



Welcome to Salt Lake City, Utah fellow NACCSistas!

This is not the first time NACCS comes to Utah, yet it may seem out of the way from the usual NACCS sites such as Texas, California, New Mexico or Illinois. As I thought about the theme of our conference, I reflected on my perceptions of why a place that is unfamiliar to me. Feeling uncomfortable made me question the very idea of my discomfort. Many of us tend to perceive our sense of familiar place within specific and historical geographical regions for Chicana and Chicano communities.

If we stop to think for just a moment, we realize that although a concentration of Chicana and Chicano communities exist in the historical geographical regions of the Southwest, our communities as our people have expanded out for labor and to establish homes and raise families throughout the United States and in places such as Salt Lake City, Utah. It may be an obvious observation, but the fact is that many of us exist and think within a specific boundaries. Let's ponder that for a quick moment.

The conference theme, "Fragmented Landscapes in Chicana and Chicano Studies: Deliberation, Innovation, or Extinction?" comes from this very position of dislocation and invention. As we look out in the Chicana and Chicano Landscape, fragments of our communities exist in more and lesser-developed forms.

We are not exactly regionally bound, we have morphed throughout the United States building communities and making our presence known. However, we are constantly being challenged, and we are constantly confronting and meeting those challenges whether they come from external or internal sources, from institutional forms of traditional limitations or from the creation of new survival strategies.

Thus, in every one of those experience and challenges, a shift or fragmentation emerges. We know that change is not a bad thing. Instead, I urge us to focus on the reality that within such fragmented landscapes we have made some of the most powerful and innovative strategies in building our communities, thriving, and developing new ways of seeing the world.

We can find something different or view something obvious with fresh eyes, or we can ignore our changing landscapes. As Detective Bunk Moreland from the television series, "The Wire", would say, "you need soft eyes, not hard eyes." It is the use of the soft eyes that allows us to see what perhaps we have not seen before; perhaps it is in those fragmented spaces that we are able to innovate, to survive, and to thrive.

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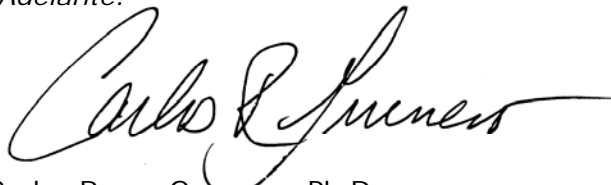
As we gather for our 41st Studies, which in our annual gatherings allows us to refresh, rekindle, and invent new ways of interacting while never forgetting our roots. I am reminded of our colleague Renato Rosaldo's words to "let the cracks remain" as recognition that fragmentation is an opportunity for innovation and action. These are hard times that demand that we confront the issues before us with deliberate action. These issues include: continued access to quality education, the effects of environmental and global challenges on our communities, the use of metrics quantifying student success, the continued legacies of race, class, homophobia, and sexism, the transformation of higher education and the invention of new inequities. The list goes on. We no longer face the classic monolithic threats that have shaped our experiences, they are more complex, deeper, and have profound impacts. Our challenge is urgent and our action is essential.

I want to also take this opportunity to express my personal appreciation to the members of the NACCS Board- Drs. Susan M. Green, Ann Marie Lemier, José Angel Hernández, Tereza Szhegui, Irene Mata, and Mr. Robert Unzueta, our Executive Director, Dr. Julia Curry, and our Associate Director, Kathryn Blackmer. Working in this collective is a model of praxis in the areas of negotiation, commitment and action. I want to single out Dr. Cordelia Candelaria for her leadership and service to NACCS as Chair-Elect 2012-2013. She sailed a firm ship as she led the preparations for the 2013 annual conference. Thank you for your service Cordelia!

Let our 2014 gathering be a space of furthering depth in our discourse with critical narratives for action that emerge from a context of innovation and continuity. Let us leave those cracks to remind us of the struggles and the victories. Let us use our space to engage in critical dialogue and to renew the steps essential for making change through action. Let us strive to enhance the art of soft eyes as we take on the challenges we encounter. Our community requires our actions, not merely our words.

Let us rise to the challenge of praxis for liberation rooted in our experiences of hope as Chicana and Chicano Studyists.

¡Adelante!

A handwritten signature in black ink, reading "Carlos Reyes Guerrero". The signature is fluid and cursive, with a long horizontal stroke at the end.

Carlos Reyes Guerrero, Ph.D.
Chair of NACCS

THE UNIVERSITY OF UTAH WELCOMES YOU!

growing student diversity
supportive student programming
service oriented work

greatest snow on earth

mentorship

imagine then do

strong entrepreneurial spirit

innovative research

diversity= educational excellence

interdisciplinary research opportunities

commitment to equity and diversity

cutting-edge research and technology

advocates for student success

community engagement
extraordinary innovation ecosystem

creative partnerships

rugged bike trails

sustainability

innovation nation

nobel laureate winner

superior teaching



Office for
Student Equity and Diversity

THE UNIVERSITY OF UTAH



Office for
EQUITY AND DIVERSITY

THE UNIVERSITY OF UTAH

Diversity = Educational Excellence



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GENDER STUDIES

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OFFICE OF ADMISSIONS

STUDENT AFFAIRS | THE UNIVERSITY OF UTAH



ETHNIC STUDIES

THE UNIVERSITY OF UTAH

diversity.utah.edu

Welcome to the State of Utah and to the City of Salt Lake City! It gives us much joy to be hosting you in our community. Given this opportunity we wish to bring your attention to the struggles we are having at the University of Utah and hope that you will support us in the following efforts.

Far too often indigenous communities are excluded from debates over inclusion, diversity, retention, and representation on University campuses and are in effect rendered invisible. This is further complicated with the widespread use of Native American logos, nicknames and symbols to represent school and team identity. Here at the University of Utah we find this to be a limiting factor towards the achievement and advancement of indigenous students. Honor, tradition and school pride have replaced the institution's commitment to its indigenous communities rather than issues that are important to student success.

We as a collective are asking you to support us in our struggle to remove the offensive and racist symbolism that accompanies the University of Utah's use of the "drum and feather" logo and "Ute" nickname on merchandise, advertisement, and marketing materials. Help us end the misrepresentation of our indigenous communities and support us in gaining real representation and respect on campus.

While attending the NACCS here are some things you can do to help us end institutional racism at the University of Utah:

1. Please do not purchase merchandise with the "drum and feather" logo and/or "Ute" nickname.
2. Sign the online petition to retire the "drum and feather" logo and "Ute" nickname at <http://chn.ge/1fsgB98>.
3. Contact Bill Warren, Chief Marketing and Communications Officer at william.warren@utah.edu or (801) 581-7975, and demand transparency of revenue generated from the sale of merchandise and that such sales support indigenous and underrepresented student and campus initiatives.
4. Contact Dr. Ruth Watkins, Senior Vice President for Academic Affairs, at ruth.watkins@utah.edu or (801) 581-5057, and request increased funding to support resources, admission, recruitment and retention efforts of indigenous and underrepresented students at the University of Utah.
5. Contact University of Utah President David W. Pershing at david.pershing@utah.edu or (801) 581-5701 and demand that he honor his promise on September 26, 2012 to University of Utah students that he would phase out the "drum and feather" logo.

This is more than a struggle over logos and nicknames but rather a 500-year struggle for respect, recognition, dignity, and the ability to exist on our terms.

Thank you for your support!

Indigenous Students and Allies for Change (ISAC)
Xicano/a Graduate Student Council of Utah
American Indian Resource Center

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,

NACCS BOOK AWARD

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

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

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

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

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

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

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

NACCS SCHOLARS

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

2014 CONFERENCE PLANNING

Program Chair

Carlos Guerrero

Submission Evaluators

Francisco Villegas
Michelle Tellez
Michaela Mares Lopez
Gabe Valle
Ed Muñoz
Nelia Olivencia
Melissa Moreno
Mari Castañeda
Armando Ibarra
Linda Heidenreich
June Pedraza
Patricia Trujillo
Yvette Saavedra
Eric Romero
Jennie Luna
Ernesto Collin
Lourdes Guerrero
Elidia Olmos
Tomas Sandoval Summer
Juana Mora
Rogelio Garcia
Alexandro Gradilla
Cesar Lopez

Salt Lake City Committee

Ed A. Muñoz, University of Utah
Sonya Martinez, NeighborWorks Salt Lake City
Rudy Medina, University of Utah
Flor Olivo, University of Utah
Karla Motta, University of Utah
Brenda Valles, University of Utah
C. Kai Medina-Martinez, University of Utah
Robert Unzueta, University of Utah
Silvia Solis, University of Utah
Diego Luna, University of Utah
Nohemy Solórzano-Thompson, Westminster College
Lu Marzulli, Westminster College
Manuel Romero, Utah Department of Human Services

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

Program Cover

Design Action Collective
Oakland, CA
www.designaction.org

Conference Logistics

Julia E. Curry Rodriguez
Kathryn Blackmer Reyes

Program Layout

Kathryn Blackmer Reyes

Program Printing

Community Printers
Santa Cruz, CA
www.comprinters.com

THANK YOU

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Dr. Martin Luther King, Jr. Library, San José State University
Mexican American Studies, San José State University
James Tan, San José State University
Sharon Thompson, San José State University

Office for Equity and Diversity, University of Utah
Office for Student Equity and Diversity, University of Utah
Office for Admissions, University of Utah
Graduate School Diversity Office, University of Utah
Gender Studies Program, University of Utah
Ethnic Studies Program, University of Utah
Department of Education, Culture, and Society, University of Utah
Department of Educational Leadership and Policy, University of Utah
Department of Educational Psychology, University of Utah
Department of Special Education, University of Utah

Westminster College
NeighborWorks Salt Lake
Mestizo Coffee House

State of Utah Division of Arts and Museum
Department of Heritage and Arts

Stephen Todochiny, Dineh Tribe

University of Dayton
Department of English, University of Dayton

Center for Mexican American Studies,
University of Texas at Austin

César E. Chávez Department of Chicana and
Chicano Studies at University of California,
Los Angeles

And our thanks to the representatives and staff at the Hilton Salt Lake Center.

EXHIBITS

NACCS wishes to thank the publishers and vendors for their continued support of our conference. Please visit the Exhibit Hall located in **Topaz Room** 2nd floor of the Hilton Hotel.

Exhibits are open to the public.

Exhibit Hours:

Thursday 9:30 a.m. – 6:00 p.m.

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

Saturday 9:30 a.m. – 3:00 p.m.

- Bilingual Review Press
- EBSCOHost Chicano Database
- Kórima Press – *New Exhibitor*
- Mujeres Activas en Letras y Cambio Social (MALCS)
- University of Arizona Press
- University of New Mexico Press – *New Exhibitor*
- Chicana and Chicano Studies Department, University of California, Santa Barbara
- University of California, Los Angeles - César E. Chávez Department Chicana and Chicano Studies
- University of Texas Press
- University of Utah

RECEPTIONS

Receptions are open and free to all NACCS participants.

Welcome

Trofi Restaurant

Wednesday, April 9, 2014

7:30 p.m.

Graduate Student

Trofi Restaurant

Thursday, March 21, 2013

8:00 p.m.

Sponsored by Center for Mexican American Studies, University of Texas at Austin and César E. Chávez Department of Chicana and Chicano Studies at University of California, Los Angeles

Joteria

Lounge – 18th floor

Thursday, April 10

9:00

Closing

Trofi Restaurant

Saturday, April 12

6:30 p.m.

AWARDS LUNCHEON

Grand Ballroom

Friday, April 11, 2012

11:45 - 2:00 p.m.

All registered conference participants are welcome to attend. Additional luncheon tickets may be available at the NACCS registration desk. Tickets are **\$75.00**. Limited tickets available. Ceremony is open. See page 30 for details.

ABOUT THE NACCS LOGO



The NACCS logo was originally created for the 2000 National Conference held in Portland, Oregon. The logo illustrates the male and female aspects of NACCS in an equal dialog and discussion, represented by the Mixtec speech scrolls. This dialog brings about a knowledge base that is

disseminated by the membership of NACCS to the Chicano community; similar to the rays of light emanating from the sun itself. Finally, from that knowledge comes action, struggle and change, represented by the three 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.

MEETINGS

NACCS for Beginners

Wednesday, April 9 – Seminar Theater, 2nd floor

5:00 p.m. – 6:30 p.m.

For new participants to NACCS.

Repeated in Session One, see program for location.

Leadership Orientation

Friday, April 11 – Granite Boardroom, Lobby Level

7:30 a.m. – 8:30 a.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. – 9:00 a.m. ALL

Caucus

See program for meeting room

Thursday

6:10 p.m. – 7:10 p.m.

Chicana, RN-COMPAS, Grad Student, Joto

7:20 p.m. – 8:20 p.m.

LBMT, Community, K-12, Student, Indigenous

Friday

5:10 p.m. – 6:10 p.m.

LBMT, Community, K-12, Student, Indigenous

6:20 p.m. – 7:20 p.m.

Chicana, RN-COMPAS, Grad Students, Joto

Business Meeting

Saturday, April 12 – Seminar Theater, 2nd floor

5:10 p.m. – 6:20 p.m.

INSTITUTIONAL VIOLENCE PANELS

Session One • **Canyon C – 2nd floor**
On the Verge of Extinction: The Chicano/a Movement from the "View" of the New Wave of Chicano/a Latino/a Students

Cazares, Saira. University of California Merced.
Infante, Filiberto. University of California Merced.
Peral, Gloria. University of California Merced.
Pérez, Gustavo. University of California Merced.
Rodríguez, Denise. University of California Merced.

Session Five • **Suite 326 – 3rd Floor**
Heteropatriarchal Institutional Violence and the Future of Chican@ Studies: a Focus Issue of Chicana/Latina Studies, the Journal of MALCS

Castañeda, Antonia. Independent Scholar.
Moreno, Marisol. California State University, Long Beach.
Rojas, Clarissa. California State University, Long Beach.
Silvestre, Audrey. California State University, Northridge.
Zepeda, Nadia. California State University, Northridge.

Session Seven • **Grand B – 2nd floor**
Queering the Archive: Decolonial Paradigms, Affective Histories and Archival Practices

Zepeda, Lizeth. University of Arizona.
Pérez, Emma. University of Colorado at Boulder.
Chair: Galarte, Francisco. University of Arizona.
Discussant: Martínez, Ernesto. University of Oregon.

Session Eight • **Grand A – 2nd floor**
Healing Chicana and Indigenous Women's Landscapes: Innovating Sites for Self Care and Institutional Self-Care in Chicana/o and Indigenous Studies

Trujillo, Patricia. Northern New Mexico College.
Montoya, Fawn Amber. Colorado State University-Pueblo.
Gutierrez Sisneros, Ana X. New Mexico State University.
Sanchez, Corrine. Arizona State University & Tewa Women United.
Obregon, Victoria. Colorado State University - Pueblo.

Session Eight • **Grand C – 2nd floor**
Feministing, Queering, and Transing Chican@ Studies and Movements

Galarte, Frank. University of Arizona.
Miranda, Marie (Keta). University of Texas at San Antonio.
Rojas, Clarissa. California State University, Long Beach.
Solomon Johnson, Amrah. University of California, San Diego.
Chair: Moreno, Marisol. California State University, Long Beach.

Session Ten • **Salon II – Lobby**
Community Accountability: Transforming Heteropatriarchal Violence in Chican@ Student and Academic Organizations

Rojas, Clarissa. California State University Long Beach.
Silvestre, Audrey. California State University Northridge.
Zepeda, Nadia. California State University Northridge.

Session Eleven • **Grand B – 2nd floor**
Cargos Precios / The Weight of Our Words: Transforming Heteropatriarchal Violence Through Healing and Accountability Circles

Salomon, Amrah. University of California-San Diego.
Montes, Felicia 'Fe'. Mujeres de Maiz, In Lak Ech.
Arévalo, Lucha. University of California, Riverside.
Mendoza, Rosalilia. Counseling Psychology.

TOURS

West Salt Lake City Public Art Bus Tour and Utah Latina/o History Exhibit at Mestizo Coffee House

Saturday, April 12 10 am - 1 pm.

Salt Lake City's "Westside" has come to be known as the other side of town. It does have a long history of Chicana/Latino history, culture, development, and activism. The Westside mural tour explores this rich heritage through works by various artists. The tour also includes a visit to the highly popular Mestizo Coffee House where Dr. Armando Solórzano's Chicanas/os in Utah historical museum exhibit will be on display.

Featured artists: Ruby Chacon and Kim Martinez

Walking is limited, primarily on bus.

Buses will depart from the Main Entrance of hotel. No cost except for your own food at Mestizo

Limit 45. Contact Ed Muñoz if interested, ed.munoz@utah.edu

ARTE, POESÍA, MÚSICA Y MÁS

Noche De Cultura

Friday, April 11
9:00 – 10:00 p.m.

Featuring: Salt Lake City's very own Poets
Jarred "Palabrista" Martinez and Willy Palomo

Wyoming born and Denver based Hip-Hop artist/MC
Adrian Molina Speaks

Open Mic

Alphine Ballroom
Friday, April 11
10:00 – 11:30 p.m.

Grassroots night! Read your poetry, sing a song, or do some teatro. Open to all who wish to participate. Please limit performance to 15 mins. Sign up at the NACCS registration desk.

FILMS

See program for information on film.

Friday, 7:00 p.m. Seminar Theatre – 2nd floor
Smuggled (2012). Duration 80 minutes.

Session Eight • **Seminar Theatre – 2nd floor**
Latinos Beyond Reel: Challenging a Media Stereotype (2012). Duration 61 minutes

Session Ten/Eleven • **Seminar Theatre – 2nd floor**
Industry for all? Duration 85 minutes – NO SHOW

PLENARIES

Plenary I: Opening

Thursday, April 10 – Grand Ballroom
11:40 a.m. – 1:10 p.m.

Fragmented Landscapes in Chicana and Chicano Studies: Deliberation, Innovation or Extinction?

Rebeca Burciaga. San José State University.

Rosalía Solorzano. Pima Community College.

Richard Chabran. University of Arizona.

Moderator: Carlos Guerrero. NACCS Chair, 2013-2015.

Plenary III: Chicana

Saturday, April 12 – Grand Ballroom
12:40 a.m. – 2:10 p.m.

Thirty Years of Unsettled Issues

Teresa Cordova. University of New Mexico

Deena Gonzalez. Loyola Marymount University

Moderator: Patricia Trujillo and Fawn-Amber Trujillo,
Chicana Caucus chairs.

Plenary II: Frederick A. Cervantes Student Premio

Friday, April 11

Alpine Ballroom

10:30 a.m. – Noon

Uriel Lopez

University of California, Berkeley.
Undergraduate.

Gibrán Güido

University of California, San Diego.
Graduate.

Moderator: Alvaro Huerta,
University of California, Los Angeles.
Graduate Recipient '08.

2014 NACCS SCHOLARS

OCTAVIO I. ROMANO-V.

... I would like to live in a society in which the peoples who make up its composition write their own history. All too often this basic function has been usurped by others, and the Mexican American is an excellent case in point. Any enlightened modern national should bestow upon, and subsidize, its citizens this one, basic human right: the right to record their own history.

Octavio I. Romano-V, *El Grito* 1 no. 3 (1968): 7

Dr. Romano passed in 2005, but his influence on our work and our lives as Chicana/o scholars remains. He was a father of Chicano literature, but as scholar-activist his commitment to the Chicano Movement and Chicana/o communities led him to create resources for our generation and those that followed.

Born in Mexico City, and raised in National City, California, Octavio Ignacio Romano-Viscarra was a high-school push-out, who went on to earn his B.A. and M.A. at the University of New Mexico, and his Ph.D. in anthropology at the University of California, Berkeley. As one of a handful of Chicana/o professors at UC Berkeley, he was critical to the support of students in the School of Public Health and other areas. He was a professor at U.C. Berkeley from 1963-1989 simultaneously serving on the California State Commission on Compensatory Education and on the board of the Spanish Speaking People's Institute for Education.

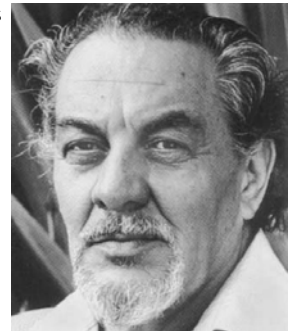
When many think of Octavio Romano, they focus on Quinto Sol Publications. Before the first Chicano Youth Liberation conference and before the founding of MEChA, there was Quinto Sol. Founded in 1965 it would prove to other minority communities that independent presses could survive and flourish, providing a venue for authors whom the U.S. white-owned presses refused to publish. Authors such as

Rudolfo Anaya, Tomáás Rivera, and Rolando Hinojosa were first published by Quinto Sol. In the words of Dennis López, "... texts distributed by Quinto Sol from 1967 to 1974 stand as the earliest and perhaps most influential scholarly and literary works of Chicano Movement participants struggling to forge an autonomous and self-sustained intellectual and creative space for the development and self-definition of the Chicano Community" ("Good-Bye Revolution," 35 no.3 *MELUS*). Quinto Sol became a vehicle for promoting Chicana/o literature, the Chicana/o community and culture and helped fire the Chicana/o literary renaissance of the late twentieth century.

El Grito - which he, Nick Vaca and others, founded in 1967 was also published by Quinto Sol. As the first national academic Chicana/o Studies journal in the U.S., it published the works of most of our founders as well as the works of movement activists such as César Chávez, José Ángel Gutiérrez and Ernesto Galarza. When Romano founded *El Grito del Sol* (1976) he continued to build upon this legacy of preserving our voices, our history.

The articles in *El Grito and Grito del Sol*, where he was critical of the distortions of the social sciences and the need for alternative perspectives in academia were formative for the veteranos and veteranas in the emerging field of Chicana and Chicano Studies. Felipe de Ortego y Gasca captured the importance of Romano's intellectual force when he stated, "*El Grito* was a manifesto that Mexican Americans would be judges of their own cultural works; that Mexican Americans would speak for themselves henceforth, and that all Anglo discourse about Mexican Americans was suspect and, therefore, would be challenged." This discourse, the editorial asserted, "must be stripped of its esoteric and sanctified verbal garb and have its intellectually spurious and vicious character exposed to full view." This remains a courageous pronouncement. But the significance of that editorial lies in its last paragraph: "Only Mexican Americans themselves can accomplish the collapse of this and other such rhetorical structures by the exposure of their fallacious nature and the development of intellectual alternatives."

Mario Barrera, 1999 NACCS Scholar, stated Romano also directly supported NACS [sic] by publishing the second volume of the 1979 conference proceedings, *Work, Family, Sex Roles, Language*. In his work as a publisher and editor, as well as in his



role as a professor, Octavio Romano supported and mentored the first generation of Chicana/o Studies scholars. His publications ensure that current and future Chicana and Chicano scholars know their own historical development. In his mentoring, his scholarly work, his foundational work as a publisher and editor - Octavio Romano stands as a true scholar-activist. His life and his work are central to the formation of many of us in NACCS today. Romano helped to build the field. He made our work possible. It is fitting he should be recognized as a NACCS Scholar for all time!

REYNALDO F. MACIAS



Reynaldo Flores Macías is readily recognized as one of the founding scholars of Chicana and Chicano Studies. Indeed he is the compiler of the first proceedings of the association when it was the National Association of Chicano Social Science, *Perspectivas en Chicano Studies* (1975). Moreover, he was a key member in the development of NACS and also of various departments, research centers, and programs dedicated to Chicana and Chicano Studies. In NACS and in NACCS Dr. Macías has been a firebrand, making significant structural changes to ensure the continuity of this association.

Macías, born and raised in East LA was one of the first generation Chicano students to pursue higher education. After graduating from Garfield High School he attended East Los Angeles College (ELAC) for one year and then transferred to UCLA where he received his BA in Sociology in 1969. Dr. Macías is an exemplary model of the quintessential Chicano student of the period who makes and experiences politicization by virtue of the historical period of his coming of age, but also by being in the heart of the Chicano movement as an activist. He would go on to a path of honor in the development of all things Chicana and Chicano Studies.

Taking the traditional path of Education as a profession, Macías pursued an MA in Education at a time when vital changes to K-12 schooling were essential for the success of *Chicanitas* and *Chicanitos* not only in California but in all of the states in which our communities settle. The focus of his study was in the field of language, language acquisition, and culturally relevant education. But by the time he pursued his doctorate at Georgetown University he had entered the realm of linguistic theory and language policy and planning. He would become an instrumental player in the development of bilingual education as practice, research, and advocate.

Macías is a founder of *AZTLÁN*, the premier journal of Chicano Studies Research. He has served as editor of the *NABE Journal*: the journal of the National Association for Bilingual Education, and he has served on various important boards in significant civil rights organizations. His leadership roles extend beyond academic settings to local, state and national government posts. In the California Association of Bilingual Education he served as a member of the board from 1983-1985. From 1996-2003 he was a member of the Advisory Board for the National Institute for Literacy appointed by President Clinton. He served as director of the UC Language Minority Institute based at UC Santa Bárbara, and he was a member of the Center for Applied Linguistics Board of Trustees, 2006-2012.

Most recently Macías became re-involved in NACCS being elected to the post of Chair-elect in 2003 and serving until 2006. During this period he undertook the arduous task of cleaning house by making important structural changes to ensure the leadership of NACCS would be well established for the maturing period of Chicana and Chicano Studies. Indeed during this period as a professor of Chicana and Chicano Studies and Education at UCLA he forged the proposal for the doctorate in Chicana and Chicano Studies (only the second in the nation at the time). His leadership in NACCS began with his term on the coordinating committee from 1974-76, when he also served as Chair for the year 1976.

Professor Macías has mentored many of the young scholars in Chicana and Chicano Studies as the Chair of the Department of Chicana and Chicano Studies at UCLA, but also while he served as director of the UCLMRI. A general perusal of his contribution is evident in various books of scholars who recognize him for providing valuable support and guidance in their professional development.

In his role as Chair and later as Acting Dean of Social Sciences, Dr. Macías directed valuable support for NACCS by creating a digital documentary project to secure the archive of this organization. Moreover, every year he supports the participation of students and colleagues to attend NACCS and also to support the conference with direct contributions. In every way possible, Dr. Macías has been a catalyst for the development of Chicana and Chicano studies as a discipline and he has made significant contributions to scholarly research and writing on the Mexican population of the United States. His recognition as 2014 NACCS Scholar also marks his 40th anniversary as an architect of development of Chicana and Chicano Studies.

FREDERICK A. CERVANTES STUDENT PREMIO RECIPIENTS

GIBRÁN GÜIDO

UNIVERSITY OF CALIFORNIA, SAN DIEGO. GRADUATE.

"Navigating the Abyss: A Queer Chicano Semiotics of Love and Loss."

Gibrán Güido was born in San Diego and raised in San Ysidro, California. He is currently a doctoral student in the Department of Literature at the University of California, San Diego. He completed his M.A. program in the Department of Chicana and Chicano Studies at San Diego State University. While attending graduate school he also worked in the field of HIV/AIDS prevention and counseling. As a young scholar Gibrán has been received: 2013 Lambda Literary Foundation's Writers Retreat Fellow; two-time recipient of the Parent's, Families & Friends of Lesbians and Gays (PFLAG) Richard P. Geyser Ethics Memorial Scholarship; and an honoree for the San Diego Pride: Spirit of Stonewall Community Service Award. Gibrán is also the co-editor of the anthology titled: *Queer in Aztlán: Chicano Male Recollections of Consciousness and Coming Out*, currently nominated and selected as a finalist for the 26th Annual Lambda Literary Awards LGBT Anthology of the Year. In 2010 he organized the 5th Annual Queer People of Color Conference in San Diego at San Diego State University and co-organized the NACCS 3rd Jotería Conference held at the University of Oregon in Eugene, Oregon. In 2007, Gibrán graduated from the University of California, Davis with his Bachelor of Arts in Chicana/o Studies; Women and Gender Studies and minored in Sexuality Studies.



URIEL LOPEZ

UNIVERSITY OF CALIFORNIA, BERKELEY. UNDERGRADUATE.



"Preparing for the Teacher Workforce. 'Conocimiento' in Latino/a STEM Majors."

Born and raised in the San Joaquin Valley of California, Uriel is the first in his family to attend college. In college he had the privilege of studying among the best *maestros* in the field of Chicana/o Studies. Uriel is passionate about education, urban poverty and immigration. He hopes to work in academia and focus on education and labor issues. Uriel hopes to continue the pursuit of improving the lives of marginalized communities in the U.S. and abroad.

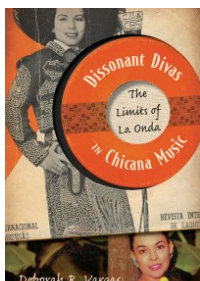
2014 NACCS BOOK AWARD

DEBORAH R. VARGAS

DISSONANT DIVAS IN CHICANA MUSIC: The Limits of *La Onda*

University of Minnesota Press.

2012 was a great year for Chicana and Chicano studies publications. NACCS received nine compelling books this year on topics that include cultural production(s), border studies, identity construction, farm labor organizing, multi-ethnic communities, traditional healing knowledge and more. This year we are pleased to announce that Deborah R. Vargas is the recipient of the 2014 NACCS Book Award for *Dissonant Divas in Chicana Music: The Limits of La Onda*.



The Committee was impressed with the breadth of the author's case studies documenting the contributions Chicana musicians made to the border ballad, to conjunto, and to the Tex-Mex music scene. Vargas chronicles whose music and music history is literally and figuratively recorded, circulated, studied, and celebrated. She uses feminist-of-color and critical race theories among others to analyze Chicana subject positions within these histories and to question how Chicana musicians have contested gender norms, the boundaries of musical forms, and what Vargas terms the "vato vernacular" (you will have to read the book!)



2014 ANTONIA I. CASTAÑEDA PRIZE

JENNIE MARIE LUNA

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS



"La Tradición Conchera: Historical Process of Danza and Catholicism"
Diálogo 16(1): 47-64.

The Antonia I. Castañeda Prize recipient is Jennie Luna for her work that maps the histories of Danza, from post-invasion, or "post-Cuauhtémoc," times to the present. At the heart of her article is the argument that both Danza Conchera and Danza cultural/Mexicayotl are important anti-colonial practices on the part of Danza communities and represent a fulfillment of Cuauhtémoc's mandate to the people that they resist spiritually and pass on the culture to their children. Based on interviews, ephemera and secondary sources, the article, in part, serves to challenge the work of Rostas, who argued that newer forms of Danza were less authentic, rooted in urban practices by *practitioners who were not authentically indigenous*.

Luna challenges such theories by first mapping the deep history of Danza, marking its points of resistance and transculturation as it survived the post-Cuauhtémoc, era, exchanging drums for stringed instruments, adopting clothing that covered the whole body, and so on. She then traces the continuing and evolving practice, in part through looking at shifts in governments and in part through an examination of how Malinztin is represented in Danza: where while Luna is clear about her positive understanding of Malinztin as a survivor, she notes that early Danza most probably honored her as La Malinche because she "assisted the Spaniards..." (55). Today she notes, the smoke carriers are called either Malintzin or sahumadora and are interpreted as "women as the center of the circle, like the sun, giver of life." She stands as a reclamation of women's indigenous histories and their place in pre-Cuauhtémoc society. Luna's article is nuanced and her analysis intersectional.

2014 IMMIGRANT BECA RECIPIENTS

Maricela Hernández
Sacramento City College
Undergraduate Student
Business Administration

Saira Enríquez
University of Utah
Undergraduate
Pre-Nursing

Oscar Gutierrez
San José State University
Undergraduate
Business Administration

Gabriela Zamora
University of Utah
Undergraduate
Gender Studies/Sociology

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!

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

STUDENT PRESENTER FELLOWS

Angelina Loyola, San José State University
Joel Zapata, Southern Methodist University
Iliana Avila, University of California, Santa Barbara
Nurivette Brizuela, San José State University
Anel Bautista Bravo, University of California, Los Angeles
Isaac Treviño, San José State University

Maritza Gordillo, University of Missouri-Kansas
Kimberly Hardeman, University of Missouri-Kansas
Yesenia Andrade, University of Arizona
Liliana Cruz, San José State University

COMMUNITY RECOGNITION

PROYECTO AUTISMO DE UTAH

When Lourdes Flores noticed her oldest son acting irregular as a young boy, she searched everywhere to find answers. Due to Lourdes' Latina heritage, pediatricians simply concluded her child was confused because of his bilingual upbringing. When her son turned four years old, he was finally diagnosed with Autism Spectrum Disorder, one of five types of autism. Lourdes searched diligently for all her own information on autism and its treatments, which was not easy. Due to her limited English-language skills at the time, she could not take advantage of many resources in the state of Utah, including English-only classes and workshops. Lourdes enrolled in the Westside Leadership Institute in 2009 and designed an autism conference in Spanish as her class project. Over 120 people attended the conference in 2010 and became the impetus for "Proyecto Autismo de Utah" or "Utah Autism Project." Proyecto Autismo is a 501-c3, nonprofit organization that advocates for the Latino community by partnering with providers to donate autism curriculum and workshops to Spanish-speaking families. It now has an established 8 member board that works with 30 plus volunteers at the institutional and individual, and who work to achieve advocacy for families of autistic children. The organization places the most emphasis on parent education and support. Proyecto Autismo de Utah is the first organization targeting the Spanish speaking population where prevalence for autism is 1 out of 125 children, compared to the national rate of 1 out of 88 children, and the state of Utah's rate of 1 out of 47 children. Because of organizations like Lourdes's, more children are diagnosed with autism at younger ages, and can receive earlier treatment. <http://www.queesautismo.com/>

SALT LAKE DREAM TEAM

The Salt Lake Dream Team (SLDT) is a community organization made up of undocumented youth and allies. Established in 2010, it began as a grassroots organization poised to raise awareness in Salt Lake City for the DREAM Act. However, since then it has evolved into an organization advocating for all 11 million undocumented individuals and families. The Salt Lake Dream Team's activities include calling campaigns to stop deportation proceedings, public awareness regarding undocumented rights and experiences, rallies, and protests. Most of the Dream Team membership is comprised of students attending institutions of higher and secondary education. They bring a relevant and needed voice to discussions of immigration. In addition to raising awareness about policies and legislation affecting undocumented communities, they have advocated for other social justice causes. For example, they played a prominent role in organizing a march and rally in downtown Salt Lake after the George Zimmerman verdict was announced. As an organization comprised of youth, their spirit is relentless and their actions and bravery are inspiring. <http://www.sldt.info/>

NACCS PLENARY SPEAKERS

REBECA BURCIAGA

Rebecca Burciaga is an Assistant Professor in the Department of Educational Leadership and a member of the Core Faculty for the Ed.D. in Educational Leadership in the Connie L. Lurie College of Education at San José State University. Dr. Burciaga's research centers on understanding and challenging educational practices and structures that (re)produce social inequalities for historically marginalized communities - specifically Latino students. Her research in schools and communities spans over 20 years and includes mixed-methods research on pathways from preschool to the professoriate, the experiences of students who leave high school before graduation, and the ways in which geographic regions structure inequalities. She specializes the study of qualitative research methodologies including *testimonio* and ethnography. Her current research and teaching is focused on cultivating asset-based mindsets in teachers and administrators that work with youth of color. Dr. Burciaga has an undergraduate degree from the University of California at Santa Cruz, a master's degree from the Harvard Graduate School of Education, and a Ph.D. in Education from the University of California at Los Angeles. Her research has been supported and recognized by the Spencer Foundation, the Ford Foundation, the National Institute of Health, and the American Association of University Women. Her most recent scholarship can be found in *Equity & Excellence in Education* and the *Association of Mexican American Educators Journal*.



RICHARD CHABRAN



Richard Chabran teaches cultural perspective courses in the School of Library Resources and Information Science at the University of Arizona. He served as the Coordinator of the Chicano Studies Library (now part of the Ethnic Studies Library) at UC Berkeley and the Coordinator of the Chicano Studies Center Research Library (Distinguished Librarian) in the Chicano Studies Research Center, an organized research unit at UCLA. He also served as the Center's Research Coordinator for a brief period. He served as the founder and Director of the Center for Virtual Research (CVR) in the College of Humanities, Arts, and Social Sciences at the University of California, Riverside. At UCR, He developed the Community Digital Initiative (CDI), which provided Internet access and training to Riverside's low-income community. In the area of public service, he served as policy advisor for the California Broadband Policy Network and has made numerous presentations before the California Public Utilities Commission and the California State Legislature. He has provided consulting and served on advisory bodies at the Hispanic Division at the Library of Congress, the Educational Research Information Center/Clearinghouse on Rural Education and Small Schools, the National Library of Medicine Board of Regents, and the National Telecommunications Information Administration and Federal Communications Commission (National Broadband Map). He currently serves as an advisor to the PEW Research Center Internet and American Life Project on libraries funded by the Bill & Melinda Gates Foundation. He is the recipient of the 2003 NACCS Scholar Award.

ROSALÍA SOLÓRZANO

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. 1* (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 Master's 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 Master's 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.



See page 21 for plenary details.

CHICANA PLENARY SPEAKERS

30 YEARS OF UNSETTLED ISSUES 2014 marks the 30th Anniversary of the Chicana Caucus and we would like to take this time to reflect, rearticulate, respond, reimagine, and reaffirm the importance of Chicana critical perspectives in the NACCS. In the early 1980s, the Chicana Caucus brought the interpretive lenses of gender and sexuality into focus by demanding a voice in a national organization that sought to address social inequities without the perspectives of Chicanas. In the 30 years since the first plenary entitled, "Mujeres en Marcha," Chicana scholars have articulated some of the most salient and impactful theories to address the intersectional issues that shape our identities, scholarship, and our movements. However, in our own organizing for this year's event we've found that the story is more complex than one single plenary and one single conversation; rather the first Chicana Plenary in 1984 symbolized the collective work of several years of organization and labor by Chicanas dedicated to creating this critical space. During this year's Chicana Plenary, we seek the value of remembering the legacies and struggles that got us to where we are. In considering that legacy, the question now becomes, where are we going? Join us for the 30th Anniversary Chicana Plenary and be a part of this historic platica!

TERESA CORDOVA

Teresa Córdova, is the newly appointed Director of UIC's Great Cities Institute. She is also Professor of Urban Planning and Policy in the College of Urban Planning and Public Affairs (CUPPA). Professor Córdova received her Ph.D. from the University of California, Berkeley. Before her appointment as the third permanent Great Cities Director, she was department Chair and Professor of Community and Regional Planning at the University of New Mexico.



DEENA GONZALEZ



Deena J. González, Ph.D., was the first Chicana graduate of Berkeley's History Department. Two others have since graduated. At Berkeley, she helped found important projects and also led the Graduate Assembly and was elected its Chair in the early 1980s. In student governance, she helped found and fund the Graduate Minority/Women's Project which in turn led to helping organize Chicana/Native women with leaders at UC Davis, Stanford, and other Bay Area institutions. Eventually, all of the meetings culminated in the creation of MALCS, and carried forward the project of creating "Sitio y lengua (Emma M. Pérez)," in an era when women's space and safety was practically nonexistent except in "women's buildings" and "separatist organizations." Her first academic appointment was at Pomona College in History and Chicano/a Studies (1983), achieved before having written her dissertation (not recommended), followed by another appointment at Loyola Marymount University (2001 –

present) first as chair and professor of the Department of Chicana/o Studies, and next as its Associate Provost for Faculty Affairs. An American Council on Education (ACE) Fellowship in 2010-11 assisted in her transition into University administration. Over fifty articles address such varied topics as the lives of New Mexican women, anti-Chicana sentiment ("Lupe's Song"), and Chicana sexuality ("Chicana Identity Matters"). Her book on colonization and nineteenth-century New Mexico was published by Oxford University Press as was her co-edited encyclopedia project on U.S. Latinos.

Another encyclopedic book project is nearing completion and is to be published by Oxford University Press. When she next locates two weeks, she hopes to complete her introduction to a volume of eighteenth and nineteenth century *nuevomejicana* testimonios, the largest collected primary works and words of this particular population, and a volume twenty years in progress. She thanks in this address all of her collaborators, undergraduates, graduate assistants, colleagues, and most of all, women marching always ahead for immeasurable inspiration.

LAURA PADILLA

Tribute to Laura Padilla, PhD an assistant professor of English at Colorado College and an influential figure in bringing Chicano and Chicana literary figures to the Pikes Peak region, passed away March 16, 2014 following complications from a long battle with cancer. The 39-year-old New Mexico native began teaching at CC in 2006 as a Riley Scholar-in-Residence following her completion of a Ph.D. at the University of Texas. Padilla, a member of the National Association for Chicana and Chicano studies, also taught in the college's Race and Ethnic Studies and Southwest Studies departments. Utilizing a video and the words of her colleagues and friends, we will pay tribute to our sister colleague whose journey was cut short.



WEDNESDAY, APRIL 9

Registration 3:30 p.m. – 7:00 p.m.
GRANITE CONFERENCE CENTER

NACCS for Beginners
5:00 – 6:00 p.m.
SEMINAR THEATER – 2ND FLOOR

Welcome Reception • 7:30 p.m.

Trofi Restaurant

Blessing by
Stephen Todachiny, Dineh Tribe

Entertainment provided by the
WestSide Dance, specializing in
Mexican Folk Dance.

THURSDAY, APRIL 10

Registration 8:00 a.m. – 5:00 p.m.
REGISTRATION OFFICE - 2ND FLOOR

Exhibits 9:30 a.m. – 6:00 p.m.
TOPAZ ROOM – 2ND FLOOR

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

1.1 • Canyon A – 2nd floor

Living In and About the Shadows

Rodriguez Vega, Silvia. University of California Los Angeles. "The Effects of Detention and Deportation on Children of Undocumented Families: Visual Data Analysis from Phoenix Arizona."

Munoz, Imelda. San Francisco State University. "UndocuQueer Journeys: Life Stories of Rural Undocumented and Queer Latina/os in the Salinas Valley."

Gonzalez, Alvaro. Loyola Marymount University. "Rethinking Immigration Discourse."

1.2 • Canyon B – 2nd floor

States of Violence: Imperialist Warfare, Femicide, and the Production of Chicana/o Citizens

Vigil, Ariana. University of North Carolina-Chapel Hill. "New Perspectives on Gender, Ethnicity and War."

Olguín, Ben. University of Texas, San Antonio. "Latino Orientalism: Warfare and the Fetish on the Asian/Oriental Other from WWII to the War on Terror."

Rincón, Belinda. John Jay College of Criminal Justice, CUNY. "Ungrateful Chicanas: The Politics of Chicana Grief and Grievance."

Chair: Sánchez, Rosaura. University of California, San Diego.

1.3 • Canyon C – 2nd floor

On the Verge of Extinction: The Chicano/a Movement from the "View" of the New Wave of Chicano/a Latino/a Students

Cazares, Saira. University of California Merced.

Infante, Filiberto. University of California Merced.

Peral, Gloria. University of California Merced.

Pérez, Gustavo. University of California Merced.

Rodriguez, Denise. University of California Merced.

1.4 • Seminar Theater – 2nd floor

Enacting Feminist Pedagogies: Listening to Chicana Students' Voices in the US/Mexico Borderlands

McMahon, Marci. The University of Texas, Pan American. "Listening to Borderland Soundscapes through Teaching Latina/o Theater."

Brochin, Carol. The University of Texas, El Paso. And Monsivais, Jeannette. New Mexico State University, Las Cruces. "Mexican-Americans Don't Write!: Disrupting Deficit Teaching Practices Through Border Pedagogies and Chicana Literature."

Monsivais, Caroline. The University of Texas, El Paso. "Framing Borderland Identities through Teaching Chicana History."

Prieto, Linda. The University of Texas, San Antonio.

Chair: Delgado Bernal, Dolores. The University of Utah.

1.5 • Salon I – Lobby

Queer Stories, Queer Voices

Hidalgo, Melissa. Pitzer College. "Gay Vatos, Trans Butches, and Pretty Petty Thieves: Living in Morrissey's Queer Chicano Los Angeles."

de la Garza Valenzuela, José. Miami University (OH). "Impossibly Here: Arturo Islas and the Legislation of Queer Belonging."

Estrada-Perez, Jesus. University of Minnesota - Twin Cities. "Decolonial Fantasies: Gay Chicano Visual Culture and the Practice of Utopian World-Making."

Perfecto, I. Cecilia and Rico, Rene. The University of Texas at San Antonio. "Who Has the Authority to Write our Stories?": Confronting Day of the Dead in Children's Literature from a Chicana/Chicano Perspective and Critically Looking at LGBTQ Children's Literature."

1.6 • Salon II – Lobby

Chicana/o Studies Pedagogy and Alternative Education: Towards a Social Justice Ethos in the Twenty-First Century

Santos, Moises. University of New Mexico. "Organización y Educación: Ideology, Practice and Influence of the Partido Liberal Mexicano."

González Cárdenas, Elizabeth. University of California, Los Angeles. "In search of a Culturally Relevant Education: Chicana/o Studies and its Pedagogical Effect on Chicana and Chicano Undergraduates Students."

Serrano Nájera, José Luis. University of California, Los Angeles. "Chicana/o Movement Pedagogical Legacies: Alternative Education as a Pathway to Decolonization."

1.7 • Salon III – Lobby

"Ugh .. That's so Mexican!": Sharing the Struggles of Establishing a Presence on College Campuses

Oviedo, Laura Lee. University of Texas Pan American.

Tarin, Eli Sergio. Northwest Vista College.

Trevino, Leonardo Leopoldo. University of Texas at San Antonio.

Chair: Pedraza, V. June. Northwest Vista College.

1.8 • Granite Conf. Center – Lobby

Post-racial America? A Critical Analysis of the Reproduction of Racial Incidents at Institutions of Higher Education—a Historical Analysis of the University of Utah

Oliva, Nereida. University of Utah.

Medina, Rudy. University of Utah.

Palomino, Alejandra. University of Utah.

Ottaviano, Ivan. University of Utah.

1.9 • Grand A – 2nd floor

When the Conversation Hasn't Even Arrived: The Mythology of Post-Racism in Wyoming

Aragón, Cecelia. University of Wyoming. "Imaginary Geographies of the American West Frontier: The Making of Latina/o Identities and Communities through Chicano Studies at the University of Wyoming."

Fonseca, Vanessa. University of Wyoming. "(Re)Shaping a Chican@/Latin@ Studies Teaching Agenda in the American West Frontier."

Soto, Lilia. University of Wyoming. "Crafting Identities in the American West Frontier: Chicanas/Latinas in Wyoming and the Meaning of Identities."

Chang, Aurora. University of Wyoming. "Picture the Middle of Nowhere"—The American West Frontier: Latina High School Students' Educational Experiences in Rural Wyoming."

Moderator: Aragón, Cecelia. University of Wyoming.

1.10 • Grand B – 2nd floor

Working the Boundaries: Mothers, Fathers, and Educators

Aguilar, Crisanta. California State University Fullerton. "Chicana/o Moms Go To College: The Successes, The Triumphs, and The Obstacles."

Perez, Franklin. California State University Fullerton. "Making Space for Transformative Teaching: Assessing Thoughts and Strategies for Promoting Student Centered Learning."

Zamora, Jose. California State University Fullerton. "Ser Papa: The Experiences of Young Mexican American Fathers."

Chair: Gradilla, Alexandro. California State University Fullerton.

1.11 • Grand C – 2nd floor

Part I – Spirituality and Spiritual Activist Studies: "Engaging Spiritual Revolutionary Discourses"

Facio, Elisa. University of Colorado Boulder; and Lara, Irene. San Diego State University. "Introducing *Fleshing the Spirit: Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives*."

Medina, Lara. California State University, Northridge. "Nepantla Spirituality: My Path to the Source(s) of Healing."

Cantú, Norma E. University of Missouri-Kansas City. "Living la Vida Santa: My Chicana Spirituality and Activist Scholarship."

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

2.1 • Canyon B – 2nd floor

Chicana and Chicano Movement: Art, Civil Rights and Historical Ideology

Leimer, Ann Marie. Midwestern State University. "The Role of Documentary Photography in the Early Chicana/o Movement."

Gonzalez, Juan Carlos. The Ohio State University Moritz College of Law. "An Analysis of Utah's Chicano Civil Rights Movement through S.O.C.I.O. and its involvement in Affirmative Action Programs, 1964-1984."

Rodriguez, Samantha. University of Houston. "Texas Movimiento Chicanas: Voicing Community Feminisms in National Spaces."

Mora-Torres, Gregorio. San José State University. "Luis Valdez: An Early Ideologist of the Chicano Movement."

2.2 • Canyon C – 2nd floor

Hip Hop and Nueva Canción as Decolonial Pedagogies of Transformation

Cervantes, Marco. University of Texas at San Antonio.

Saldaña, Lilliana. University of Texas at San Antonio.

Guirao, Maya. University of Texas at San Antonio.

2.3 • Seminar Theater – 2nd floor

Is There Room in the Common Core for Chicana/o Studies?

Sanchez, Norma. California Teachers Association. "Towards a Critical Understanding of the Common Core."
Green, Susan. California State University, Chico. "Using the Common Core to Teach About Chavez and the UFW."
Montano, Theresa. California State University, Northridge. "Is There Room for Chicana/o Children's' Literature in the CCCS?"

2.4 • Salon I – Lobby

Teaching Context: Education that Matters

RiVera Furumoto, Rosa. California State University, Northridge. "Chicana/o Studies and Education: Theory and Practice for Educational Equity and Future Teacher Preparation."
Huante-Tzintzun, Nancy. University of Utah. "Platicando, Escuchando, y Cosechando con Amor: An analysis of Chicana/Latina Feminist work that theorizes and troubles experience in educational research."
Lopez, Uriel. University of California, Berkeley. "Preparing for the teacher workforce: 'Conocimiento' in Latino/a STEM majors'."
Martinez, Mayra. Pennsylvania State University. "Same School, Separate Worlds: A Case Study of Identity and Tracking in the New Latino Diaspora."

2.5 • Salon II – Lobby

Fragmented and Temporary Landscapes in Chicana and Chicano Literature

Flores, José. Arizona State University. "Chican@futurisms in Chicana/o Literature: History, Technology, and Identity in *The Rag Doll Plagues* and *Lunar Braceros 2125-2148*."
Brown, Katie. Arizona State University. "La reivindicación dialógica y la reapropiación identitaria de la mujer malinchina/mexicana/chicana en *Malinche* de Rosario Castellanos y *Malinche* de Laura Esquivel."
Vargas, Daniel. Arizona State University. "*Los Comanches*: la voces alternas, los objetos acarreados y el tercer espacio."
Chair: Rosales, Jesús. Arizona State University. "Fragmented and Temporary Landscapes in Chicana and Chicano Literature."

2.6 • Salon III – Lobby

Chican@ Studies on the East Coast: Rethinking Frameworks in a Pan-Latino Environment

Mata, Irene. Wellesley College.
Pedroza, Patricia. Keene State College.
Baruch, Felicitas. University of Massachusetts, Amherst.
Martinez, Roberto. City University of New York.
Chair: Castañeda, Mari. University of Massachusetts, Amherst.

2.7 • Granite Conf. Center – Lobby

Roundtable: Advancing Chicana and Chicano Studies: New Perspectives

Brizuela, Nurivette. San José State University. "Best Practices for Chican@ Student Success."
Cuz, Liliana. San José State University. "Failed Farm Worker Movements."
Trevino, Isaac. San José State University. "Wealth for the People."
Chair: Curry, Julia. San José State University.

2.8 • Alpine East – 2nd floor

Action Research: In Defense of the Barrio

Torres, Rodolfo. University of California, Irvine. "*Man of Fire*: Selected Writing of Ernesto Galarza."
Carlos, Alfredo. University of California, Irvine. "Economic Democracy: From Continual Crisis to a People Oriented Economy."
Nothoff, Robert. Center for Policy Initiatives. "The Rubber Stamp Process: Broken Governance in Planning and Development and How Communities Can Regain a Voice."

Chair: Ibarra, Armando. University of Wisconsin. "Working but Poor: Mexican Americans in a Changing Global Economy."

Bonilla, Eddie. Michigan State University. "Student Activism across Racial Lines."

2.9 • Alpine West – 2nd floor

Chican@ History/Chican@ Activism: Learning from Our Past Imagining Our Future

Gonzales, Tanya. Washington State University. "In Circumstances Not of Our own Choosing: Cleofas Jaramillo and Rafael Chacón and Mestiz@ Survival in Nineteenth-Century New Mexico."

Cuevas, Maria. Yakima Valley Community College. "Models of Social Change from the Yakima Valley: Chicana activism in the Pacific Northwest."

Heidenreich, Linda. Washington State University. "Chican@ History/Chican@ Activism: Learning from Our Past Imagining Our Future."

2.10 • Grand A – 2nd floor

Rethinking Chicana/o Literature through Food: Postnational Appetites

Cárdenas, Norma. Oregon State University. "Food Journeys in *Places Left Unfinished at the time of Creation* and *Woman Hollering Creek*."

Vásquez, Edith and Vásquez, Irene. New York University. "La Comida y La Conciencia': Food in the Counter-Poetics of Lorna Dee Cervantes."

Cantú, Norma. University of Missouri, Kansas City. "Hungers and Desires: Borderlands Appetites and Fulfillment."

2.11 • Grand C – 2nd floor

Performing Chicanidad

Gutierrez, Karina. University of California Berkeley. "Staging Fields: The Evolution of the Migrant/Immigrant Identity in popular Chican@ Theatre."

Alvarez, Eddy. University of California, Santa Barbara. "Choreographies of Resistance and Performances of Memory: Mapping Queer Interventions in the 2006 Gran Marcha for Immigrant Rights in Los Angeles."

Preciado, David. University of California, Berkeley. "'Because They Too Have Something To Say': Yosimar Reyes Re-covers Memory and Bodies through Performance."

Chair: Diaz-Sanchez, Micaela. Mount Holyoke University.

Welcome

11:30 a.m.

Susan M. Green, Past Chair
Carlos Guerrero, Chair

Grand Ballroom

Opening Plenary

11:40 a.m. – 1:10 p.m.

Fragmented Landscapes in Chicana and Chicano Studies: Deliberation, Innovation or Extinction?

Rebeca Burciaga. San José State University. *Mal educados: Education and Educación in (Re)visioning Chicana/o Studies.*

Rosalía Solórzano. Pima Community College. *Chicana and Chicano Academic Success: Navigating the Educational Pipeline.*

Richard Chabran. University of Arizona. *Re-forming Pedagogy in early 21st Century America: History and Innovation.*

Moderator: Carlos Guerrero, NACCS Chair, 2013-2015

Break 1:20 p.m. – 1:50 p.m.

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

3.1 • Canyon A – 2nd floor

Merging the Cs: Using Convergent Media as a Teaching Tool for Critical Thinking

Zavala Lopez, Corina. University of Texas Austin.

Lopez, Joseph. University of the Incarnate Word.

3.2 • Canyon B – 2nd floor

The Chicano(a) Student Movement in the Inland Empire and Santa Anna College

Aguirre, Sara and Ceja, Ruben. California State University, Los Angeles. "San Bernardino Valley College: Student Activism during the Chicano Movement."

Garcia Hernandez, Yessica. California State University, Los Angeles. "It is Nuestra Cosa: the Chicana/o Movement at the University of California Riverside from 1968-1985."

Briseno, Miguel. California State University, Los Angeles. "A Painted History at Santa Ana College."

Moreno-Terrill, Steven. California State University, Los Angeles. "Pedagogies of Race and Citizenship in the Inland Empire: The D Street Mexican School of Chino, 1923-1947."

Chair: Soldatenko, Michael. California State University Los Angeles. "The Chicano(a) Student Movement in the Inland Empire and Santa Anna College."

3.3 • Canyon C – 2nd floor

Transfer Students: Shaping the New Landscape of Latin@s in Higher Education

Garcia, Yuli. University of Utah.

Hinojosa, Mauricio. University of Utah.

Gomez, Enrique. University of Utah.

Lovon, Martin. University of Utah.

Alvarez, Kotty. University of Utah.

3.4 • Seminar Theater – 2nd floor

History, Resistance, Discourse: 19th to 21st Century Experience

Romero, Eric. New Mexico Highlands University. "The Gorras Blancas: A Legacy of Resistance."

Keller, Gary. Arizona State University. "Pancho, Patton, Pershing and the Punitive Pursuit, 1916-1917."

Reyes Morgan, Gilberto. California State University of Fullerton. "The Sun and Dragon that created a fertile valley name Mexicali."

Ortega, Frank. Texas A&M University. "Latina/o Health Discourses in Newsprint Media from 2006-2010: A Content Analysis of four syndicated Newspapers."

3.5 • Salon I – Lobby

Analyzing Fragmented Landscapes in Chicana and Chicano Studies through a Critical Race Perspective

Reyes, Gilberto. California State University, Fullerton. "Race Conflict and National Identity in El Valle de Mexicali (1903-1938)."

Beltran, Carlos. California State University, Fullerton. "Critical Race Theory: Gentrification or Racial Formation Project?"

Padilla, Melissa. California State University, Fullerton. "Educational Pipeline for People of Color: Is the Goal to Educate or Indoctrinate?"

Arellano, Gerardo. University of California, San Diego. "States of Racial Being: U.S. Immigration History and the Plight of Latina/o's in the 21st Century."

3.6 • Salon II – Lobby

Testaments of the Human Spirit

Kirkton, Kent. California State University Northridge, Institute for Arts and Media.

Benavides, Jose. California State University Northridge, Institute for Arts and Media.

Chair: Alfano, Edward. California State University Northridge, Institute for Arts and Media.

3.7 • Salon III – Lobby

Undergraduate Research in Chicana/Chicano Studies: the Emerging Next Generation

García, Isabel. Pomona College. "El tesoro está en la gente: Citizenship, Identity, and IRCA."

Avila, Guadalupe. Pitzer College. "Do Mexican-Americans listen to Mexican Regional Music?"

Monroy, Cristian. Pomona College. "To Work or Study: Latino Males and the Decision to go to College."

Mendoza, Jaice. Pomona College. "The Gay Chicano Educational Experience."

Chair: Summers Sandoval, Tomás. Pomona College.

3.8 • Granite Conf. Center – Lobby

Nine Digits: Chicana/Latina freshm Students trace Discourses of Cultural Citizenship Transitioning from High School to College with Digital Storytelling

Alvarez, Ciria. University of Utah.

Torres, Maria. University of Utah.

Dardon, Kati. Cottonwood High School.

Gonzalez, Marisol. University of Utah.

Co-Chair: Enriquez, Saira. University of Utah.

Co-Chair: De Leon, Alicia. University of Utah.

3.9 • Suite 326 – 3rd Floor

The Border Remains: Contemporary Chicana/o Narratives

Cano, José. Texas State University. "Still Here: A Chicano Narrative from the Rhetoric and Composition Community."

Castro, Mario Nicolás. University of Texas Austin. "Fictionalizing Juárez: Transnational Chicana Literary Representations of Gendered Violence."

Hernández, Zachary Robert. University of Texas Austin. "'Every Mexican was a diluted Indian': Discourses of Indigensimo in Luis Urrea's *The Hummingbird's Daughter*."

3.10 • Alpine East – 2nd floor

Nepantitlan: indigeneity in Chican@ Studies

Avalos-Cisneros, Natalie. University of California, Santa Barbara. "Interdependence as a Lifeway: Religious Persistence and Indigenous Futurities in a Native/Chicano Community."

Lopez, Felicia. University of California, Santa Barbara. "Mayahuel in Her Changing Forms: Fertility, Ritual, and Direction in the Codex Borgia and other Divinatory Texts of Mesoamerica."

Medina Riancho, Andrea. Universidad Nacional Autónoma de México. "Traditional Yucatec Medicine and its Practitioners."

Pineda, Cecilia. University of California, Santa Barbara. "Mayan Math Workshop."

Discussant: Aldana, Gerardo. University of California, Santa Barbara. "Nepantitlan."

3.11 • Alpine West – 2nd floor

Remembering Frida: An Anthology

Orona-Cordova, Roberta. California State University, Northridge.

Garcia-Orozco, Antonia. California State University, Long Beach.

Medina, Lara. California State University, Northridge.

Fernandez, Maria Elena. California State University, Northridge.

3.12 • Grand A – 2nd floor

Workshop: Applying and Getting the Job at Community Colleges and Teaching Centered Universities

Gradilla, Alexandro José. California State University Fullerton. "Applying for jobs at 4 year teaching universities from dossier to interviews."

Tapia, Beatriz E. East Los Angeles College. "What you need to know about the community college hiring process."

Lopez, Cesar. San Diego Mesa College. "Of minimum qualifications and degree equivalencies for the community colleges."

3.13 • Grand C – 2nd floor

New Directions in Critical Race Theory/Latino Critical Race Theory

Hidalgo, Leigh Anna. University of California, Los Angeles. "Interactive Digital Fotonovelas: Drawing on Visual Critical Race Frames for Social Justice."

Caraves, Jacqueline. University of California, Los Angeles. "Not your Model Minority: Hyper Policing of Brown Female Bodies."

Chair: Romero, Robert. University of California, Los Angeles. "Towards a Perspective on Critical Race Theory in Religion."

3.14 • Grand B – 2nd floor

Chicana/o Cultures: Pachuca/os, Chola/os, and Flamenco from Aztlán to Japan

Chávez, Miguel M. St. Cloud State University. "Barrio Working Class Culture and El Movimiento, 1974 – 1979."

Rodriguez, Luis Carlos. University of Southern California. "Aztlán in the Land of the Rising Sun."

Licón, Gerardo. University of Wisconsin, Eau Claire. "Competing Cultural Hierarchies": Understanding Subcultures."

Ocegueda, Erica. Arizona State University. "From Pueblo Viejo to por la Vida: Southwest Flamencos and their Pachuco Aesthetic."

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

4.1 • Canyon A – 2nd floor

CulturArte : An Evaluation of Community-Based Art Projects in Rural Communities in California

Posada, Gilda. University of California, Davis.

Toriche, Gloria. University of California, Santa Barbara.

Gutierrez, Yesica. Tranquillity High School.

Chair: Jackson, Carlos. University of California, Davis.

4.2 • Canyon B – 2nd floor

Broderland Epistemologies and the Transfer for Intergenerational Knowledge

Paredes, Audrey. California State Polytechnic University, Pomona. "Speaking from the Margins: (Re)Imagining Central American Parental Involvement."

Lopez Mata, Dora. California State Polytechnic University, Pomona. "Las Hijas Del Campo: Testimonios of Mexican/Chicana College Students."

Davis, Lindsey. California State Polytechnic University, Pomona. "Feeding the Future: Food Sovereignty and Intergenerational Knowledge."

Chair: Gomez, S. Terri. California State Polytechnic University, Pomona.

4.3 • Seminar Theater – 2nd floor

Race, Mestizaje, and Sexuality in the Construction of Mexican and Chicana/o Identities

Herrera, Marilyn. John Jay College of Criminal Justice, CUNY. "History of the Forgotten: Afro-Mexican Soldaderas in the Mexican Revolution."

Garcia, Antolina. John Jay College of Criminal Justice, CUNY. "Que Pasa, Y'all?: Afro-Chicanas/os, Mestizaje, and Reinterpreting the Chicano Movement."

Calixto, Elizabeth. John Jay College of Criminal Justice, CUNY. "Abajo Las Sábanas/Below the Sheets: The Sexual Identity Construction of Adult Mexican Immigrant Men Who Have Sex with Men in New York City."

Chair: Velasquez, Andrea. John Jay College of Criminal Justice, CUNY.

Discussant: Cano, Maricela. John Jay College of Criminal Justice, CUNY.

4.4 • Salon I – Lobby

Hoy Mañana: Looking Forward

Soto, Daniel. Long Island University - Brooklyn. "Aztlán and the Alternative Universe: Reclamation as Space Travel."

Bravo, Anel. California State University, Los Angeles. "Reimagining Tradition, Folklórico in Southern California."

Zaragoza, Anthony. The Evergreen State College. "*Tomorrow Today: A Future of Chican@ Communities and Chican@ Future Studies.*"

Diaz, El Librotraficante, Tony. Lone Star College & Librotraficante. "Shut the F*** Up: The Far Right Patriarchy's Attempt to Silence Chican@ History & Culture, and the Librotraficante Movement's Defiance."

4.5 • Salon II – Lobby

Countering Violence: Chican@s Stand Up!

Gomez, Rebecca. California State University, Northridge. "The Violence of Environmental Racism versus Chican@ Resistance."

Hidalgo, Ana. California State University, Northridge. "Politics of Hate and Anti-Latin@ Violence."

Tolteca, Tania. California State University, Northridge. "The Issues of Mental Health Among Chican@s."

Moderator: Medina, Lara. California State University, Northridge.

4.6 • Salon III – Lobby

Healing, Space, Image: Tilting the Prism

Bernabe, Janet. California State University Fullerton. "The Experience of a Chicana through means of resistance and liberation: The Challenges of the Social, Cultural, Political and Academic expectations of the Chicana."

Mondragon, Delores. University of California Santa Barbara. "Chicana and Chicano Scholarship: The continued affects of Colonization on indigenous Female Soldiers."

Armandariz, Martha. Arizona State University West. "Women Who Wake With the Roosters and other Xicana Sacred Spaces: The Protest Art of HB 22281."

4.7 • Granite Conf. Center – Lobby – PANEL CANCELLED

Smiling Brown: Gente de Bronce - People color of the Earth

Rodriguez, Roberto. University of Arizona.

Garcia Lopez, Vivian. Community scholar.

Gonzalez, Devora. University of Arizona.

4.8 • Canyon C – 2nd Floor

Braceros, Brown Berets, and Concillos: Rural and Urban Organizing in Chicana/o Communities

Garcia, Jerry. Eastern Washington University. "Sea Mar Community Health Clinics and the Chicano Movement in Washington State."

Estrada, Jsuee. University of Washington. "Chicano Political Organizing in Seattle, Washington."

Valdes, Dionicio. Michigan State University. "Mexican Workers and the Cotton Kingdom of the Desert Southwest."

Aguirre, Michael. University of Washington. "A Comparative Understanding of the Chicano Movement: San Diego, California and Seattle, Washington."

4.9 • Alpine East – 2nd floor

Moving through the Higher Education Maze

De Leon, Alicia. University of Utah. "Digital Borderlands: Chicana/o and Latina/o youth's participatory politics and transline identities in informal counterspaces of learning."

Acosta, Christina. California State University Fullerton. "Sealing the cracks in the higher educational pipeline: Counter-spaces as a function of motivation and retention by providing social capital."

Sanchez, Irene. University of Washington Seattle. "Achievement and Success Doesn't Just Happen in College: Chicana/o Community College student experiences in Washington State."

Valdez, Trina. University of Utah. "Culture as Capital and Wealth: Using CRT to Examine Utah Chicana/o College Students."

4.10 • **Alpine West – 2nd floor**

Manos a Manos: The Economy of Economies

Valle, Gabriel. University of Washington. "Jardineras/os: Innovation from Seed to Harvest."

Huerta, Alvaro. University of California, Los Angeles. "Exploring an Informal Labor Niche in a Global City: Mexican Immigrants and Economic Models in Los Angeles' Informal Economy."

Garcia, Jaime and Diaz, Maria E. University of Texas at Brownsville. And Smith, Patrick H. University of Texas at El Paso. "'Progresando Poco a Poco': Developing Advocacy Skills in Immigrant Communities."

4.11 • **Grand A – 2nd floor**

Theorizing Identity, Education, & Migration: Intersectional Analyses of the Chicana/o Experience

Ramirez, Elvia. California State University, Sacramento. "Problematizing Inequities in the Doctoral Socialization Process: Chicano/Latino(a) Students' Perspectives."

Barajas, Manuel. California State University, Sacramento. "Understanding a Century of Mexican-Origin Migration and Policy Implications in the United States: An Historical and Intersectional Analysis."

Esparza, Elizabeth. California State University, Sacramento. "Chicana/Mexicana Parental Involvement in Schools: Mi Testimonio."

Mirande, Alfredo. University of California, Riverside. "Chicano Sociology: A New Paradigm for the 21st Century."

4.12 • **Grand B – 2nd floor**

Embodied Epistemologies: Family, Gender, and Emotion

Pendleton Jiménez, Karleen. Trent University. "'Tell Them You're a Mexican,' and Other Motherly Advice."

Garcia, Senaida. University of New Mexico. "Puppet Show: Breaking Free from Internalized Oppression."

Garza, Sandra. University of Texas at San Antonio. "Decolonizing Intimacies: Exploring the Transmission of Colorism in the Family."

Torres, Edén. University of Minnesota. "What Is This Crazy, Hot Latina Doing in the Modern American Family?"

4.13 • **Grand C – 2nd floor**

UC Davis Chicana/o Studies: Social Justice in Action

Montoya, Maceo. University of California, Davis.

Flores, Yvette. University of California, Davis.

de la Mora, Sergio. University of California, Davis.

Deeb-Sossa, Natalia. University of California, Davis.

Gomez-Camacho, Rosa. University of California, Davis.

Foco Meetings 5:00 p.m. – 6:00 p.m.

COLORADO *Canyon Room A*

EAST COAST *Canyon Room B*

MIDWEST *Alpine West*

N. CALIFORNIA *Alpine East*

PACIFIC NORTHWEST *Canyon Room C*

ROCKY MOUNTAIN *Grand Ballroom C*

S. CALIFORNIA & MEXICO *Grand Ballroom B*

TEJAS *Grand Ballroom A*

Caucus Meetings 6:10 p.m. – 7:10 p.m.

CHICANA *Grand Ballroom A*

RN-COMPAS *Canyon Room A*

GRAD STUDENTS *Alpine East*

JOTO *Alpine West*

Caucus Meetings 7:20 p.m. – 8:20 p.m.

LESBIAN, BIWOMEN, TRANSGENDER *Grand Ballroom A*

COMMUNITY *Canyon Room A*

K-12 *Canyon Room B*

STUDENT *Grand Ballroom B*

INDIGENOUS *Grand Ballroom C*

Graduate Student Reception

*Trofi Restaurant – Lobby Level
8:00 p.m. – 9:30 p.m.*

Sponsored by the
Center for Mexican American Studies, University of Texas
at Austin
and the
César E. Chávez Department of Chicana and Chicano
Studies at University of California, Los Angeles.

Joteria Reception

*18th floor Lounge
9:00 p.m. - 11:00 p.m.*

Sponsored by NACCS

All queer Raza and
friends welcomed!

FRIDAY, APRIL 11

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

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

Granite Boardroom – Lobby Level

Registration 8:30 a.m. – 5:00 p.m.

REGISTRATION OFFICE – 2ND FLOOR

Exhibits 9:30 a.m. – 6:00 p.m.

TOPAZ ROOM – 2ND FLOOR

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

5.1 • Canyon A – 2nd floor

The "Post" Discourse Debates

Olivencia, Nelia. University of Wisconsin -Whitewater. "A Post-Racial Society and Chicano Studies."

Thornhill Richman, Lisa. University of Washington, Seattle. "Deliberating and Innovating Change in 'Post-Racial' America: The Necessity of Chicano/a Studies' Intervention in Combating Racism Inherent within 'Color-Blind' Culture."

Jackson, Carlos. University of California, Davis. "Post-Chicano or Pre-Chicano?"

5.2 • Canyon B – 2nd floor

Chicana and Chicano Studies Now

Torres, Lourdes. DePaul University. "Chicana/Chicano Studies and Latino Studies ."

Barajas, Salvador. Virginia Commonwealth University. "Chicana/o Studies Made me Do It: Memory, Practices of Citizenship and Place-based Identities in an Appalachian Town."

Serna, Elias. University of California, Riverside. "(Re-)Composing Chican@ Studies: Chican@ Rhetoric and Possibilities for Chican@ Writing Programs."

5.3 • Canyon C – 2nd floor

Academic Questions

Lara, Dulcinea. New Mexico State University. "Professor Prisoner: Durable Colonial Practices in Academe and Ideas About the Chicana/o Studies Role."

Hernandez, Andrea. California State University, Chico. "Deliberations on Chicana/o Studies in Northern California: Organizing MEChA at a Rural Continuation School."

Malagon, Maria. California State University, Fullerton. "Examining the Cumulative Effects of Racial Microaggressions in the Schooling Lives of Chicano Male Youth."

5.4 • Seminar Theater – 2nd floor

Regional Responsibilities

Rodriguez, Gabriel and Orozco, Moises. University of Illinois at Urbana-Champaign. "New Growth - New Challenges: Community Collaborators Discuss the Complexity of Working with Latino Immigrants in a New Growth Community in the Midwest."

Torres, Theresa. University of Missouri-Kansas City. "Seeking Unity and Leadership amidst Fragmentation and Discrimination: Latina/o Leaders in Kansas City."

Zapata, Joel. Southern Methodist University. "A Chicano Perspective of the Texas Legislature: An Analysis and Social Critique."

P-Flores, Adrian. University of Arizona. "'I am Joaquin Luna': On Responsibility and the Anti-Blackness of Suicide."

5.5 • Salon I – Lobby

Workshop: *Coyolxauhqui: Reconnecting with our Bodies; Navigating with our Minds; and Feeling with our Hearts – sustaining ourselves in Higher Education*

Avides, Ricky. St. Mary's College.

Guillen, Laura. Independent Consultant.

Ortiz, Humberto. University of California, Berkeley.

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

5.6 • Salon II – Lobby

MASS Media and Chicana/o History

López, Ronald. Sonoma State University. "40 Years of Bilingual Public Radio: The Founding and History of KBBF-FM, 89.1, the first Bilingual Public Radio Station in the United States: A Celebration and Critique." Paper Canceled

Ochoa, Oscar. California State University Dominguez Hills. "The California Crucible: 19th Frontier Narratives and the 1851 Lynching of Josefa Segovia."

Partida, Jacqueline. University of California Santa Barbara. "Resilient Voices Kept Silent through the Press: Where Did All the Womyn Go in the Chicano Movement Era?"

5.7 • Salon III – Lobby

Back to Chican@/Latin@ "Roots" through Food Justice and Food Sovereignty Education in Community and College Spaces

Luna, Jennie. New Mexico State University. "Taco Testimonios: Reclaiming Traditional Food Systems through Danza and Gardening."

Calvo, Luz. California State University, East Bay. "Project GANAS: Retaining and Educating Chicano/a Students through a Food Justice Curriculum."

Moreno, Melissa. Woodland Community College. "'Get out the Fields and into the Gardens': Bring Chicana/o Students back to the Roots through Food Justice Education and Permaculture Gardening."

Discussant: Chacon, Ruby. Founder of Mestizo Institute of Culture and Art.

5.8 • Granite Conf. Center – Lobby

People, Communities and Identities

Gomez-Camacho, Rosa. University of California, Davis. "Effect of acculturation, isolation, and access on gender roles and intra-household decision making in Mexican-origin families."

Rosales, Steven. University of Arkansas. "Aztlan Revisited: An Oral History of the Mexican American Community of Saginaw, Michigan, 1920-1980."

Borges, Sandibel. University of California, Santa Barbara. "Queer Migration: Challenging Dominant Coming Out Narratives."

5.9 • Suite 326 – 3rd Floor

Roundtable: *Heteropatriarchal Institutional Violence and the Future of Chican@ Studies: a Focus Issue of Chicana/Latina Studies, the Journal of MALCS*

Castañeda, Antonia. Independent Scholar.

Moreno, Marisol. California State University, Long Beach.

Rojas, Clarissa. California State University, Long Beach.

Silvestre, Audrey. California State University, Northridge.

Zepeda, Nadia. California State University, Northridge.

This Roundtable is part of the MALCS Subcommittee on Institutional Violence's strand on Institutional Violence, per the Resolution passed at 2013 NACCS, and in commemoration of the 30th anniversary of the founding, in 1984, of the Chicana Caucus and the theme of the 1984 NACCS Conference, Voces de la Mujer/Chicana Voices: Intersections of Race, Class and Gender

5.10 • Alpine East – 2nd floor

Media Studies

Lopez, Joseph. University of the Incarnate Word. "Chican@'s, Convergent Media and the 21st Century."

Lacayo, Celia. University of California, Los Angeles. "Access/Acceptability of Racism through Social Media."

Velazquez, Yarma. California State University Northridge. "'Latino Festival' Reformulating Colonialism on Sesame Street."

5.11 • Alpine West – 2nd floor

Food Fights: A Social Justice Crisis

Peña, Devon. University of Washington. "Food Fight in the Berry Fields: A Class Composition Analysis of the Sakuma Brothers Berry Workers' Strike of 2013."

Hernandez, Daniel. University of Utah. "Toward Understanding a Bio-Ethnic Approach to Issues of Food Justice in Salt Lake City's West Side Neighborhoods."

Epstein, Lee. University of Texas at San Antonio. "Nortecada in the Food Desert: Navigating Spatial Poetics of a Forgotten Neighborhood."

Plenary II: Student Plenary

Alpine Ballroom

10:30 a.m. – Noon

Frederick A. Cervantes Student Plenary

Uriel Lopez. University of California, Berkeley. *Preparing for the Teacher Workforce. "Conocimiento" in Latino/a STEM Majors.* Undergraduate Recipient.

Gibrán Güido. University of California, San Diego. *Navigating the Abyss: A Queer Chicano Semiotics of Love and Loss.* Graduate Recipient.

Moderator: Alvaro Huerta, Cervantes Graduate Recipient 2008.

Awards Luncheon

11:45 a.m. – 2:00 p.m.

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

Community Recognition

Proyecto Autismo de Utah
Salt Lake Dream Team

Grand Ballroom

NACCS Scholar

Octavio I. Romano-V. *posthumous*
Reynaldo F. Macías

Frederick A. Cervantes Student Premio

Uriel Lopez. University of California, Berkeley. Undergraduate.
Gibrán Güido. University of California, San Diego. Graduate.

Antonia I. Castañeda Prize

Jennie Marie Luna. California State University, Channel Island

Book Award

Deborah Vargas. *Dissonant Divas in Chicana Music*. University of Minnesota Press.

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

6.1 • Canyon A – 2nd floor

Workshop: *¿Qué? Fragmented? Chale! Chicana Poetry Reading*

Reyes, Verónica. California State University, Los Angeles.

García Echeverría, Olga. California State University, Los Angeles.

6.2 • Canyon B – 2nd floor

Choosing Community Colleges: Pathways and Persistence of Chicanas/os and Latinas/os

Aranda III, Florencio U. Texas Tech University. "Latinas/os Seeking American Higher Education: Factors Impacting Academic Success at Community Colleges."

Alvarez, Cynthia. University of California, Los Angeles. "The 2-Year Myth: Latina/o Familial Conversations on Access to Four-Year Institutions."

Acevedo-Gil, Nancy. University of California, Los Angeles. "Beyond College Choice: Latinas/os Choosing and Enrolling in Community Colleges."

Carrión, Alejandro E. The Graduate Center at the City University of New York. "Living in Multiple Worlds: Latino Males from the Bronx and their Disposition towards College."

Chair: Solorzano, Daniel G. University of California, Los Angeles.

6.3 • Canyon C – 2nd floor

Theory as the Basis of our Practice

Rodriguez, David. California State University, Northridge. "Class Analysis and Chicana/o Studies: Struggles, Challenges, and Transformation."

Torres, Edén. University of Minnesota. "Disciplining Diversity: Chicana/o Studies in the Post Racial Period."

Mejia, John. ACLU of Utah. "Overview of Racial Justice Efforts in Utah by the ACLU of Utah."

6.4 • Seminar Theater – 2nd floor

Reclamos Subjetivos

Ameal Perez, Alberto. University of Massachusetts, Amherst. "Restituyendo lo que parece extinto: Eulalia Perez y Apolinaria Lorenzana, memoria que no cesa."

Resendiz, Rosalva. The University of Texas-Pan American. "Latino Religiosity and Spirituality in Pinto/Prisoner Artwork."

Garcia, Michael. Clarkson University. "Latino Prison Narratives and the task of Institutional Reform: a Glimpse through the Prison Memoirs of Joe Loya and Jimmy Santiago Baca."

Trujillo, Juan Antonio. Oregon State University. "Chicano, Queer, and Mormon: LDS Masculinity, Latinidad and the Experiences of Non-Conforming Men."

6.5 • Salon I – Lobby

An Endangered Discipline? Chicana/o Studies Content Knowledge, Critical Consciousness and Pedagogical Practices

Orona Cordova, Roberta. California State University Northridge. "Maintaining the Chicana/o in Chicana/o Studies."

Montano, Theresa. California State University Northridge. "Los Malcriados: Chicana/o Studies and Teacher Preparation."

Tamayo, Francisco. California State University Northridge. "The Pedagogical Practices of Chicana/o Studies."

6.6 • Salon II – Lobby

Roundtable: ***Crossing Institutional Borders: Undergraduate Research, Social Support, and the Doctoral Degree***

Sinha, Mrinal. California State University, Monterey Bay.

Cervantez, Karina. University of California, Santa Cruz.

Lopez, Angelica. University of California, Santa Cruz.

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

6.7 • Granite Conf. Center – Lobby

Workshop: ***Decolonizing Education: Building culturally appropriate learning networks that cultivate conditions for social change***

Santa Cruz, Darlane. University of Arizona.

Fierro, Ana Victoria. University of Arizona.

6.8 • Suite 326 – 3rd Floor

Roundtable: ***Masculinity in Orange County: A Performance Act as an Undocumented Male, Performer, and Student***

Najera, Guadalupe. California State University Fullerton. "School to prison pipeline in Santa Ana."

Altamirano, Yesenia. California State University Fullerton. "Putting on the Charro Suit."

Sotelo, Maria Areli. California State University Fullerton. "Navigating to Survive, "The American Dream."

Chair: Malagon, Maria. California State University Fullerton.

6.9 • Alpine East – 2nd floor

Chicana/o Biography: Reflections at the Public Square

Gonzalez, Tiffany J. Texas Tech University. "María Cárdenas: Chicana Radicalism and San Angelo."

Zamora, Emilio. University of Texas in Austin. "The WWII Diary of Jose de la Luz Saenz."

Blanton, Carlos. Texas A&M University. "The Utility of the Spanish Colonial Past in the Career of George I. Sanchez."

Chair: Garcia, Ignacio. Brigham Young University. "Octavio Romano & El Grito: Precursors of Chicano Intellectual Thought."

6.10 • Alpine West – 2nd floor

Elizabeth "Betita" Martinez: A Firebrand Writer, Activist, Scholar, ¡Presente!

Curry Rodriguez, Julia. San José State University. "Betita: An Overview."

Blackmer Reyes, Kathryn. San José State University. "Bibliographic Excellence: The Scholarship of Betita Martinez."

Avalos, Freddie.

Poster Board Session, Friday, 3:00 – 4:00 p.m. Prefunction Area – 2nd floor

Angulo, Jesus. California State University East Bay. "Intracultural Bullying with Latino Students."

The poster board presentation will provide an overview of current research on intracultural bullying with immigrant and non-immigrant Latino students in high school. The goal is to inform on how intracultural bullying is unique to immigrant and ethnic minorities in schools. My research study is going to inform ongoing school-based restorative justice practices to strengthen school climates in settings with predominately Latino students.

Avila, Iliana. University of California, Santa Barbara. "Radio Practices Among Latino Listeners."

Abstract: The Latino market is growing and the country has taken note. With a population of nearly 55 million, Latinos continue to be the largest minority group in the United States. Different sectors of the U.S. media industry cater to their preferences. Because Spanish-language radio has experienced astonishing growth since the 1980s, this project focuses on the radio listening practices of Latinos in Los Angeles, California which has a Latino population of 48%. Yet, limited research on Latino radio listeners exist despite these population numbers and its dominance in each of the five major radio markets in the nation. My research provides an overview of data collected (48 surveys) and begins to analyze the significance of Spanish-language radio to Latino listeners. I also analyze the migration patterns and the cultural characteristics of Latino radio listeners in this market.

Serna, Elias. University of California, Riverside. "Xican@ Pop-Up Book Manifesto." A manifesto was created in part of a creative movement to defend Chican@ schools, programs, sacred sights, community centers; and bring attention to the struggle in Tucson to defend Raza Studies and spread it throughout high schools in Southern California and throughout the Southwest. Poster presentation to feature several pop-up books of school, sacred sights, etc. "THE XICAN@ POP-UP BOOK MANIFESTO The Xican@ Pop-Up Book concept was born on Tuesday during National Banned Books Week – when Arizona Ban on Chicano Books was overlooked by corporate mass media – as John Avalos and Elias Serna brainstormed for Serna's "Chicano Movement Books" display at UC Riverside's Tomas Rivera Library. The idea was to add paper engineering to display our plight, to get viewers attention, and to proclaim: "You can BAN CHICANO BOOKS... but they'll still POP UP!"

Mitchell, Claudia. University of New Mexico. "Eternal conquests: The Social, Political and Economic Influence of Original Spanish Settlers in Northern New Mexico." An old German proverb commonly used today states that "Blood is thicker than water." This quote implies that familial ties and bonds (bloodline) are much more important to individuals than non-familial (water) bonds. Many original settler families in Northern New Mexico have greatly influenced the development of their communities through social, political, and economic practices. My research analyzes political elections in Santa Cruz de La Canada region, presently known as Espanola, NM, between 1912 to present date to determine the generational influences of New Mexican settler families. I will trace the family lineage of the original Spanish settlers and match them to political candidates for elected positions in Española, NM. In particular, I trace local elected officials such as mayors, local judges, school board members, City council positions, and sheriffs. I developed a set of variables that are assigned a point value. Each candidate is scored accordingly and receives a bonus point for familial connection to an original settler. Additional variables are: marriage, political affiliation with the dominant party at the time, religious affiliation, and land ownership. I argue that when all variables are equal in value, citizens of Northern New Mexico vote for a candidate who is connected to these original settlers because the residents unconsciously view Spanish heritage as a form of entitlement to power.

Hernandez, Gabriela. New Mexico Highlands University. "LGBTQ Immigrant." Two modern Day marginalized communities in the United States are the undocumented immigrants and LGBTQ members of society. Immigrants are marginalized by their fear of family separation through deportations, by their inability to work legally because of the lack of SSN and by the many forms of rejection/ discrimination to which they are subject by society. The LGBTQ faces discrimination in both communities, fear, and oppress. Third group that arises from both these marginalized communities is that of undocumented LGBTQ community. These members of society are both undocumented and identify as LGBTQ. Many are the forms in which activists are exposing the pain and fighting the injustices and oppressions. However the one way proven most effective has been the personal story sharing, giving a face to the so called Alien, criminal, and sick. It is by humanizing the issue that people seem to understand that our society as a whole is being demolished and affected by our broken immigration system and lack of acceptance for those with a different sexual preference. In order to humanize the issues many activist have shared their personal story, they have publicly declared both their immigration status and identity, Finally it has been through Art that many have been able to give a face to the issue. Today it is with great pleasure that I submit this proposal for the National Association For Chicana and Chicano Studies for a poster session to demonstrate a graphic visual of two movements and identities that come together to humanize the issues and to empower people to create the much needed change. This poster session will become part of a national movement and depict the struggles of our undocumented LGBTQ community. My upmost envisioning for this poster session is experiencing its power today, and seeing it become part of history.

Partida, Jacqueline. University of California Santa Barbara. "Resilient Voices Kept Silent through the Press: Where Did All the Womyn Go in the Chicano Movement Era?" Despite its regional, ideological, and gender diversity, the Chicano Movement during the 1960s and 1970s was largely patriarchal and nationalist. Mainstream and alternative media focused on the Chicano Movement's hegemonic (male, straight) perspective, which often included the "four horsemen"—Cesar Chavez, Jose Angel Gutierrez, Reies Lopez Tijerina, and Rodolfo "Corky" Gonzalez. One example of a well-known male dominated media outlet was UCLA's Chicana/o student newspaper, La Gente. I expect heteronormativity and sexism were subconsciously represented in this paper. I anticipated that La Gente, from 1971-1973, like most other alternative newspapers, would be male-centered and exclusively focused on class and race. Despite this orientation, Chicanas were not dormant during the Chicano Movement; on the contrary, many were extremely active in organizations such as Brown Berets and MEChA. Chicanas created their own newspapers which documented their struggles and articulated their voices and concerns regarding exclusion of issues of sexuality and gender.

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

7.1 • Canyon B – 2nd floor

Writing the World, Revealing the Tension

Castillo, Marijane Hope. Parent-Child Home Program. "White Face, Brown Skin: Women's Images in the Media and Personal Beauty Preferences in Mexico."

Bermudez, Rosie. University of California, Santa Barbara. "Alicia Escalante, the Chicana Welfare Rights Organization, and the Chicano Movement."

7.2 • Canyon C – 2nd floor

Roundtable: *The Specter of Capitalism in Chicana/o Studies: Re-materializing Chicanidad*

García, Magda. University of California, Santa Barbara.

Macias, Roberto.

Ramírez, Susana. University of Texas, San Antonio.

Rodríguez, Brenda.

Partida, Bryant. California State University, Northridge.

Moderator: Olguín, Ben. University of Texas, San Antonio.

7.3 • Seminar Theater – 2nd floor

Questioning Mexican-American Access in Education and the Political World

Butler, Tia. University of Texas at Austin. "Questioning Mexican-American Access in Education and the Political World."

Madriz, Diana and Melendrez-Flores, Cindy B. University of Denver. "What does Inclusive Excellence Mean to Latin@s at DU? A Literature Analysis of the Inclusive Excellence Framework as it Refers to Latin@ Issues."

Guevara-Cruz, Griselda. University of Texas at Austin. "Where Are the Stories of Our Struggling Undocumented Youth?: A Critical Analysis of William Pérez's *Americans by Heart: Undocumented Latino Students and the Promise of Higher Education*."

Chair: Solórzano-Thompson, Nohemy. Westminster College.

7.4 • Salon II – Lobby

Chicanos/as, Latinidad, and US Latin American Policy

Gutierrez, Gabriel. California State University, Northridge. "Chicanos/as, US Foreign Policy and Latin America."

Rodriguez, David. California State University, Northridge. "Comparative US and Latin American Politics."

Chair: Prado, Jose. California State University, Dominguez Hills. "Latitudes de latinidad en America."

7.5 • Salon III – Lobby

Voices: The word that illuminates lives

Garcia Lopez, Christina. University of San Francisco. "The Sacred, the Secular, and the Self: Spiritual Self-Life-Writing in the Essays of Gloria Anzaldúa and Richard Rodriguez."

Lopez-Pelaez Casellas, Milagros. Coventry University, England, UK. "Early Chicana and Afro-American Subaltern Voices: Denouncing False Abolitionism in New England."

Tai, (Brena) Yu-Chen. The Ohio State University. "Resisting Neoliberal Cannibalism: Theorizing the Porous Body in Gloria Anzaldúa's Work."

Lopez-Gonzalez, Crescencio. Utah State University. "Inanimate labor force in the city of Oakland, California: An analysis of the novel *Nickel and Dime* by Gary Soto."

7.6 • Granite Conf. Center – Lobby

Interrogating Violence: The Brown Body as Target of 21st Century Colonialism

Solis, Silvia. University of Utah. "Unveiling the Inseparability of Violence and Coloniality on the Body."

Luna, Diego. University of Utah. "Colonial Foundations, Colonial Means: Revisiting Collegiate Anti-Violence Culture(s)."

Juarez, Anita. University of Utah. "Targets of War: Urban Geographies in the 21st Century."

Chair: Vazquez, Andrea. University of Utah. "Queer Youth of Color and the Ubiquity of Violence."

Discussant: Hernandez, Roberto. San Diego State University.

7.7 • Suite 326 – 3rd Floor

NACCS and Chicano/a Studies: The Struggle for Mexican American Studies (MAS) in Tucson, Arizona

Mirelese, Ernesto. Prescott College. "Organizing with the Nahui Ollin: Developing Community Power Using Indigenous Epistemologies."

Moreno, Jose G. Michigan State University. "Survival: What Happened to Chicana/o Studies?"

Arce, Sean. SAVE ETHNIC STUDIES. "The Struggle to Reinstatate MAS."

Chair: Contreras, Raoul. Indiana University Northwest. "Defending Mexican American Studies (MAS) in Tucson, Arizona and Social Movement Opposition to the Neoliberal Attack on a Progressive, Socially Just, and Democratic Public Education in the U.S."

7.8 • Alpine East – 2nd floor

New Sources, New Histories: 19th and 20th Century Narratives

Gómez, Myrriah. University of Texas at San Antonio. "Nuclear Colonization: Racism, Identity Politics, and the Manita/o Telling of the Violent Takeover of the Pajarito Plateau, 1942."

Summers Sandoval, Tomás. Pomona College. "Vietnam, the Chicano Movement, and Dr. Ralph C. Guzman."

7.9 • **Alpine West – 2nd floor**

Part II-Spirituality and Spiritual Activism Studies: "Engaging Discourses in Spiritual Revolution"

Sendejo, Brenda. Southwestern University. "Methodologies of the Spirit: Reclaiming Our Lady of Guadalupe and Discovering Tonantzín Within and Beyond the Nepantla of Academia."

Elenes, C. Alejandra. Arizona State University. "Spiritual Roots of Chicana Feminist Borderland Pedagogies: "A Spiritual Journey with Tonantzin/Gudalupe."

Lara, Irene. California State University, San Diego. "Sensing the Serpent in the Mother, Dando a Luz la Madre Serpiente: Spirituality, Sexuality and Mamihood."

Facio, Elisa. University of Colorado, Boulder. "Spirit Journeys: "'Home' as a Site for Healing and Transformation."

7.10 • **Grand A – 2nd floor**

Theorizing Chicana/Latina Media Studies: Deliberations of the Possibilities and Limitations of Popular Culture

Baruch, Felicitas and Castañeda, Mari. University of Massachusetts Amherst. "Telenovelas in the Digital Age: The Enduring Allure of a Global Cultural Product."

Alemán, Sonya M. University of Utah. "Devious Representations? A Critical Race Analysis of Chicanas along the Television Landscape."

Anguiano, Claudia. Dartmouth College. "Pop Culture Protest: Visibility Politics and Resistance in 'Undocumentation' Artwork."

Chair: Castañeda, Mari. University of Massachusetts Amherst.

7.11 • **Grand B – 2nd floor**

Queering the Archive: Decolonial Paradigms, Affective Histories and Archival Practices

Zepeda, Lizeth. University of Arizona. "Queering the Archive: Standpoint from a Queer Chicana Feminist Archivist."

Pérez, Emma. University of Colorado at Boulder. "An Archive of Decolonial Queer Love."

Chair: Galarte, Francisco. University of Arizona. "Feeling and Reading the Archive: Affective Traces of Passing in Chican@ and Transgender Historical Narratives."

Discussant: Martinez, Ernesto. University of Oregon.

7.12 • **Grand C – 2nd floor**

Legacies: Octavio Romano and "Quinto Sol"

Garcia, Gilberto. Central Washington University. "Octavio I. Romano: The Intellectual Legacy of the Mexican Immigrant Experience in the United States."

Acevedo, Martha. Community Scholar. "An Old Legacy for New Times: Institutional Violence en el *Quinto Sol*."

Morales, Joseph. University of California, Irvine. "*Quinto Sol's* Chicano Archive: A Close Reading of Rudolfo Anaya's *Bless Me, Ultima* and Octavio Romano's *Don Pedrito Jaramillo*: The Emergence of a Mexican-American Folk Saint."

Caucus Meetings 5:10 p.m. – 6:10 p.m.

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| LESBIAN, BI/MUJERS, TRANSGENDER | Grand Ballroom A |
| COMMUNITY | Canyon Room A |
| K-12 | Canyon Room B |
| STUDENT | Grand Ballroom B |
| INDIGENOUS | Grand Ballroom C |

Caucus Meetings 6:20 p.m. – 7:20 p.m.

| | |
|---------------|------------------|
| CHICANA | Grand Ballroom A |
| RN-COMPAS | Canyon Room A |
| GRAD STUDENTS | Grand Ballroom B |
| JOTO | Grand Ballroom C |

Film: 7:00 p.m. 80 mins. Seminar Room – 2nd Floor

SMUGGLED

A Film By Ramon Hamilton

SMUGGLED is a multi-award winning indie film. The film tells the story of nine year old Miguel and his mother as they attempt to reach the U.S. to reunite with his Dad while being smuggled in a false compartment on a bus. The long trip takes a toll on young Miguel and his mother who needs insulin.



Cultural Night

Alpine

9:00 p.m. – 10:00 p.m.

Featuring: Salt Lake City's very own Poets - Jarred "Palabrista" Martinez and Willy Palomo

Wyoming born and Denver based Hip-Hop artist/MC Adrian Molina Speaks

Open Mic

Alpine

10:00 p.m. – 11:30 p.m.

Grassroots night! Read your poetry, sing a song, or do some teatro. Open to all who wish to participate. Please limit performance to 15 mins. Sign up at the NACCS registration desk.

SATURDAY, APRIL 12

Registration 8:30 a.m. – 3:00 p.m.

REGISTRATION OFFICE – 2ND FLOOR

Exhibits 9:30 a.m. – 3:00 p.m.

TOPEZ ROOM – 2ND FLOOR

Foco Meetings: 8:00 a.m. – 9:00 a.m.

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|------------------------|------------------|
| COLORADO | Canyon Room A |
| EAST COAST | Canyon Room B |
| MIDWEST | Alpine West |
| N. CALIFORNIA | Alpine East |
| PACIFIC NORTHWEST | Canyon Room C |
| ROCKY MOUNTAIN | Grand Ballroom C |
| S. CALIFORNIA & MEXICO | Grand Ballroom B |
| TEJAS | Grand Ballroom A |

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

8.1 • Canyon A – 2nd floor

Blurred lines: Are Sexting Behaviors Normative among Latino Emerging Adults?

Guzman, Bianca. California State University, Los Angeles.

Kouyoumdjian, Claudia. California State University, Los Angeles.

Leon, Nancy. California State University, Los Angeles.

8.2 • Canyon B – 2nd floor

Workshop: Diversity Scholars: Cultivating Belonging and Retention at a Predominately White Institution

Castrellon, Liliana. University of Utah.

Boxer, Elise. University of Utah.

Calderon, Dolores. University of Utah.

8.3 • Seminar Theater – 2nd floor

Castaneda, Mari. University of Massachusetts Amherst.

Film: **Latinos Beyond Reel: Challenging a Media Stereotype (2012)**. 61 minutes

Latinos are the fastest-growing segment of the U.S. population, and among the most diverse -- accounting for one-sixth of all Americans and tracing their origins to more than 20 countries. They are also a rising force in American politics. Yet across the American media landscape, from the broadcast airwaves to cable television and Hollywood film, the reality and richness of the Latino experience are virtually nowhere to be found. In *Latinos Beyond Reel*, filmmakers Miguel Picker and Chyng Sun examine how US news and entertainment media portray - and do not portray -- Latinos. Drawing on the insights of Latino scholars, journalists, community leaders, actors, directors, and producers, they uncover a pattern of gross misrepresentation and gross under-representation -- a

world in which Latinos tend to appear, if at all, as gangsters and Mexican bandits, harlots and prostitutes, drug dealers and welfare-leeching illegals. The film challenges viewers to think critically about the wide-ranging effects of these media stereotypes, and to envision alternative representations and models of production more capable of capturing the humanity and diversity of real Latinos. Features commentary from Charles Berg, Otto Santa Ana, Angharad Valdivia, Federico Subervi, Mari Castaneda, Chon Noriega, Isabel Molina, Alex Nogales, Juan Gonzalez, Moctesuma Esparza, Josefina Lopez, Alex Rivera, Luis Ramos, Lisa Vidal, and others.

8.4 • **Salon I – Lobby**

"EntreMundos": A Borderlands and CRT approach to engaging Latina/o elementary youth

Morales, Socorro. University of Utah.

Mendoza, Sylvia. University of Utah.

Elementary Students, Jackson. Jackson Elementary School.

8.5 • **Salon II – Lobby**

Dismantling Borders of Identity in the Age of Neocolonial Imposition

Diaz, Agustin. University of Utah. "Dark and Delightful: Voices of Color in Mormon Discourse."

Juarez, Anita. University of Utah. "Manufactured Subjectivities in Early & Contemporary U.S. Schooling."

Hernandez, Daniel. University of Utah. "Re-remembering stories of ancient polyindigenous identities, relationships, and communities amidst the political conquest of identity: Challenging the 'master' construct of chican@soid's."

Hafoka, Inoke. University of Utah. "Talk Story: Using Testimonio to Bridge the Identity Gap."

8.6 • **Granite Conf. Center – Lobby**

Looking through the Mirror

Cardenas, Norma. Oregon State University. "Lotería as Liberatory Pedagogy: Using Popular Culture for Transformative Social Justice."

Palacios, Agustin. Contra Costa College. "(De)Constructing Latinidad: The Role of Chicano/a and Latino/a Studies in the New Struggle for Political Inclusion."

Simone, Adrianna. University of California, Santa Barbara. "Bridging Borders of Difference through Historical Storytelling."

Rivera, Kendy. University of California, Los Angeles. "Cafecito con Emma Pérez: Liminal Babies, Border Subjectivities, and the Decolonial Imaginary on the U.S.-México Border."

8.7 • **Suite 326 – 3rd Floor**

Thinking Outside the Box; Chicanos, Criminalization, and Decarceration

Gudiño, Armando. Drug Policy Alliance. "The War on Drugs: Mas Incarceration, Marijuana and the Latino Experience."

Camacho, Angelica. University of California, Riverside. "Fearing el Mafioso: Moral Panics, Displaced Threat, and the Struggle of the Pelican Bay Hunger Strike."

Soldatenko, Gabriel. Kennesaw State University. "Rethinking the Social Dimensions of Mass Incarceration."

Discussant: Rosas, Gilbert. University of Illinois, Urbana-Champaign.

8.8 • **Alpine East – 2nd floor**

Embracing the Interstitial State of Coyolxauhqui: Testimonio as Research Method, Pedagogy & Theory

Coronado, Heidi. California State Polytechnic University, Pomona. "Inlak'ech and the Power of Testimonios: The Stories of First and Second Generation Youth from Central American Descent."

Escobar, Jazmin V. California State University, Dominguez Hills. "A Fat Chicana's Testimonio & Reclamation: Challenging Majoritarian Social Constructs of Body Image, Sex, and Abortion."

Negrete-Lopez, Gloria. San Francisco State University. "Familia, Prisons, and Trauma: A Multigenerational Testimonio of the Effects of the Prison Industrial Complex."

Chair: Benavides Lopez, Corina. California State University, Dominguez Hills. "Testimonio & Teoria of the Flesh: Reflections of a Junior Profe in Reclaiming the Fragmented Self in the Classroom."

session eight cont next page

8.9 • Grand A – 2nd floor

Roundtable: *Healing Chicana and Indigenous Women's Landscapes: Innovating Sites for Self Care and Institutional Self-Care in Chicana/o and Indigenous Studies*

Trujillo, Patricia. Northern New Mexico College.

Montoya, Fawn Amber. Colorado State University-Pueblo.

Gutierrez Sisneros, Ana X. New Mexico State University.

Sanchez, Corrine. Arizona State University & Tewa Women United.

Obregon, Victoria. Colorado State University - Pueblo.

8.10 • Grand B – 2nd floor

Chicana/Latina Feminisms and Decolonial Thought: Intersecting Art, Spirituality, Philosophy

Perez, Laura Elisa. University of California, Berkeley. "Migration, History, and Imagination in Consuelo Jimenez-Underwood's *Welcome to Flower-Landia* September 2013 Exhibition."

Paccacerqua, Cynthia. University of Texas, Panamerican. "What is wrong with Latin American Philosophy?"

DiPietro, Pedro. University of California, Berkeley. "Rasquache Feminist Philosophy: Chicana Consciousness."

8.11 • Grand C – 2nd floor

Feministing, Queering, and Transing Chican@ Studies and Movements

Galarte, Frank. University of Arizona. "Transgender Chican@ Poetics: Contesting, Interrogating, and Transforming Chicana/o Studies."

Miranda, Marie (Keta). University of Texas at San Antonio. "Memory re-building."

Rojas, Clarissa. California State University, Long Beach. "Resistance Acts until We Are Free: The Transformation Heteropatriarchal Violence in/and Chican@ Studies."

Solomon Johnson, Amrah. University of California, San Diego. "Making Zines, Confronting Uncomfortable Scenes."

Chair: Moreno, Marisol. California State University, Long Beach.

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

9.1 • Canyon A – 2nd floor

Education and Knowledge: Shifting Practices

Lechuga, Chalane. Metropolitan State University of Denver. "Deconstructing Privilege in the Production of Knowledge: the Voices of Chicana/o Youth in New Mexico."

de los Ríos, Cati. Columbia University. "(Counter)Narrating the 'Official' Curriculum: A Survey of California High School Chicana/o Studies Courses."

Talavera-Bustillos, Valerie. California State University, Los Angeles. "Giving Back to Students: How do we teach and make a difference in the lives of students."

Freire, Juan; Valdez, Verónica E.; Edward, Jana; Oland-Wong, Mary Lou; Darden, Alica; and Colovos, Georgene. University of Utah. "Empowering Chicana/o elementary students through culturally relevant pedagogy in a Spanish-English dual language program."

Comments: Bermudez, Nadine. East Los Angeles College.

9.2 • Canyon B – 2nd floor

Roundtable: *Battle Tactics and Battle Scars: Towards a Politics of Empowerment through Interdisciplinary Chicana Chicano Studies*

Rodriguez, Annette. Brown University.

Perea, Patricia. Northern New Mexico College.

Luna, Jennie. New Mexico State University.

Lara, Dulcinea. New Mexico State University.

Chair: Vasquez, Irene. University of New Mexico.

9.3 • Canyon C – 2nd floor

Mexican Identity Construction and Formation in 20th Century United States

Santos, Moises. University of New Mexico. "Shifting Anarchism: The Political Identity Formation and Development of Ricardo Flores Magon."

Jara, Alexandro. University of New Mexico. "The Media and Race: Imposed Racial Identity of Mexican Americans in the United States, 1940s-1950s."

Martinez, Rafael. University of New Mexico. "Counter Culture Youth: The Formation of the Undocumented Youth Movement."

9.4 • Seminar Theater – 2nd floor

La crisis identitaria fronteriza en aumento

Fernández, Sylvia. New Mexico State University. "Desafío hispano."

Muñoz Martínez, Goretty. New Mexico State University. "Identidades inquebrantable."

Medina, Cecilia. New Mexico State University. "La mujer en la frontera: prostitución y tráfico de mujeres."

Discussant: Moreno, Gabriela. New Mexico State University.

9.5 • Salon I – Lobby

Roundtable: Leadership Development and Engagement of Chicana/o and Other Diverse Students in a Liberal Arts College: Ongoing Efforts and Initiatives at Westminster College (Salt Lake City, UT)

Solorzano-Thompson, Nohemy. Westminster College.

Marzulli, Lucianno. Westminster College.

Palomo, Willy. Westminster College.

Molina, Lisa. Westminster College.

9.6 • Salon II – Lobby – PANEL CANCELLED

Roundtable: Exploring Critical Issues of Chican@ Health

Chavez, Ariana. California State University, Northridge.

Gomez, Jocelyn. California State University, Northridge.

Guzman, David. California State University, Northridge.

Hernandez, Monica. California State University, Northridge.

Urquiza, Soraira. California State University, Northridge.

9.7 • Granite Conf. Center – Lobby

Mid 20th Century Issues

Macias, Jennifer. University of Utah. "Recreating the American Dream: Spanish-Speaking Baby Boomers and the Power of Family in the Rocky Mountain West."

Navarro, Jose. Cal Poly San Luis Obispo. "Richard Rubio & the Legacy of U.S. Latino Exceptionalism."

Mercado, Juan Pablo. University of California Los Angeles. "Wartime Transformations: The Development of A Mexican American Community In Richmond, California 1940-1945."

9.8 • Suite 326 – 3rd Floor

Workshop: CAR[T]AS: Rooting Our Purpose as Academics in a Time of Transformation A Mentorship Workshop

Flores, Yvette. University of California, Davis.

Deeb-Sossa, Natalia. University of California, Davis.

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9.9 • **Alpine East – 2nd floor**

Exploring the Development of Conciencia in Higher Education: How Latinas Engage in Resistance and Counterstorytelling

Gaxiola, Tanya. University of California, Los Angeles. And Gonzalez, Monica. University of Colorado, Boulder. "Ethnic Studies Courses: An Opportunity to Nurture the Processes of Critical Consciousness of Latina Students."

Flores, Alma Itze. University of California, Los Angeles. "For all our Warrior Mothers: A Mexicana's Mother Educational Her-story Told by Her Daughter."

Discussant: Morales, Socorro. University of Utah.

9.10 • **Alpine West – 2nd floor**

Engaging Chicana/o Issues in a Climate of Political Hostility: Chicana/o Studies, Affirmative Action, and Women's Reproductive Rights in Context

Anaya, Marianna. University of California, Los Angeles. "Disrupting the Reproductive Rights Debate in Texas."

Loyola, Angelina. San José State University. "The Political Controversy of Chicana/o Studies in K-12 Education."

Robles, Samantha. University of Texas at Austin. "Chicana/o Student Advocacy in a Climate of Hostility: UT Austin, Affirmative Action, and Automatic Admissions Policies."

Chair: López, Patricia. University of Texas at Austin. "Engaging Chicana/o Issues in a Climate of Political Hostility: Chicana/o Studies, Affirmative Action, and Women's Reproductive Rights in Context."

9.11 • **Grand A – 2nd floor**

Workshop: ***Mestizo Arts & Activism Collective: Rethinking Youth Collectivity and Research in a Predominately White State***

Reyna Rivarola, Alonso. Mestizo Arts & Activism Collective.

Zaragoza, Eduardo. Mestizo Arts & Activism Collective.

Chair: Hernández Zamúdio, José. Mestizo Arts & Activism Collective.

9.12 • **Grand B – 2nd floor**

Talking Back to Exclusions: Documenting Chicana/o Feminist and Queer Interventions in Student Movements, 1990-2013

Aguilar-Hernández, José M. University of California, Los Angeles. "'Nobody Even Mourned Her': Chicana and Queer Oral Histories from the Movements for Chicana and Chicano Studies Departmentalization at UCLA, 1990-1993."

Ochoa, Juan D. University of Arizona. "Re-conceptualizing familia on a College Campus: Charting La Familia de UCLA and Gay Chicano Student Activism in the 1990s."

Zepeda, Nadia. California State University, Northridge. "Chicana/Xicana Feminist Colectivas Challenging Heteropatriarchy within Chican@ Movements (2009-2013)."

Moderator: Espinoza, Dionne. California State University, Los Angeles.

9.13 • **Grand C – 2nd floor**

Roundtable: ***The Utility of Affirmative Action for Chican@s/Latin@s: Toward a New Policy and Acción Model***

Ledesma, Maria. University of Utah.

Valles, Brenda. University of Utah.

Alemán, Enrique. University of Utah.

Villalpando, Octavio. University of Utah.

Discussant: Fránquiz, María E. University of Utah.

Break p.m. Noon – 12:30 p.m.

Plenary III: Chicana Plenary

12:40 p.m. – 2:10 p.m.

Thirty Years of Unsettled Issues

Teresa Cordova. University of New Mexico.

Deena Gonzalez. Loyola Marymount University. *Mujeres en Marcha, Hombres Corriendo: Our Pasts in a Twitter, Prezi, and POMO/HOMO World.*

Tribute to Laura Padilla. Colorado College.

Moderator: Patricia Trujillo and Fawn-Amber Montoya. Chicana Caucus Chairs.

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

10.1 • Canyon A – 2nd floor

Creating Pathways through Fragmentation: Latina Latino Studies at the University of Missouri - Kansas City (UMKC)

Gordillo, Maritza. University of Missouri-Kansas City. "A Latina's Testimonio on the Importance of Inclusive Education."

Jenkins, Rachel. University of Missouri-Kansas City. "ALAS and Latina Latino Studies: Making a Difference for Latina/os Students."

Hardeman, Kim. University of Missouri-Kansas City. "Challenging Racism: Leadership and Advocacy for Immigrants."

Chair: Torres, Theresa. University of Missouri-Kansas City. "The Founding of the Latina Latino Studies Program."

Discussant: Cantu, Norma. University of Missouri-Kansas City. "Response to Creating Pathways."

10.2 • Canyon B – 2nd floor

Diasporic Belongings: Central Americans in California

Estrada, Alicia. California State University, Northridge. "Ka'Winaq: Public Space and the Maya Diaspora in Los Angeles."

Oliva, Karina. University of California, Los Angeles. "Voicing Hemispheric Womanist Poetics: La Siguanaba, Prudencia Ayala and Leticia Hernandez-Linares from Salvadoran Cigua Revolutionaries to Salvi Xicana Chingonas."

Hernandez, Ester. California State University, Los Angeles. "Re-membering Through Cultural Interventions: Mapping 'Central Americans' in L.A. Public Spaces."

Trujillo, Ester. University of California, Santa Barbara. "Demonstrating the Complexities and Creative Potential of the Salvadoran Second Generation through Documentary Film."

Padilla, Yajaira. The University of Kansas, Fayetteville. "Illegal Art: The Cachet of Political Chickens in Central American L.A."

10.3 • Canyon C – 2nd floor

Latinos and the American Dream

Alba Cutler, John. Northwestern University. "Assimilation and Racialization in José Antonio Villarreal's *Pocho*."

Ontiveros, Randy. University of Maryland. "American Dreaming: Latino/a Labor in the Suburbs."

Román, Elda Maria. University of Southern California. "Crossing Invisible Borders:" Class Movements in Sleep Dealer."

Chair: Gonzalez, Jerry. University of Texas at San Antonio.

10.4 • Seminar Theater – 2nd floor – NO SHOW

Salgado, Emmanuel. California State University, Fullerton. Director.

Film: Industry for all? 85 minutes.

A documentary based on the inequality that is found within the industry in regards to minority groups such as Chicanos/as and Asians. Key Character: Del Zamora Story: Interviews with those who have experienced inequality in the industry throughout their careers. Actors of Chicanos and Asian decent are listed as examples of unjust roles based on their race. The question is who are the ones that influence these trends? Interviews with those working in the industry who are decision makers are included. This film is meant to empower Chicanos/Chicanas and other minorities by dispelling the notion of a post racial society. It encompasses past films, present films and films that are in development by showcasing how minorities are portrayed in the media. It touches on whether the industry is racist or if it is a systematic way of doing business. The main person that speaks on behalf of all this is actor Del Zamora. He is a Chicano actor, who has appeared in movies such as "Born in East L.A." and "Repo Man" and HBO show "True Blood". He has been working in the industry for 35 years, and has experienced and observed some of this racism and discrimination first hand. Continues into Session 11 – 3:50-5:10

10.5 • Salon I – Lobby

Roundtable: *Chicana/o Studies in the Flesh: A Narrative of Agency, Commitment, and Connection*

Alejo, Esq., Luis. California State Assembly.

Cervantez, Karina. University of California, Santa Cruz.

García, Emmanuel. University of Texas at Austin.

López, Patricia. University of Texas at Austin.

Moreno, Esq., Celina. Mexican American Legal Defense and Education Fund.

10.6 • Salon II – Lobby

Workshop: *Community Accountability: Transforming Heteropatriarchal Violence in Chican@ Student and Academic Organizations*

Rojas, Clarissa. California State University Long Beach.

Sylvestre, Audrey. California State University Northridge.

Zepeda, Nadia. California State University Northridge.

10.7 • Granite Conf. Center – Lobby

Do we fake it till we make it? Community Cultural Capital as Resistance against Ivory Tower Whiteness

Cortez, Eden. University of Utah. "Inner-Knowledge: Empowerment in a Predominantly White Graduate Program. Inner-Knowledge: Empowerment in a Predominantly White Graduate Program."

Zaragoza, Mariana. University of Texas, San Antonio. "The Space in Between: Testimonio of a Chicana and an Institution of Whiteness."

Frias, Araceli. Washington State University. "Making Moves, Keeping Self: Cultural Capital in the Oddest Places."

Luna, Diego. University of Utah. "How did You get to be Racialized?" : Capital, the Veil, and the Chicana/o Talented Tenth."

Discussant: Méndez Negrete, Josie. University of Texas - San Antonio.

10.8 • Suite 326 – 3rd Floor

Identification, Sensationalization, and Reification: bridges, bordellos, and border rhetorics

Monsivais, Jeannette. New Mexico State University. "Power Structures and Third-Space: Elysium's Borders Between the First and Third Worlds."

Medina-López, Kelly. New Mexico State University. "Santa sí soy: negotiating Chicana identity as a border prostitute in Michael Glawogger's *Whores' Glory*."

Chair: Garay, Joyce. New Mexico State University. "The Bridge and Sex –Perverted Representations of Cross-border Realities."

10.9 • **Alpine East – 2nd floor**

Roundtable: *Raising Questions, Raising Our Voices: Exploring Idealization Narratives within Undocumented Communities*

Robles De León, Idalia. University of Minnesota.

Gonzalez Avalos, Emilia. Navigate.

Tlatenchi, Uriel. University of Minnesota.

Meza, Alexis. Kentucky State University.

Chair: Rodriguez, Reina. University of Minnesota.

10.10 • **Alpine West – 2nd floor**

Zoot Suits, Pistols, and Gun Walking: Violence, Authority, and the Law in Chicano Literature and the Frontera

Huitzil, Cindy. John Jay College of Criminal Justice, CUNY. "Types of Authority in the Creation of a Corrido Hero."

Velasquez, Andrea. John Jay College of Criminal Justice, CUNY. "Media, Public Opinion, and the Administration of Law in Luis Valdez's Zoot Suit (1972)."

Cano, Maricela. John Jay College of Criminal Justice, CUNY. "Negligence, Culpability, and Failed Policies in the Obama Administration's Operation Fast and Furious."

Chair: Herrera, Marilyn. John Jay College of Criminal Justice, CUNY.

Discussant: Calixto, Elizabeth. John Jay College of Criminal Justice, CUNY.

10.11 • **Grand A – 2nd floor**

Young Latinas' Agency

Garcia, Lorena. University of Illinois at Chicago. "Laboring Over Family Work: Latina Daughters and Mothers' Interactions on their Work in the Home."

Segura, Denise and Romo, Laura. University of California Santa Barbara. "'Value yourself': Mothers' consejos about sexual relationships."

Chair: Zavella, Patricia. University of California Santa Cruz. "Young Latinas Respond to Reproductive Justice Training."

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

10.12 • **Grand B – 2nd floor**

Geographical, Familial, and Modified MeXicana Fashion

Hurtado, Aida. University of California, Santa Barbara. "MeXicana Fashions: Self-Adornment, Identity Constructions, and Political Self-Presentations."

Perez, Domino. University of Texas at Austin. "Transculturation in the Borderlands: A Familial Legacy of MeXicana Style."

Hinojos, Sara. University of California, Santa Barbara. "Appropriation/Extension of Domesticana/Rasqache Moda: The Case Studies of Lopez and Vergara."

Discussant: Lopez Lyman, Jessica. University of California Santa Barbara.

10.13 • **Grand C – 2nd floor**

Al Mal Tiempo, Buena Cara (In bad times, a brave face): How Space, Place and Resiliency Help Preserve and Create Cultural Identities

Hernandez Holm, Andrea. University of Arizona. "Recovering the Rain."

Andrade, Yesenia. University of Arizona. "Emerging Spatial Activism for Low Income Communities: The 'Ideal' Home of Spatially Discriminated Mexican Immigrant Homeowners in Chicago."

Cortez, Imelda G. University of Arizona. "Developing Student Activists at the University of Arizona."

Chair: Rubio-Goldsmith, Raquel. University of Arizona. "Al Mal Tiempo, Buena Cara (In bad times, a brave face): How Space, Place and Resiliency Help Preserve and Create Cultural Identities."

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

11.1 • Canyon A – 2nd floor

Radical Cultural Citizenship in Salinas, California: Naming A New Elementary School After Tiburcio Vasquez, the Famous Bandido

Ramirez, Jr., John. Superintendent, Alisal Union School District. "Tiburcio Vasquez Elementary School: The Community Environment and the Reaction in Naming the School After Vasquez."

Chacon, Ramon. Santa Clara University. "The New Tiburcio Vasquez Elementary School: Radical Community Action of Cultural Citizenship."

Estrada, Francisco Javier. Community. "Tiburcio Vasquez: His Life, Capture, and Trial."

11.2 • Canyon B – 2nd floor

From Undocumented to DACA-mented: The Journey

Esparza, Jannet. California State University, Fullerton.

Salazar, María. California State University, Fullerton.

Contreras, Martha. California State University, Fullerton.

11.3 • Canyon C – 2nd floor

Virtual and Tangible Divides

Rodriguez, Cesar. The University of Hartford. "Toward Abolition: Black and Brown Youth and Mass Incarceration as Democratic Despotism."

Martinez, Roberto. City University of New York - Graduate Center. "Mexican immigrant youth understandings of race and experience of inter-ethnic relations in a post-industrial community."

11.4 • Salon I – Lobby

Decolonizing Imaginaries of Domination: the Interplay of Globalization and Localization in different Case Studies

Chew, Selfa. University of Texas at El Paso. "Representing Africa in the bodies of white women in Mexican films."

Backhaus, Elsa. Universidad Autonoma Chapingo, Mexico. "The Role of El Ejido y la huerta familiar Contesting Representations and Cultural Practices of Mayans of Yucatan."

Chew, Martha. St. Lawrence University. "Beyond orientalist representations: restructuring of global and racial relations in the film *Beautiful*."

Rivarola, Facundo. St. Lawrence University. "The Prism of land and conflict in Rural Paraguay: The Case of Landless Campesinos and Natives Aches."

Chair: Chew, Martha. St. Lawrence University.

11.5 • Salon II – Lobby

Spiritual Guides, Desire and Family

Marek, Amanda. University of St. Thomas. "Ghosts and Guides: Magical Realism, or Spiritual Syncretism?"

Gonzalez, Liliana. University of Arizona. "Queering *Vato* Memory and Desire in Jose Jimenez's *Repertoire*."

Baros, Allen. University of Washington. "Colonizing and Queering La Familia: Kinship and Queer Affiliations in Chicana Feminist Fiction."

Rojas, Maythee. California State University, Long Beach. "Shaking up La Familia: Lesbian Motherhood and the Chican@ Nation in Sheila Ortiz-Taylor's *Faultline*."

11.6 • Granite Conf. Center – Lobby

The Right/Rite to Belong

- Moreno, Gabriela. New Mexico State University. "Locus of Order: Spatiality and Identity Battles in the Border."
Romero, Eric. New Mexico Highlands University. "Mocosito, Becerro, Peon: Scaffolded Instruction and Discursive Practices Embedded in Nuevomexicano Rural Acequia Culture."
Gonzales, Mario. New Mexico Highlands University. "Problematizing the Border and the Body of the Latino in culture and literature within the late 20th Century."

11.7 • Suite 326 – 3rd Floor

Roundtable: Chicana/o Jotería Literary Pláticas

- Herrera y Lozano, Lorenzo. Kórima Press.
García Echeverría, Olga. California State University, Los Angeles.
Chair: Reyes, Verónica. California State University, Los Angeles.

11.8 • Alpine West – 2nd floor

Queering the Occluded: Re-Reading Chican@/Latin@ Subjects of Gender and Sexual Subversion

- García, José Ramon. University of Nevada, Las Vegas. "Pero Yo No Quiero Ser Americano!: Queering the Immigrant Narrative Telos."
Johnson, Verise. University of Nevada, Las Vegas. "The Deepness of Blackness: Queering Afro-Latinidad in the Music of Las Krudas."
Martínez, Adán. University of Nevada, Las Vegas. "Reclaiming the Foreskin: An Exploration of Intact Brown Bodies."
Nuñez, Alicia. University of Nevada, Las Vegas. "Queer Femininity: Experiencing Femininity through Feminist Practices in Queer of Color Spaces."
Chair: Macías, Stacy. University of Nevada, Las Vegas. "Queering the Occluded: Re-Reading Chican@/Latin@ Subjects of Gender and Sexual Subversion."

11.9 • Grand A – 2nd floor

Truth and Consequences: The Impact of Violent Moments

- Mendoza, Elvia. University of Texas at Austin. "Violent inscriptions: The racialized queer body as a permanent state of exception."
Belmonte, Laura. Arizona State University. "Femicide and Genocide on the U.S.-Mexico Border: Discourses of Justification Denounced in Mummified Deer and The Women of Juarez."
Parra, Michelle. University of California, Santa Barbara. "UCSB Hookup Culture: How Sexism, Heteronormativity, and Racism are Reproduced and/or Challenged."

11.10 • Grand B – 2nd floor

Workshop: Cargos Precios / The Weight of Our Words: Transforming Heteropatriarchal Violence Through Healing and Accountability Circles

- Salomon, Amrah. University of California, San Diego.
Montes, Felicia 'Fe'. Mujeres de Maiz, In Lak Ech.
Arévalo, Lucha. University of California, Riverside.
Mendoza, Rosalilia. Counseling Psychology.

11.11 • Grand C – 2nd floor

Queer Questions of Inclusion in a Homonational State

- de la maza perez tamayo, A. Arizona State University. "Birthing the Homonational Nation: Lesbian Reproductive Imaginaries and Sexual Citizenship in Mexico."
Alvarez, Jr., Eddy F. University of Santa Barbara. "Complicit Erasures beyond West Hollywood, Within East LA: Jotería in LA, (Homo) nationalisms and Queer Liberalism."
Silvestre, Audrey. California State University Northridge. "Beyond the Homonationalistic DREAM: Disrupting and Re-imagining the Queer Immigrant Rights Movement."

Business Meeting

5:20 p.m. – 6:20 p.m.

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

Seminar Theater – 2nd floor

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

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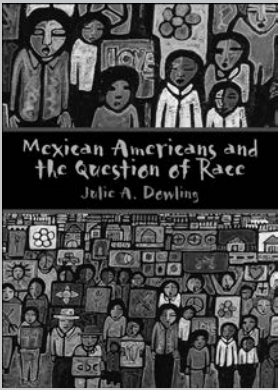
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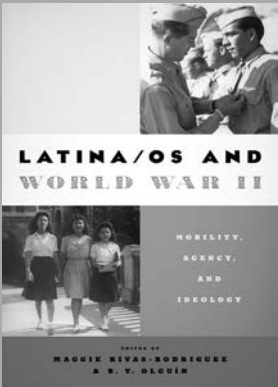
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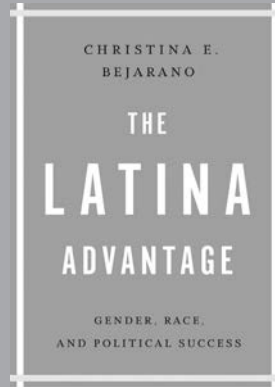
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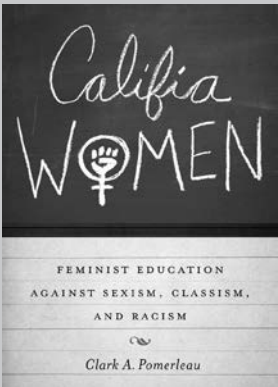
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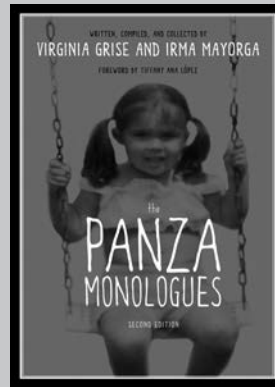
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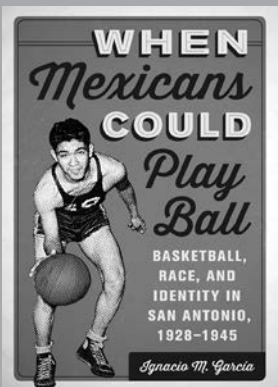
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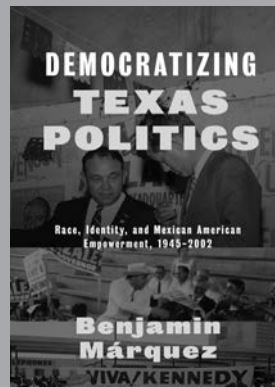
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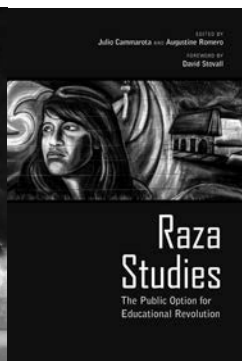
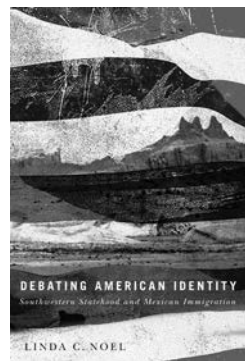
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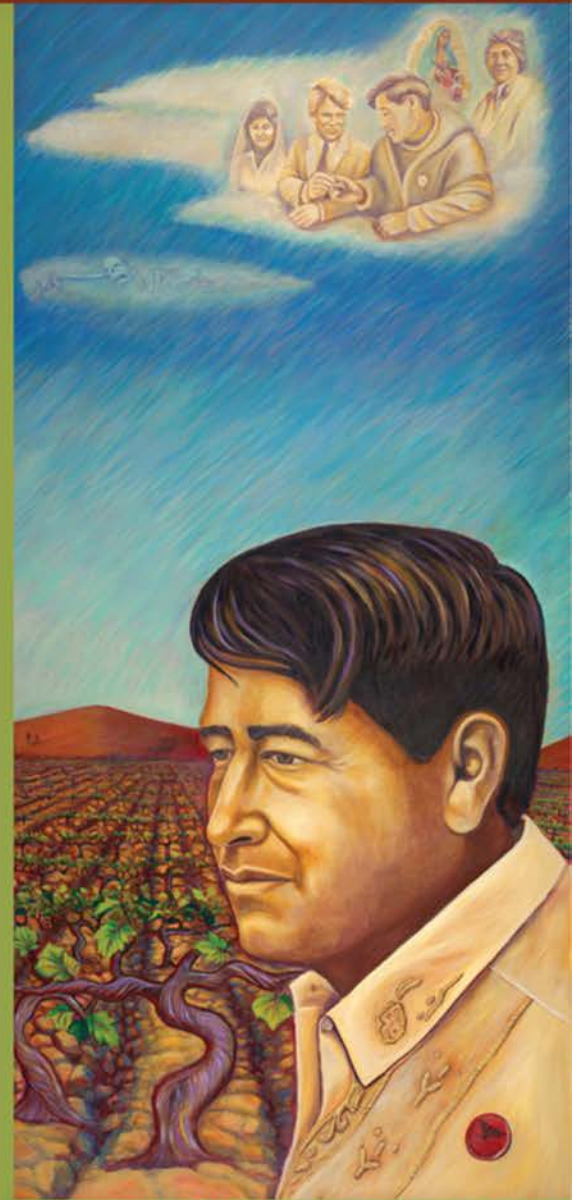
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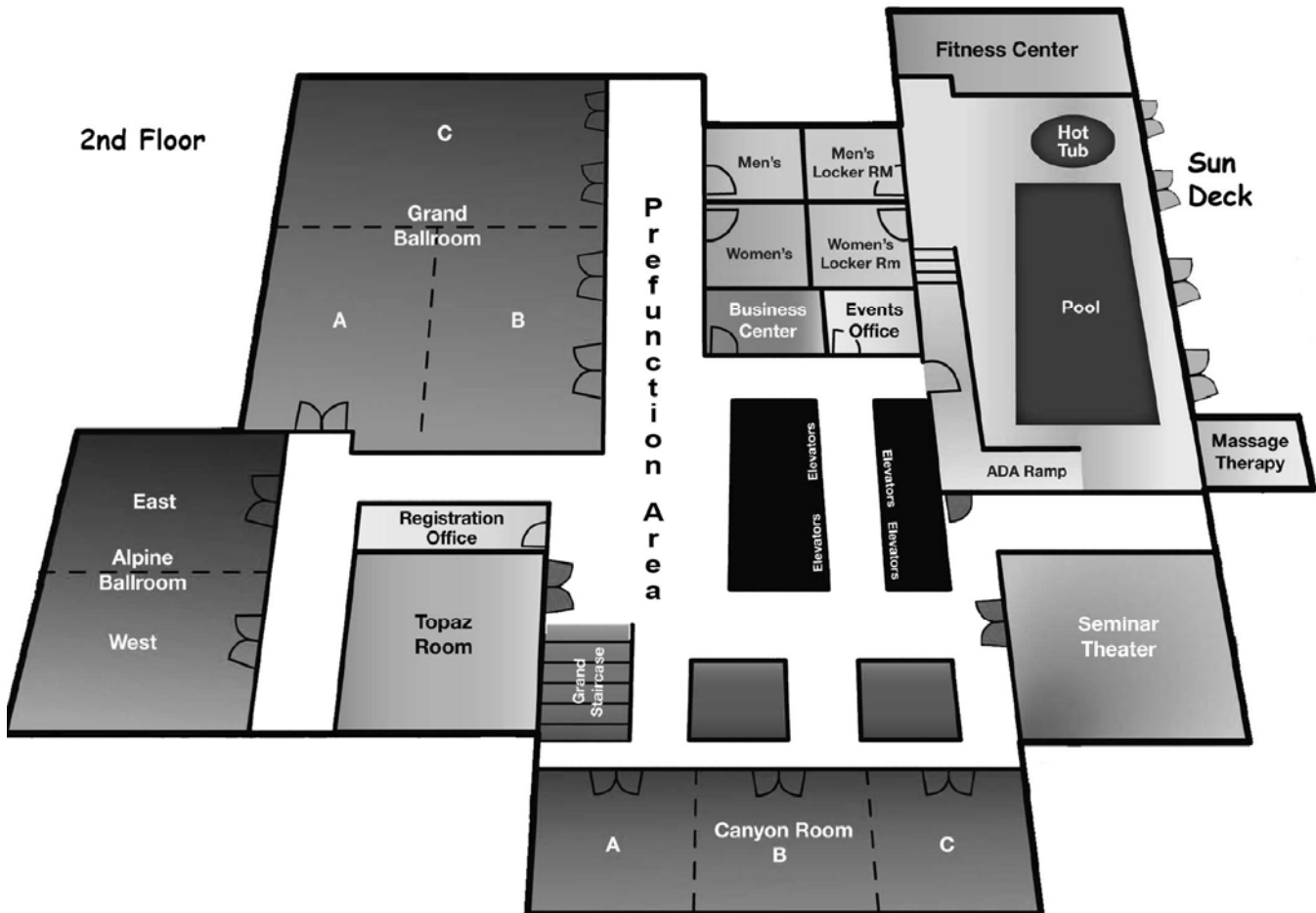
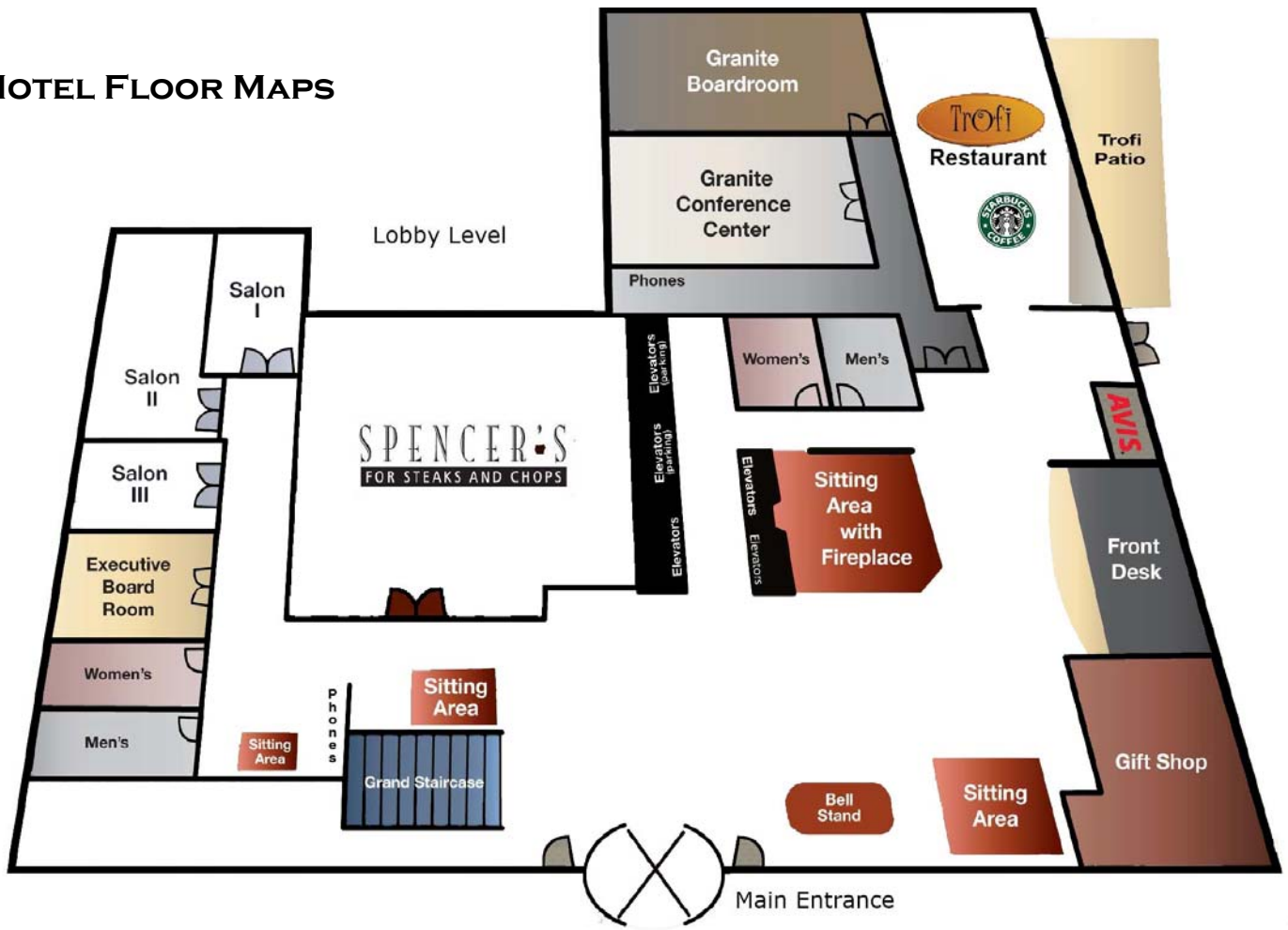
¡FELICIDADES!
TO
PROFESSOR JULIA E. CURRY RODRIGUEZ
IN RECEIVING
SAN JOSÉ STATE UNIVERSITY
2014 DISTINGUISHED SERVICE AWARD

In recognition for her work and advocacy to her students and to the growth of Chicana and Chicano Studies!

NACCS celebrates you for your dedication. You exemplify what makes NACCS so important in the educational path of our students, our faculty, our discipline, and our community.

"One of my students who is now in graduate school at Texas A&M told me, 'I want to be like you. I want to teach what you teach,'" says Curry with a smile. "And I said, 'Go get a Ph.D. Then come back and take my job.'"

HOTEL FLOOR MAPS



The UCLA César E. Chávez
Department of Chicana/o Studies

*Chancellor Gene D. Block,
Executive Vice Chancellor and Provost Scott Waugh,
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&
The Faculty, Students, and Staff of the
César E. Chávez Department of Chicana and Chicano Studies*

SALUTE
THE CAREER ACOMPLISHMENTS OF

Dr. Reynaldo F. Macías

UCLA Professor of Chicana/o Studies,
Education, and Applied Linguistics

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NACCS SCHOLAR 2014!

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