Arizona's Latina/o/x Presence: Community-Based Workshops on Archival Preservation and K-12 Curriculum* and demonstrate a vested interest in solidifying relationships between the university, Arizona communities, and K-12 educators.

**Session Seven: 9:45 – 11:00 a.m. (PST); 10:45 – 12:00 p.m. (MST)**

**Home Institution**

**Lunch: 11:00 – 12:00 p.m. (PST); 12:00 – 1:00 p.m. (MST)**

**Home Institution**

**Session Eight: 12:15 – 1:15 p.m. (PST); 1:15 – 2:15 p.m. (MST)**

**Rocky Mountain Foco Scholar Award**

Arizona State University ED L1-27

***From Netzahualcōyotl to Atzlán: An Intellectual Pilgrimage of a Transborder Migrant***

2016 Rocky Mountain Foco Scholar: Dr. Carlos Vélez-Ibáñez, Arizona State University

***Presenter/Moderator***

José Juan Gómez, Arizona State University

**Session Nine: 1:30 – 3:00 p.m. (PST); 2:30 – 4:00 p.m. (MST)**

**Wyoming Virtual Panel**

Room TBD

***Latina/os in Wyoming: Struggle and Survival in the White Male Dominated Cowboy State***

Moderator: Dr. Cecilia J. Aragón, University of Wyoming

In the Summer of 2017, the historical state flagship journal of Wyoming, *Annals of Wyoming*, will feature a special edition titled, *Latina/os in Wyoming*. This virtual panel will highlight featured essays that will be published in this special edition. The following panelists will discuss briefly their specific topic and introduce new insights and problematic issues that will add to our current understanding and developments of Latina/os in Wyoming.

***Generation Z: The Making and Building of PODER Academy in Cheyenne, Wyoming***

Nick Avila, PODER Academy

***Following the Manito Trail: A Photo Essay from Scenes of Wyoming***

Adam Herrera, University of Wyoming

***Post World War II: Latina/o Families in Wyoming***

Jennifer Macías, University of Utah

***Community Activism and Academic Leadership: Dr. Dolores Cardona's Tenure at the University of Wyoming***

Dr. Tao Han Keonghee, University of Wyoming

Dr. Reed Scull, University of Wyoming

***DACA: The Legal Representation, Application, and the Impacts on Young Adults in Wyoming***

Suzan Pritchett, University of Wyoming

**Session Ten: 3:15 – 4:30 p.m. (PST); 4:15 – 5:30 p.m. (MST)**

**Home Institution**

**Dinner: 5:00 – 6:00 p.m. (PST); 6:00 – 7:00 p.m. (MST)**

**Home Institution**

**Cultural Evening: 6:00 p.m. (PST); 7:00 p.m. (MST)**

**Home Institution**