

Thursday

Roundtable: ***Perspectives from a Community College - Creating and Maintaining an Ethnic Studies Pathway***

Mercado, Juan Pablo. Chabot College.

Fischer, Kay. Chabot College.

Acevedo, Ulysses. Chabot College.

Fierro, Felicia. Chabot College.

Terrains of Chicana Studies: Exploring Movements and Intellectual Projects

Geronimo, Maritza. University of California, Los Angeles. "Feeding the Next Seven Generations: Xicana Indigenous Seed Protectors in Los Angeles."

Garcia, Gustavo. University of New Mexico. "Radical Possibilities: An Exploration of Critiques Surrounding Chicana Politics."

Toscano, Natalia. University of New Mexico. "Towards a Critical Chicana Studies: Alternative Considerations and Futurities."

Calixto, Joel. University of California, Los Angeles. "Xicana Indigenities: The Peace & Dignity Journey as a Ceremony of Reconnection."

Vasquez, Kristian. University of California, Los Angeles. "Notes Toward a Xicana@ Decolonial Spirit: A Critical Negotiation of a Dying Chicanaismo."

Roundtable: ***Critical Collaborations Across Spaces***

Higuera, Gabriel. University of Arizona. "(In)visible: Critical Youth Conferences on College Campuses."

Munoz, Ed A. University of Utah. "Back in the Old Days."

Fonseca-Chávez, Vanessa. Arizona State University. "Conferencing in Virtual Spaces."

Castrellón, Lilliana. University of Utah. "Bringing Together Voices from Across Space to Celebrate the Foco Scholar Awardee."

Belmonte, Laura. University of New Mexico. "Spaces Places and Platforms: Challenges and Opportunities of Virtual Conferences."

Hernández-G., Manuel de Jesús. Arizona State University. Bridging a Wide Geographic Space to Enrich a Foco's Intellectual Praxis via Virtual Conferencing."

First Year Implementation of Ethnic Studies in State #49 in Education - The Beacon of Hope for Marginalized Youth in Nuevo Mexico

Dathe, Magdalena. University of New Mexico.

Qassem, Omkulthoom. Families United for Education.

Lopez, Nancy. University of New Mexico.

Respuestas y Resistencias: Preserving Community Identity and Knowledge in Nuevo México

Wiggins, Julianna. University of New Mexico. "Organizing a Movement: How Tijerina Ignited a Student-Body Response in Northern New Mexico."

Nieto, Debra. University of New Mexico. "Recovering Knowledge, Developing Xicanismo: La voz Chicana in Northern New Mexican Independent Press Culture."

Moya Balasch, David. University of New Mexico. "Communities Preserved: The Literary Response to the Spatial Reshaping of New Mexico."

Moderator: Nogar, Anna. University of New Mexico.

Chicana and Chicano Activism: Historicizing the Development of Student and Community Organizing for Educational Equity

Alonso, Luliana. University of California, Los Angeles. "Voices of Resistance: Mexican Youth and *The Mexican Voice Newsletter* in Los Angeles, 1938-1941."

Santos, Moises. University of New Mexico. "Towards Alternative Schools: Education-Focused Activism in Albuquerque, New Mexico, 1934- 1975."

González Cárdenas, Elizabeth. University of California, Los Angeles; and Serrano Nájera, José Luis. California State University, Fullerton. "Semilleras and Semilleros of Chicana/o Studies: Examining Activism in Southern California."

Remediando las Historias de Nuestros Antepasados: Subverting the settler colonial given narratives

Lamar, Alba. Michigan State University. "Revitalizing Pedagogies: An analyses of Indigenous Media Artifacts."

Patrón-Vargas, Jasmin. Michigan State University. "Deconstructing the Mestizaje Colonial Project: A Critique of *El Plan Espiritual de Aztlán*."

Aguilar, Vanessa. Michigan State University. "Subverting the Narrative of the Vida Espiritual in Ursula de Jesus's Mysticism."

Ruvalcaba, Angelica. Michigan State University. "Latinx Counterspaces and Counternarratives."

Roundtable: ***Hola, me llamo _____: Resistance, Self-Determination, and the Politics of Naming***

Gonzalez, Hiovanni. California State University, Monterey Bay.

Maldonado, Leslie. California State University, Monterey Bay.

Martinez, Shantel. California State University, Monterey Bay.

Olmos, Sonia. California State University, Monterey Bay.

Chair: Villaseñor, María. California State University, Monterey Bay.

Conflict & Violence: The Uprooting of Indigenous/Latinx Communities in Source Countries as Major Factors of Displacement, Discrimination and Exploitation

Meráz García, Martín. Eastern Washington University. "The Face of Migrant Labor in Washington State (Photo Exhibit and Presentation)."

Rivera, Maria Guadalupe. Eastern Washington University. "Health Disparities Among the Farmworker Population in Yakima, Washington."

Van Egdome, Josiah. Eastern Washington University. "Recordando a Los Mayas: Contributions of Indigenous Women in the Guatemalan Civilian Conflict and Peace Accords."

Chair: Garcia-Macias, Angelica. Eastern Washington University. "Housing Discrimination in the Tri-Cities Latinx Community."

Roundtable: ***Reflections on El Plan de Santa Barbara & Teaching Chicana/o Studies in the Age of Trump***

Serna, Elias. California State University, Dominguez Hills.

Vasquez, Irene. University of New Mexico.

Arévalo, Lizette Lucha. University of California, Riverside.

Carrasco, Thomas. Santa Barbara City College.

Rap, Rock Mexicano, and Corridos; Voices and Modern Sounds of Empowerment in the Indigenous Communities in México in the Past 30 Years

Reyes, Gilberto. Imperial Valley College. "Rock Mexicano: Lyrics and Sounds of Empowerment in the Indigenous Communities during the 1990s."

González, Areli. California State University, Fullerton. "Mujeres Zapotecas y el Rap: liberación y atención en el género urbano."

Beltran, Carlos. California State University, Sacramento. "Corridos y Narco Corridos: Music as a Tool to Interrogate U.S.-Mexican Relations."

Arellano, Gerardo. University of California, San Diego. "Trans-American Modernities: Musica Nortena along the Southern U.S./Mexico Border."

Students Soñando: Documenting the Undocumented

Carrola, Mariana. University of California, San Diego. "Undocu Student Counter-Storytelling: Decolonizing Assessment Methods for Advanced Placement."

Delgado, Miriam. California State University, Long Beach. "DACAmended Students Studying Abroad: A Journey Back to Their Roots."

Najera, Jennifer. University of California, Riverside. "Undocumented Youth and Social Justice Movements: Expanding the Dream."

Muñoz, Jazmin. University of Texas San Antonio; and Benitez, Nayda. Independent Scholar. "We are the Ones We have been Waiting For: Claiming and Transforming Spaces through Xisme in Hand-Cuffs."

Indigenous Caucus Roundtable: ***"Aztecas del Norte" as Indigenous Knowledge and Identity***

Trujillo, Simón. New York University.

Moreno, Melissa. Woodland Community College.

McNeil, Brian. Western Washington University.

Rodriguez, Roberto. University of Arizona.

Luna, Jennie. California State University Channel Islands.

Roundtable: **Author Meets Critics Book Session: *Política: Nuevomexicanos and American Political Incorporation, 1821-1910, by Phillip "Felipe" Gonzales***

Gonzales, Phillip. University of New Mexico.

Nieto Phillips, John. Indiana University.

López, Nancy. University of New Mexico.

Sanchez, Gabriel. University of New Mexico.

Terror and Resistance

Hernandez Garcia, Belen. University of California, San Diego. "The Effect of Deportation on Family Dynamics."

Velasquez, Roberto. New Mexico State University. "Crimmigration and its Traumatic Assault on the Latino/a Familia and Community: A Mental Health Perspective."

Santillana, José. University of Minnesota. "The Politics of Disposability: Mexican Social Life, Death and Resistance in Rural Central California."

Garcia, Raul. University of Washington. "Resistance and Agency: Women of Casa Latina's Worker's Center Struggle for Dignity and Empowerment."

Workshop: ***The Future is in Their Hands: Developing and Teaching Chicana and Chicano Studies Courses for High School Students in Albuquerque, New Mexico***

Frausto, Corky. Highland High School.

Ramirez, Brizelda. University of New Mexico.

Sanchez, Keith. Robert F Kennedy High School.

Medina, Veronica. Albuquerque High School.

Orozco, Froilan. University of New Mexico.

Health, Trauma and Community Wealth

Garcia-Perez, Javier. University of California, Los Angeles. "The Relationship between Discrimination and Trauma among Queer Latinx Youth—A Systematic Review."

Pérez Hernández, Leonel. University of California, San Diego. "Latinx Salud and Indigenous Philosophies."

Hernandez, Rafael and Giron-Ortiz, Isais. California State University, San Marcos. "Activating Community Cultural Wealth and Centering Indigenous Maíz-Based Knowledge for the Empowerment of Chicana/o/x/Latina/o/x Children and Youth."

Tellez, Angeles. University of California, San Diego. "Urban Planning & the Coloniality of Health."

Radical Formation: Mexican American Political Ideologies

Buelna, Enrique. Cabrillo College. "Marching Toward A People's World: Chicano Communists, Social Justice, and the Promise of a New World Order."

Cho, Hyunsoo. Georgetown University. "Stages of the Causal Impacts of Anglo-American Racism and Police Repression on Chicano Community-Building in Postwar Los Angeles."

Garcia, Gilbert. Central Washington University. "The Relevance of 200 Years of Marxism in the Interpretation of the Contemporary Political Experience of the Latina/o Community in the United States."

Sanchez, Aaron. Mountain View College. "Elefantas in the Room: A History of Mexican-American Conservatism in the Twentieth Century."

Roundtable: *From ¡Uvas No! to Xicanx Studies: Reflections on Xicanx Student and Community Activism in Michigan During the 1990s*

Wolbert Pérez, Alejandro. Berkeley City College.

Salas, Nora. Grand Valley State University.

Mireles, Ernesto. Prescott College.

Roundtable: *CuranderaScholarActivist Practices to Healing from the Patriarchy In Higher Education*

Mata, Rogelia. San Diego State University.

Gomez, Alexandra. San Diego State University.

Vega, Fernanda. San Diego State University.

Rodriguez, Bertha. San Diego State University.

Indigenismo, Indigeneity, and Chicana/o Studies for the 21st Century

Montañez, Margie. University of New Mexico. "Las Palmas de Sol Sun Bowl Parade: Tradition, Modernity, and Indigenismo."

Ellis, Amanda. University of Houston. "Towards a Chicana Bio-Ethical Poetics: Sugar, Resistance, and Contemporary Healing."

Chair: Vizcaíno-Alemán, Melina. University of New Mexico. "Aztlán, Denver, and Indigeneity: The Art of Carlota d.R. Espinoza."

Roundtable: *Afro-Mexican People, Culture and History in the Making of the U.S. Southwest and Chicana/Latinx Studies*

Velázquez Gutiérrez, María Elisa. Instituto Nacional de Antropología e Historia.

Careaga Coleman, Dora E. University of New Mexico.

Vasquez, Irene. University of New Mexico.

Coleman, Finnie. University of New Mexico.

Pedagogies of Caring in an Era of Dehumanization and Privatization

Morales, Maria Isabel. The Evergreen State College.

Zaragoza, Anthony. The Evergreen State College.

Huerta, Grace. The Evergreen State College.

Chicanx Aesthetics: Interrogating Art History and Visual Culture

Avila, Theresa. California State University, Channel Islands. "Fixing Chican@x Art to California: Pacific Standard Time: LA/LA and Art History."

Santillano, Dianna. California State University, Los Angeles. "Decolonizing Subjectivities and Queering Representation in Portraiture: Territorial Re-imaginings and Affect in Laura Aguilar's Nature Self-Portraits and Plush Pony Photographic Series."

Diaz, V. Gina. Universidad de Nuevomexico. "Corazones Rebeldes: Body Politic in Queer Feminist Chicanx Painting."

Roundtable: ***Mexican American Studies – Social Studies and Beyond***

Miranda, Marie. The University of Texas at San Antonio.

Cervantes, Marco. The University of Texas at San Antonio.

Saldana, Lilliana. The University of Texas at San Antonio.

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

Lopez, Andres. The University of Texas at San Antonio.

Gonzales, Gloria. The University of Texas at San Antonio.

Cultivating Ethnic Studies and Creating a Critical Cultural Framework

Sanchez, Irene. Bard College Los Angeles/Azusa USD. "Teaching Raza Studies in the Age of Trump: Testimonio of a First Year High School Teacher."

López, Nancy. University of New Mexico. "Intersectionality and Truth Telling: Mapping Critical and On-going Self-Reflexivity among Veteran and Recent Ethnic Studies High School Teachers in New Mexico."

Vasquez, Ramon. University of Dayton. "Theorizing Chicano Epistemic Disobedience in Teacher Education."

Muñoz, Ed and Orozco, Sarah. University of Utah. "We are Race Swami!: Cultivating a Critical Cultural Framework through Community Engaged Learning."

Regional Cuentos de Historia, Activism, y Sabor

Prado, Alejandro. University of California, Santa Barbara. "XicanAsian Mestizaje in the Neoliberal Contact Zone: A Case Study on 'Authentic' Foodways in the Creation of Global San Gabriel Valley."

Martinez, Sofia. Los Jardines Institute. "Mi Casa es Mi Casa: Neo-Colonial Challenges to Organizing in New Mexico."

Avalos, Alex. Western Washington University. "Underrepresented in Skagit and Whatcom Counties Post-Secondary Educational Institutions."

Dominguez, Adriana and Rivas, Rebecca. University of Texas, El Paso. "All the World's a Stage, but what Stories get Told?"

(Rachoch Tzij) Reflections from Three Points in Space and Three Points in Time: Epistemologies of Memory, History, and Diaspora from Honduras, Iximulew (Guatemala), and Tonga

Diaz, Agustin. Utah Valley University. "Intersections of Space from the Ceibeñx and AfroIndigenous within Latinidad."

Hernandez, Daniel. University of Auckland. "Concepts of Time Across Ocean-Space: Mayan Waix and Tongan Noa."

Hafoka, Inoke. University of California Los Angeles. "Talanoa and Testimonio: Cross-cultural Conversations on the Power of Story."

Comunidad, Masculinity and Corridos

Lozano, Sebastian. University of California, Los Angeles. "The Corrido, the Politician, and the Lack of Women: A Critical Gender Analysis of the Male Political Hero in *El Corrido de José Huizar*."

Benitez, Cathy. University of California, Los Angeles. "How Corridos Normalize a Patriarchal Household."

Quintanar, Jose. University of California, Los Angeles. "La Pura Verdad: Migration corridos creating comUnidad within the undocumented commUnity."

Chair: Hernandez, Alexandro. University of California, Los Angeles.

Cultura e Historia: Resistance and Healing Through Art

Arraiz Matute, Alexandra. Trent University. "Cuentos del Sur: Building relationships of solidarity with indigenous women on Turtle Island."

Quintero, Eduardo. South Texas College. "Contemporary Latinx Art along the Texas/Tamaulipas Border (Rio Grande Valley)."

Luna, Diego. Highline College. "Curse of the Blue Durito: Popular Education, Comics, and a Politics of Resistance."

Ramirez, Chris. Jubilee Highland Park Academy. "Family Histories of the Supernatural, Told Through Art."

Indigenous Survival in Settler States: Storytelling as Resistance

Garcia-Weyandt, Cyndy Margarita. University of California, Los Angeles. "Mothers of Corn: Moves of Resistance in Settler Tepic among Wixárika Women."

Vasquez-Ruiz, Michelle. University of Southern California. "Undocumented Indigeneity and the Struggle for Sovereignty."

Chair: Nicolas, Brenda. University of California, Los Angeles. "Zapotec Diasporas across Settler States."

Discussant: Alberto, Lourdes. University of Utah.

Land and Water Wisdom: Exercising Cultural Resistance and Sustainability Practices

Peña, Devon. University of Washington. "Acequias y Mercedes: Sin agua no hay vida y sin tierra no hay paz."

Archuleta, Arturo. New Mexico Land Grant Council. "Historical Foundations of the Contemporary Land Grant Movement."

Sanchez, Juan. New Mexico Land Grant Council. "Contemporary Land Use for Sustainable Communities."

Chair: Romero, Eric. New Mexico Highlands University. "Moral Scaffolding and the Transmission of Indigenous Land Knowledge."

Healing the Hurt, Pain, and Frustration of Working in Public Education: Towards an Indigenous Model of Healing for Critically Engaged Educators

Yazzie, Rose. Rose Park Elementary & Community School.

Nolazco, Angel. Rose Park Elementary & Community School.

Arvizo-Zavala, Joel. University of Utah.

Problematizing the "Diversity" of Mainstream Media: Critical Engagements with the Limitations of Latinx Presence in Television and Film

Aldama, Frederick and Kelly, Carlos. The Ohio State University. "The Good, Bad, and Messy: Michael Peña's Browning the 21st Century Silver Screen."

Orozco, Danielle. The Ohio State University. "Race and Alien-Face: Zöe Saldana's Queer Indigeneity and Alien Identity."

Sweeney, Katlin. The Ohio State University. "Positioning Racialized 'Realness': Differentiating the Visual Rhetorics of Violence in Orange is the New Black."

Chair: Aldama, Frederick.

Social Justice: The Soul of the SouthWest Council of La Raza

Samora, Carmen. University of New Mexico. "'Los Tres Grandes: Reclaiming Historical Legacies' Ernesto Galarza, Herman Gallegos, and Julian Samora."

Diaz, Rose. Indian Pueblo Cultural Center, Albuquerque, NM. "Organizational and Political Archives: Bridges Built Toward an Evolving Future."

Navarro, Richard. California State Polytechnic University, Pomona. "Redefining the Mission: A Pivotal Moment in SWCLR's Formation."

"El Cielo or Bust": Honoring the Life and Work of Michele Serros and her Stories of Death, Identity, and Oxnard

Luna, Jennie. California State University Channel Islands.

Guzman, Georgina. California State University Channel Islands.

Gonzalez, Martin Alberto. Syracuse University.

Marquez, Rebecca. California State University Channel Islands.

Alcalá, Julio. Oxnard Cultural Arts Grant Program.

Roundtable: Latinx Leadership in a Community College: The History, Formation, Vision, and Future of De Anza Latinx Association (DALA) at De Anza College

Cuevas-Macias, Nitzya. San José State University/De Anza College.

Garcia, Adriana. De Anza College.

Esquivel, Angelica. De Anza College.

Voces de Agua y Tierra: Tradiciones de San Luis Valley, Colorado

Peña, Devon. Acequia Institute and University of Washington. "Overview of Acequia Farming: The Importance of Place and People."

Blackmer Reyes, Kathryn. San José State University. "Digitizing Chicano/Mexicana Farming Traditions."

Vigil, Teresa. San Luis Valley, CO. "Testiarvizoo: Passing Knowledge to the Ones from the Future."

Chair: Curry, Julia. San José State University. "Shared Knowledge: Testimonios of People and Place."

Thriving Interpositions: Indigenous Education and Youth Advocacy in New Mexico

Duta Flying Earth, Anpao. Native American Community Academy, Albuquerque, NM.

Seawright, Maggie. Native American Community Academy.

Cortés, Azul. University of New Mexico.

Ramírez, Christopher. Together for Brothers, Albuquerque, NM.

Colín, Ernesto. Loyola Marymount University.

This is How We Resist: Dispersing Narratives, Exploding the Rainbow

Reyes, Barbara O. University of New Mexico. "Chicanx Communities and Immigrants Confronting Racialization: Texts and Contexts."

Heidenreich, Linda. Washington State University. "'What if they thought I was gay?': Young Adult Texts Meet Chicanx Liberation."

Urquijo-Ruiz, Rita E. Trinity University. "Undocuqueer Memoir: Facing Fears in Chicanx Personal Narratives."

Chair: Pérez, Emma. University of Arizona.

Movement Lessons for Creating Community-based Spaces of Social Change through Experiential Pedagogy and Organizing

Cadena, Gilbert R. Cal Poly Pomona. "Día de los Muertos as Resistance Knowledge: Experiential Pedagogy and Community Building."

Montano, Nancy. Community-Based Organizer and Activist. "A Perspective on Community Organizing Strategies and Lessons As They Apply Today."

Calderon, Jose Zapata. Pitzer College. "Building the Educational Justice and Immigrant Rights Movements through Transformative Community Engagement."

"Carrying our Homes on our Backs": Land, Migration, and Story

Pendleton Jiménez, Karleen. Trent University. "Chicana Queer Teaching on Anishinaabe Territory."

Flores, José. Whittier College. "Cargando 'hogar' y creando 'hogares' en *La distancia entre nosotros* de Reyna Grande."

Sandoval, Mathew. Arizona State University. "Hiking the Sacred Navajo Mountains: Attempts to Decolonize the Body and Honor Ancestors."

Martinez, Trisha. University of New Mexico. "Exploring Querencia through Manito Migration."

Immigrant Struggles for Advocacy, Belonging, and Reparation

Villegas, Francisco and Muñoz, Elizabeth. Kalamazoo College. "Allied Frames or Subtle Exclusion? Illegalizing Discourse in Arguments in Favor of a County ID."

Campos Reyes, Regina. University of Texas at San Antonio. "*#Ayotzinapa*: Emergence of Lazos and Transmitting Information for Social Justice."

Ochoa, Gilda. Pomona College. "Memories and Generations of Struggle: The Push for Sanctuary in a Latina/o Community in Los Angeles County."

Gonzales, Alfonso. University of California, Riverside. "The Fanonian Politics of Reparations for Mexican and Central American Refugees."

Roundtable: *Las Gorras Blancas : Legado, Enlace y Actualidad*

Romero, Eric. New Mexico Highlands University.

Flores, Shane. New Mexico Highlands University.

Ulibarri, Rock. Luna Community College.

Flores, Lorenzo. Morada de San Juan Bautista.

Invisible Border in the Colorado River Delta: The Struggles and Hardships of the Cucapá and Kumiai in the U.S./México Border

Garcia, Stephanie. San Diego State University. "Cucapá Resistance during Spanish Colonization in the Southwest."

Reyes, Gilberto. San Diego State University. "The Struggles of the Cucapá in the Valle de Mexicali during the Rise of Mexican Nationalism and the Establishment of Colorado River Land Company (1903-1940)."

Sánchez Chong-Cuy, Hector. San Diego State University. "Keeping Tradition Alive: Kumiai Nation beyond Political Borders."

Roundtable: *The 25th Anniversary of NACCS' Amicus Brief against Colorado's Anti-GLBT Amendment 2*

Torres, Luis. Metropolitan State University of Denver.

Lechuga, Chalane. Metropolitan State University of Denver.

Gonzalez, Maria. University of Houston.

Workshop: ***El Tallercito de Son SATX: Creando Comunidad a Través de la Cultura***

Cabunoc Romero, Keli Rosa. University of Texas at San Antonio/ El Tallercito de Son SATX.

Reyna, Cuauhtli. El Tallercito de Son SATX.

Cantua Contreras, Oscar Alberto. University of Texas at San Antonio.

Film: ***ME and Mr. MAURI: Turning Poison Into Medicine***

When Hollywood finally added AIDS to its themes in the late 1980s, nearly all the protagonists were white. During that same time there were many people of color struggling with the deadly illness.

Drawing from video interviews made in the 1990s, this uncommonly intimate documentary presents LatinX and Native American men and women confronting the disease. Trust and love become dominant themes in their lives as new families are forged from LGBTQ friendships. “We are alive now” becomes a mantra. Some (re)discover indigenous beliefs to sustain them on their journey. This archival project, decades in the making, reveals the pre-digital technology of 25 years ago — and the voices of warriors that are vitally important and must be heard. — Chale Nafus Filmmaker and Independent Scholar Dr. Osa Hidalgo de la Riva will contextualize her experimental documentary, with a lively 30 minute performance-discussion addressing the urgency to connect her personal lesbiana experiences with Cancer, the first phase of SIDA as the “Gay Cancer,” along with the current environmental, political and pedagogical cancers and dis-ease that metastasize to our families and future generations.

Duration: 50 mins

Osa T Hidalgo de la Riva, Royal Eagle Bear Productions c/s

Friday

How da hell did we get here? Recognizing Decolonizing Aesthetics: Testimonio in Curriculum Theory

Espinosa-Dulanto, Miryam. University of Texas-Rio Grande Valley.

Calderon-Berumen, Freyca. Pennsylvania State University - Altoona.

O'Donald, Karla. Texas Christian University.

Systems of Inequality across Education, Public Opinion, and Music

Esparza, Ulisses. California State University, Fullerton. “The criminalization of Learning: How Legal Status affects the Education of Undocumented Students.”

Hernandez, Mariano. California State University, Fullerton. “Heavy Metal: Revolución through Organized Noise.”

Calderon, Darnell. California State University, Fullerton. “‘Don’t come to our country illegally. Come like other people do. Come legally’: A Quantitative Analysis of Immigrant Attitudes using 2014 General Social Survey (GSS) Data.”

Lessons From Amá: Activism, Mentorship, and Healing Strategies Within and Outside Academia

Méndez-Negrete, Josie. University of Texas at San Antonio. “Herstories: Activist Leaders and Mothers in San José, California.”

Sanchez, Gabriella V. Texas Woman's University. “Mamas & Me: Revolutionary Love in Chicana Relationships and Mentorships.”

Vargas, Diana. Texas Woman's University. “Mami Pedagogy: Creating Learning Communities Outside and Within Academia.”

The Praxis of Community Engaged Work

Marquez, Lorena. University of California, Davis. "Recovering Chicana/o Movement History through Testimonios."

Flores, Yvette. University of California, Davis. "Narratives of Migration, Mental Health, and Family Reunification of Mexican Immigrant Men in the California Central Valley."

Deeb-Sossa, Natalia. University of California, Davis. "Testimonios of Empowerment and Belonging by Farmworker Mothers."

Remapping and Retelling New Mexico: Landscapes of Querencia

Gorman, Lillian. University of Arizona. "Re-Mapping Patriotic Practices: The Case of the Las Vegas 4th of July Fiestas."

Medina-López, Kelly. California State University, Monterey Bay. "La Llorona as Querencia: Shared Stories and Sense of Place."

Valenzuela, Norma. New Mexico Highlands University. "Mestiza Consciousness a la MeXicana in 'Ultima' and Agueda Martínez: Bridging and Legitimizing Querencia in the Borderlands."

Chair: Herrera, Spencer. New Mexico State University. "Etched in Wood: The Truth of False Cultural Propaganda and the Falsity of New Mexico True."

Non-Conforming Imperatives

Esparza, Luis. California State University, San Bernardino. "Desde la Periferia de La Milpa: A Study of Sexual Minorities in Nuevo Refugio."

Renteria, Nanea. San Francisco State University. "Bitter Medicine: Queerness and Gender Variance in the Native American Church."

Meneses Samperio, Raul. California State University, Los Angeles. "(Re)writing the Script on UndocuQueerness: The (In)visible Resistance Practices of UndocuQueer Latinos in Higher Education."

Carbajal, Damon. University of New Mexico. "At the Intersection of Sexual Orientation and Race: The Social Experience of LGBTQ Latinx Students in High School."

Smoke and Mirrors, Masking Our Shadow Selves to Survive: Latinx, Queer, Immigrant High School Word Warriors and Storytellers Resisting Silence and Invisibility

Dávila, Daisy. Vistamar School. "Mi Camino Real: Deconstructing California 4th Grade Mission History and Rethinking Brown Student Pathways to College or to Prison."

Rivera, Karla. Vistamar School. "'But You Don't Look Hispanic': Struggling in White Spaces and Light Skin to Claim My Latinx Self."

Tuck-Sherman, Alex. Vistamar School. "Claiming My Boriqua Self: Reflecting on the Intersection of National Ambivalence Toward Puerto Rico and My Own Invisibility in My School."

Ordóñez, Sophia. Vistamar School. "Las pupusas y la cumbia de mi borderlands salvadoreños: Making My Latina Self in the Spaces Between San Salvador y Los Ángeles."

Castillo, Lourdes. Vistamar School. "'Mi hija es bien inteligente. Ella va a una escuela privada en Manhattan Beach': Being Brown and Learning to Navigate the Pitfalls of the Privilege of a Private Education."

Urbina, Arlene. Vistamar School. "Seeking My Voice and Creating a Welcoming Space at School: Violence of Words in a Not-So-Diverse Private School."

Marcial, Melissa. Vistamar School. "La máscara que me protege y me esconde: Naming the Distance Between School and Home, Invisibility in One Space, Insecurity in the Other."

Kelliher-Hernández, Erin. Vistamar School. "My Shadow Stories: Waking and Walking with the Weight of the Secrets I Cannot Tell."

Quechol, Sergio. Vistamar School. "Using Myself as a Model to Advocate for Ethnic, Gender, & Sexuality Studies in High Schools: Finding My Voice at NACCS."

Chair: Pritchard, Démián. Vistamar School.

Trenzas, Testimonio, and Embodied Reading: Methodology, Talking the Walk, and Poetics

Cuellar, Marissa Victoria de Ofelia. University of New Mexico. "The Creation of Feminist Praxis through Physical and Metaphorical Trenzas y Greñudas."

Garay, R. Joyce Z. L. New Mexico State University. "Eduardo Corral's *Slow Lightning*: Literary Bordercrossing as Owned Intimacy."

Lara, Dulcinea. New Mexico State University. "Walking the Line: Testimonio from a Chicana Participant in the 150th Anniversary Commemoration of the Long Walk of the Navajo at Ft. Sumner, New Mexico."

Chicanx/Latinx Engagements with Settler Colonial Logics: From Puerto Rico and the U.S. Military Service to East L.A. and the Rio Grande Valley

Navarro, Jose. Cal Poly San Luis Obispo. "'El Apache' and Other Figures in Mario Alberto Zambrano's *Lotería*."

Perez, Annemarie. Cal State Dominguez Hills. "'...as empty as a toothless mouth': East Los Angeles, and the Urban Uncanny."

Arce, William Memo. Fresno State University. "Removing the Camouflage: The Politics of Making the Queer Military Body Visible in the Public Sphere in Jose Zuniga's memoir *Soldier of the Year*."

Cucher, Michael. University of Puerto Rico-Río Piedras. "Active Subjectivity and Fragments of Utopia: From Tarps to the Classroom in post-Hurricane María Puerto Rico."

Lecciones Usando Lenguaje for Liberation

Higuera, Gabriel. University of Arizona. "Community College and University Student Solidarity: Funds of Knowledge and Praxis in the Neoliberal Era."

Alba-Sanchez, Michelle. Kalamazoo College. "Framing Spaces of Belonging: The Survival Strategies of Underrepresented Minorities in STEM."

Gunnoe, Diana. Southwest Independent School District. "Impact of Offering a Mexican American Studies Course at a San Antonio Public High School."

Gonzalez Herrera, Monica. University of California, San Diego. "Amor y Apoyo: Leciones de Latinx Families in Nourishing Resilience to First and Second-Generation College Students."

Roundtable: *Author Meets Critics - Coloniality of the U-S///Mexico Border: Power, Violence and the Decolonial Imperative*

Dunbar-Ortiz, Roxanne. California State University, East Bay.

Toscano, Natalia. University of New Mexico.

Maese, Marcelle. University of San Diego.

Tellez, Michelle. University of Arizona.

Chair: Hernández, Roberto D. San Diego State University.

Film: *Rubi: A DACA Dreamer in Trump's America*

Rubí: A DACA Dreamer in America is a 30-minute documentary that tells the story of how the current immigration crisis in the United States has imperiled the lives and aspirations of more than 800,000 young adults now registered under DACA. The film documents the nation's most recent resurgence of anti-immigration bigotry and violence through the experiences of a young woman, Rubi, who must navigate the costs associated with failed immigration policies and the dehumanization of bodies reduced to exchangeable commodities under neoliberal economic flows. Rubi is an intimate true-life portrait of 22-year old Rubi Escalona, an undocumented Mexican-American DACA DREAMer. In revealing interviews filmed over three years, Rubi and her parents (also undocumented) recount their family's

harrowing immigration story and detail why they came to the United States with their then-7 year old daughter. Their family's story resonates because it is the story of the American dream gone awry for scores of undocumented young people who only know America as their home; an America that will not have them if DACA is rescinded. Rubi's Story is told through interviews intercut with footage of Rubi's graduation from college and beginning her first professional job as a DACA DREAMer. These achievements are the very opportunities Rubi's parents dreamed of when they left their families behind to start a new life in this country. This film ultimately counters the current anti-immigrant rhetoric against the undocumented and offers the very humanity so many immigrants are denied in an age of unprecedented ethnic, racial, and anti-Latino hatred. Rubi's story ultimately narrates a quintessentially American story: how a new generation is making the country live up to its promise in the face of insurmountable odds.

Duration: 30 minutes

Carolyn E Brown, University of North Texas

Lazaro Lima, University of Richmond, Lazlima@gmail.com (Co-Writer & Executive Producer)

Film: ***What Would Change If They Were Free?***

2018 has proven to be a year of blunt climate pronouncements, with the Intergovernmental Panel on Climate Change reporting in October that the ten-year outlook is bleak if “we” do nothing about carbon emissions. Scholars and journalists on the left have been quick to point the finger not at “we” but at the 70-80 corporations, whose economic activities over the last century have caused most of the carbon pollution that has led to climate change. Some writers even make connections to colonization and settler society. For POC parents in the United States, climate change pronouncements come at a time of heightened racial tensions during the reign of a white supremacist president - tensions that continue to spill into their children's classrooms, into their homes and communities. A growing number of black, latinx, and indigenous parents, inspired by an earlier generation of ethnic studies movements and bolstered by middle class means, have chosen to homeschool or unschool their children in response to the various issues facing their children in the 21st century. These parents hope to push back against the whiteness of school curriculums, the racist bullying, their microaggressions of their peers and teachers, to focus instead on the power and beauty of learning cultural histories and languages, of reconnecting to ancestral lands and communities, of figuring out what learning could be outside of Western compulsory education. How are these parents talking about climate change in their homes and with their kids? Do they connect the climate disaster with white extractive capitalism? Do they talk about history repeating - how communities of color continue to be on the receiving end of greed and exploitation in the climate change era? What might this growing population of alternative educators offer the students of color unable to opt out of the public school system, itself just a microcosm of the racist society it perpetuates? What would change if they were free? This short experimental film follows around a community of POC homeschool families in New England, asking questions, creating community, discussing alternative futures.

Duration: 30 minutes

Roman C Sanchez, University of Massachusetts, Amherst

Roundtable: ***Going Back to Our Indigenous Roots: Home-visits, Emancipatory Education, and Family Engagement.***

Palomino, Sara. Mana Academy.

Plancarte, Maria. Rose Park Elementary & Community School.

Yazzie, Rose. Rose Park Elementary & Community School.

Palomino-Ventura, Glenda. Mana Academy.

Arvizo-Zavala, Joel. University of Utah.

Standpoint Transformations and Resistance

Necochea, Virginia. University of New Mexico. "Cultivando Nuestro Futuro Leadership Institute: A Model of Community-Based Education as a Means towards Transformation."

Martinez, Sofia. Los Jardines Institute. "The Valle de Oro National Wildlife Refuge Environmental and Economic Justice Strategic Plan: A Community Based Research Project and Model for other Public Lands."

Gaxiola Serrano, Tanya. University of California, Los Angeles; and Morales, Socorro. University of Texas, San Antonio. "Disrupting the Colonial Project: Walking the Path of Conocimiento in Pedagogical Practices of Teaching Research."

Barajas, Manuel. California State University, Sacramento. "Chicanxs in Higher Education: Challenging Borders in Academia."

Workshop: Teaching Positionality and the Transnational Self

Calderon, Freyca. Pennsylvania State University - Altoona.

Espinosa-Dulanto, Miryam. University of Texas, Rio Grande Valley.

O'Donald, Karla. Texas Christian University.

Lee, Sohyun. Texas Christian University.

Roundtable: ¡Adelante!: Moving Forward Through Youth and Community Engagement

Cotaavila, Andrea. Michigan State University.

Galvan, Cecilia. Michigan State University.

Metcalfe, Sariah. Michigan State University.

Torrez, Estrella. Michigan State University.

When Bitter Medicine Tastes Sweet: Peyote and Cultural Survivance in the Southwest Borderlands

Chavana, Adrian. University of Minnesota- Twin Cities. "Reclaiming Tribal Identity in the Land of the Spirit Waters: A Case Study of the Tap Pilam Coahuiltecan Nation."

Flotte, Nakai. Harvard University. "Beyond the Church: Peyote Medicine and Recognition in the Binational Texas-Mexico Region."

Villanueva, Marleen. University of Toronto. "Yana wana is Life: Decolonizing our Connection with Mother Earth through Memory and Reflection."

Chair: Quintero, Henry. Arizona State University. "Resiliency through Ceremony."

Reframing Narratives: Historical Breaks

Flores, Gustavo. San José State University; and Wilcox, Michael. Stanford University. "Native Agency, Resistance, Persistence Hidden in the Records of the Pueblo de San José."

Scorcia Pacheco, Carmella. University of Arizona. "The 'Álamo' of Nuevo México: A Cultural Analysis of Bent's Old Fort."

Huizar-Hernandez, Anita. University of Arizona. "Challenging the U.S.-Mexico Border in John Russell Bartlett's Personal Narrative of Explorations and Incidents in Texas, New Mexico, California, Sonora, and Chihuahua 1850-1853."

Hinojosa, Matt. University of Texas at San Antonio. "Anonymous in San Anto: A Portrait of Chicano Recovery in San Antonio."

Doing for the Kids – Transforming Pedagogies

Sepúlveda, Enrique. University of Colorado Boulder. "Acompañamiento in Neo-colonial times: In Search of a Borderlands Pedagogy."

Cardenas, Norma. Eastern Washington University. "Writing Latinx Children's Literature."

Garcia, Jaime. Independent Scholar. "Working with Indigenous Children: Finding Strengths and Challenges."

Aguilar, Jodi. California State University, Dominguez Hills. "Barrio Maestras: Introducing the praxis of Queer Educadoras / Content / Theoria in K-5 Escuelas."

Convergence, Resistance and Reclamation

Cuong, Marisol. University of California, San Diego. "Sobrevivencia through Indigenous Women's Resistance."

Ordoñez, Magaly. University of Minnesota, Twin Cities. "Relationships with Cannabis: Settler Colonial Politics and Tribal Sovereignty."

Resendiz, Rosalva and Espinoza, Lucas. University of Texas, Rio Grande Valley. "Reclaiming Our Indigeneity: Deconstructing Settler Myths within Our Family."

Melgoza, Raul. University of Colorado, Boulder. "Casa ajena: Mexican Settlerhood and the Foreclosure Crisis."

Undergraduate Research in Chicana/Latina Studies: Preparing the Next Generation

Kandamby, Kevin. Pitzer College. "Hidden Cracks in the Leaking STEM Pipeline."

Ortiz Martinez, Karla Gissell. Pomona College. "Identity and Navigation in the face of Legal Violence: Mixed-Status Families in the United States."

Ruiz Sanchez, Noemi. Pomona College. "Encontrando Chicana Literature: Stories of Self Discovery."

Duran, Natalia A. Pitzer College. "Water Availability and Contamination in California's Central and Imperial Valleys' Farmworker Communities."

Valenzuela, René J. Pomona College. "Ambos Nogales: Evolving with, along, and in spite of a Border."

Discussant: Summers Sandoval, Tomás. Pomona College.

Nuevomexicana/o Baby Boomers Oral History Project

Nogar, Anna. University of New Mexico.

Gómez, Myrriah. University of New Mexico.

Wiggins, Julianna. University of New Mexico.

Workshop: Centering Indigenous Knowledges and Home Literacies through Testimonio Curriculum Lab with Educationally Vulnerable Chicana High School Students: A Collaborative Curriculum Model Workshop

Castillo, Florence. University of New Mexico.

Sosa-Provencio, Mia. University of New Mexico.

Carbajal, Damon R. University of New Mexico.

Garcia, Melisa. University of New Mexico.

Latinx Listening Cultures Echoing Across Turtle Island

Pineda, Ray. California State University, Los Angeles. "Cumbia de mis sentimientos: The Familial, Transformative, and Ephemeral Spaces of Los Angeles' Resurgent Cumbia Scene."

Alonso, Cynthia. California State University, Los Angeles. "Chulita Vinyl Club: Curating Culture, Remixing Gender Norms."

Lemus, Alejandra. California State University, Los Angeles. "Listening to the Audience of the *Art Laboe Connection*."

Pacheco, Daniel. California State University, Los Angeles. "Cumbia sounds in L.A."

Chair: Anguiano, Jose. California State University, Los Angeles. "Latinx Listening Cultures Project."

"Genízaro Nation: Ethnogenesis, Place, and Identity in New Mexico" a forthcoming Book

Lamadrid, Enrique. University of New Mexico. "Mexican Indians and Genízaros: Soldier-Farmer Allies in the Defense and Agricultural Development of New Mexico."

Cordova, Teresa. University of Illinois Chicago. "Persistence and Resistance in Genízaro Identity: An Epilogue to a Recovery of Historical."

Romero, Levi. University of New Mexico. "'Sangre de indio que corre en mis venas': Nativo Poetics and Nuevomexicano Identity."

Torrez, Miguel. New Mexico DNA Project. "The Helix of our Native American Genetic History: DNA and Genízaro Identity."

Trujillo, Michael. University of New Mexico. "Genízaro Poetics, or G. Benito Córdova's Politics of a Genízaro Nation."

Chair: Gonzales, Moises. University of New Mexico. "Genízaro Settlements of the Sierra Sandía: Resilience and Identity 3 in the Land Grants of Cañón de Carnué and Las Huertas."

Comadres en la Academia: Chicana Mentoring as a Critical Factor in Recruitment and Retention of Raza Faculty

Lechuga-Peña, Stephanie. Arizona State University.

Vaquera, Gloria. John Carroll University.

Lechuga, Chalane E. Metropolitan State University of Denver.

Nieto, Adriana P. Metropolitan State University of Denver.

Roundtable: *What is the "Indigenous" in Chicana/o/x Studies?*

Blackwell, Maylei. University of California, Los Angeles.

Guerrero, Carlos. Los Angeles City College.

Ibarra, Armando. University of Wisconsin, Madison.

Lopez Lyman, Jessica. University of Minnesota.

DeSoto, Aureliano. Metropolitan State University.

Social Justice and Resistance

Morales, Socorro. University of Texas at San Antonio; and Mendoza Aviña, Sylvia. Texas Christian University. "Towards a Ratcheta/x Resistance in Schools: Understanding the Nuanced Experiences of Brown Youth."

Orozco, Froilan. University of New Mexico. "Chicana/o Education on the Move: A New Mexico Journey."

Gómez, Jocelyn. University of New Mexico; and Amaro, Jose. California State University, Northridge. "Educational Practices for Social Justice and Self-Awareness in Public Speaking Classrooms."

Roundtable: *La Gran Chichimeca: Centering the Histories and Cosmovisions of Descendants of Western Mexico*

Lozano, Jessica. University of Washington/The Chichimeca Nations.

Luna, Chris. Rez Family Farms.

Contreras, Christy. Rez Family Farms.

Yáñez, Xinic. Community Member/ The Chichimeca Nations.

Language for Reclamation

Villa, Elizabeth. University of California, Santa Barbara. "Educational Trajectories of Indigenous Students in California."

Visueta, Victoria. California State University, Sacramento. "Understanding Language Loss and Its Relationship to Language Acquisition and Power in Multilingual Settings: A Case Study on How Identity Formation is muted in Our Classrooms."

Velasquez, Roberto. New Mexico State University. "Translation of Psychological Test Instruments from English to Spanish as Form of Colonization: A Critical Post-Colonial Translation Perspective from a Chicano Psychologist."

Velez Salas, Carlos. Trinity University. "¡Seamos puentes! Una autohistoria para crear un puente entre los estudios xicanxs/latinxs y los programas de español y educación bilingüe en las universidades del suroeste de EEUU."

Colonial Ideologies Representations of Identity

Sanchez-Lopez, Luis. University of California, San Diego. "Ruining Mexico: Mestizo Statecraft and the Search for Mexico's Indian Past."

Olguin, Ben. University of California, Santa Barbara. "Ambivalent Indigeneity: Indians, Spain & Variable Syntheses of Chicana Indigeneity."

Villegas Velez, Alexis. University of California, San Diego. "Struggles & Exclusion in Tenochtitlan: Afro-Latinx & Indigenous Narratives."

Obando, Maou. California State University, Fullerton. "A Morena and Indig Critique of the War on Terror: Reorienting Chicana and Latina Studies beyond the Orientalist and Spiritual Conquest of Islam."

Roundtable: Joto & Lesbian, BiMujer & Trans Caucus 101

Zepeda, Nadia. University of California, Los Angeles.

Santillana, Jose Manuel. University of Minnesota.

Saavedra, Yvette. California State University, San Bernardino.

Millan, Isabel. University of Oregon.

Decolonizing Design: Remaking Space

Rodríguez, Sonora. Cornell University. "Latina and Indigenous Women in the Planning Professoriate."

Lopez, Cesar. San Diego Mesa College. "Recreating Aztlán in the Land of Troy: A History of Chicana/o Student Activism and Institutional Cultural Spaces at the University of Southern California, 1967-1974."

De Leon, Brianda. The University of Texas at San Antonio. "Making the Invisible, Visible: Institutionalizing Dream Resource Centers."

James, Jordan. University of New Mexico. "Downtowns, Suburbs and... Exurbs? Using Indigenous Design Thinking and Wrong Theory to Rethink Modern Cities and the Diverse People Who Inhabit Them."

Reimagining a Virtual Praxis

Hicks-Alcaraz, Marisa. Claremont Graduate University. "A Living Archive: Toward Supporting the Content-Creator in Community Archiving."

Ramirez, Andra. Northside ISD, San Antonio, Texas. "Lines of Sight: Locating Artists' Voices within a Virtual World."

Hernandez, Justine. St Edwards University. "Lesbian Chicana Mestiza-Cyborg Feminists and the Creation of CyberAztlán."

Conlisk Gallegos, Liliana and Esparza, Luis O. California State University, San Bernardino. "'Our San Bernardino, Nuestro' (2017 & 2018): Using Multimedia, Virtual Reality Technology, Testimonio, and Community to Reimagine Research and Impact."

Critical Race Feminista Praxis: Working In-Community within Los Angeles Neighborhoods

Delgado Bernal, Dolores and Covarrubias, Alejandro. California State University, Los Angeles. "Setting the Theoretical and Pedagogical Context of 'Working In-Community'."

Alonso, Cynthia. California State University, Los Angeles. "Brown Issues, CSULA Brown Issues, and Latino Coalition for a Healthy California Fellowship."

Melendez, Rudy. California State University, Los Angeles. "Desaparecidx: Death Zones."

Garcia Vera, Bridget; Pineda, Ramon; Bernal, Ireri; and Valenzuela, Nancy. California State University, Los Angeles. "Stand Up Don't Shoot: Documenting Stories from Family Members Who Have Had Loved Ones Killed by Police Violence."

Film: *Latinx Superheroes in Mainstream Comics*

Following the success of his most recent book, *Latinx Superheroes in Mainstream Comics*, Frederick Luis Aldama brings the experience of his book to life in a full-fledged documentary. In it, Aldama brings together academics, comics scholars, artists and content creators from across the Latinx community and its allies as they examine the history of Latinx characters in comic books. From Zorro to Miles Morales, from the racist caricatures of the past to the inspiring and uplifting Latinx superheroes of the modern day, *Latinx Superheroes in Mainstream Comics: The Documentary* serves as a vehicle to bring forth the experiences, opinions, hopes and perspectives of Latinx creators who are changing the landscape of American comic books that will inspire new generations of comic book creators.

Duration: 30 minutes

Frederick Aldama, The Ohio State University

Film: *How To Get a Girl Pregnant*

In this animated short, the pilot of a potential web series, a Chicana dyke protagonist (Alex) explores the reasons she wants to have a baby. She is accompanied by Mateo, a gay man, a good friend, and a potential sperm donor. They are framed by water color landscapes and brightly colored street scenes against the darkness of night. Alex has wanted to have a baby almost as long as she can remember. But how is a butch Chicana lesbian supposed to get sperm? Asking gay friends for a donation? Using sperm banks? Picking up men at nightclubs? In this first person story, Alex's very strong drive to have a baby results in humorous and dramatic adventures. She is willing to take unexpected risks to achieve her goal. This project is a collaboration of the director/ animator Barb Taylor and writer/director Karleen Pendleton Jiménez. The two artists worked together previously on the award winning short film *Tomboy*. *How to Get a Girl Pregnant* is based on the book of the same name by Karleen Pendleton Jiménez, published in 2011 by Tighrope Books. It was a finalist for a Lambda Literary Award and chosen for the 2013 *Over The Rainbow List* by the American Library Association.

Duration: 7 min

Karleen M Pendleton Jiménez, Trent University

Film: *Tierra y Corazón: Landscapes of Aztlán*

This film explores land and love in Xican@ landscapes. It takes the viewer on a visual journey through the realities of a mythical homeland where people continue to survive and work to maintain sacred relationships with Mother Earth. These connections are maintained in urban and rural communities, through ceremony and ritual connected to ancient understandings of existence. This project centers Mother Earth, Tonantzin, in all of her multiple manifestations and acknowledges her as a communicative being, as mother, as teacher and as an element of creation. She is the place that seeds grow and her energy is essential in understanding meaning in the Xican@ landscape from a place-based perspective. This film shows that being Xican@ is a negotiation of the physical and social terrains of specific contested landscapes as well as complex, emotional negotiations of self that are involved in navigating a multi-dimensional, contested, Xican@ homeland. Residents of Aztlán struggle to remain among the living and, through that struggle, insert a spirit of renewal and cultural strength into the social fabric of the homelands we experience. Themes of survival and regeneration respond to literary and visual images of death; and creative, resourceful community actions reject haunting images of dislocation by

embracing visions of a living homeland. Narratives about survival guide this film in presenting a land-based visual exploration into the heart of Xican@ landscapes, where residents create works of art and plant gardens in spaces that might otherwise act as cultural graveyards.

Duration: 15 min.

Jaelyn deMaria, University of New Mexico

Godinez, Rosalinda. University of California, Berkeley. "Mexicana/Latina Campesinas Cultivating Stories: A Collective Agri-Land-based Education in Rural Washington State."

Education that focuses on the knowledge of Mexican/Latina/o farm-working families continues to be informed by narratives of agriculture as exploitative and undesired work, ignoring the pedagogical moments that take place within farm-working communities. While community-based approaches to educational research (Nava, 2012; López, 2001) aim to point out the often overlooked acts that parents do to help their children learn, there continues to be a focus around parental involvement discourses. Although important, parental involvement discourses seem to distract us from exploring and understanding the pedagogies within agricultural fields as community-centered education. Through a critical ethnography with narrative methods, I address what an agricultural-land-based education looks like from the perspective of Mexicana/Latina Campesina (farmworker) mothers in rural Washington State. The central question of inquiry is: How do Mexicana/Latina Campesinas working in the fields use their agro-land-based environment to construct and share particular pedagogies, cultural knowledge, and social relations among those they work with and their families? Ethnographic methods include participant observations in which I enter the agricultural fields and other community settings to be with, listen to, and learn from Mexicana/Latina Campesinas from the time they begin to prepare and cultivate the land to the harvesting seasons. Narrative methods include interviews with the goal of listening to women's reflections, individual stories, and their pedagogical moments in the fields.

Delgado, Miriam. California State University, Long Beach. "Experiences of DACAmented Students Studying Abroad."

This qualitative study explores the experience of eight Mexican immigrant DACAmented students who have studied abroad in their country of origin in a study abroad program taking place through a California State University. Using a Latina/o critical race theory framework, the study explores the journey of participants navigating the immigration process, traveling, and studying abroad in their native country and finally returning back to the United States. Through Deferred Action for Childhood Arrivals, students petitioned for Advance Parole for educational purposes to participate in a program that allowed them to have an educational experience. Studying abroad would only be a dream for students until they were granted Advance Parole. There, participants took courses in Spanish, immersed and learned about Mexico's history and culture. Additionally, participants were able to return to visit and reconnect with family members. In doing so, students reconnected with their Mexican identity, but by returning to the country, they were able to access their heritage and roots.

Gonzalez, Sandy. California Lutheran University. "The Effects of Sanctuary and Non-Sanctuary States on DACA Recipients Ability to Obtain a Degree in Higher Education among Hispanic and Non-Hispanic Recipients."

To reduce the fear of deportation and possible family break-up among undocumented individuals, several states in the U.S. have declared themselves sanctuary states; a place that protects undocumented immigrants from deportation by limiting state and local law enforcement communication with federal immigration authorities. Many of these states also provide financial aid, such as in-state tuition rates, for undocumented youth recipients. This study aims to determine the relationship between sanctuary and non-sanctuary states on a DACA recipient's ability to obtain a degree in higher education. The purpose is to examine the effects that self-efficacy, optimism, and support systems have on DACA recipient's academic ability to gain a degree in higher education whether they live in a sanctuary or a non-sanctuary state among the Hispanic and non-Hispanic DACA Population. 100+ DACA recipients attending Universities in sanctuary and non-sanctuary states took an online self-reported survey with questions based on The Life Orientation Test-Revised, the Multidimensional Scale of Perceived Social Support, and the College Self-Efficacy Inventory. We hypothesize that DACA recipients in sanctuary states may be more likely to obtain a degree in higher education than DACA recipients in non-sanctuary states because of their access to

financial, legal, and emotional support. Being more emotionally at ease would allow individuals to focus on their studies and obtain a degree in higher education. We predict that government policies associated with the positive perception of support systems from sanctuary states will help this highly vulnerable community in performing better academically, complete their degree, and become productive members of society.

Sandoval, Mathew. Arizona State University. "Day of the Dead Ofrendas as Peace Offering: Reconciling Hispanic/Mexican/Chicano Involvement in Navajo Slavery."

In the second half of the 19th century land-owning Hispanics/Mexicans/Chicanos living in the New Mexico territory enslaved anywhere between 2000-3000 native peoples (conservative estimate), primarily Navajo women and children. My great-great-great grandmother was among them, a young girl captured by Hispanic/Mexican/Chicano slave raiders and sold into bondage to a Mexican family in Vallecitos, New Mexico. After her body was exchanged as property she was given the name "Isabel", forced to speak Spanish, forced to follow Hispanic culture, and ultimately forced down by her owner and raped. I am a brown & proud mixed-race Chicano, but I am also literally the product of slavery and rape at the hands of Chicanos. To mend this schism within myself and my family, and reconcile an historical atrocity, I'm creating an ofrenda, titled "Chicano-Navajo Peace Offering" for the 19th Annual Dia de los Muertos Festival at the Hollywood Forever Cemetery in Los Angeles. My altar honors the Navajo women who lived and died under a regime of slavery in the Southwest, whose lives and sacrifices are obscured by "official histories" of Hispanic colonization and American manifest destiny. The altar also seeks to educate Day of the Dead attendees about the history of Navajo slavery and the history of Navajo land claims. My conference poster seeks to: A) Highlight the composition and narrative choices used in constructing the altar; B) Examine the ethical implications of using a Latino cultural practice (ofrenda-making) to honor women whose lives were abused by Latinos; C) Provide historical background on Navajo slavery in New Mexico; and D) Analyze festival attendee responses to the altar and the history of Navajo slavery.

Martinez, Silvia. Pomona College. "Un Estado Violento: How the Massacres of Protestors at Tlatelolco (1968) and Aguas Blancas (1995) Set Historical Precedent for the Future of Ayotzinapa (2014)."

In 2014, 43 students disappeared from Iguala, Guerrero. Four months later, the Mexican authorities claimed to have solved the case and concluded that the disappeared students had been killed by the Guerreros Unidos—a narco-trafficking gang. This "historic truth" was disproved after the Inter-American Commission of Human Rights (IACHR) found insufficient evidence to confirm the "official report." A review of Mexican history revealed that the subsequent cover-up of Ayotzinapa paralleled Tlatelolco and Aguas Blancas as all three cases involved the death or disappearance of protesters and human rights abuses by the military and police force. After a thorough review of the resources available, I conclude that the massacres are a reflection of an authoritarian regime and are not isolated events in history. To further understand the connection between these three cases, it was necessary to look to at documents found in the Crest archives as well as look into human rights organizations reports. I also had to delve into the testimonials and videos of the victims affected by the massacres. Rather, it is time to acknowledge that the Mexican government has often used violence to suppress protestors while at the same time maintaining a facade of democracy to distract its global audience. Moreover, in all three cases the Mexican government followed the same pattern: first, it refuses to accept accountability for the massacre and denies any involvement and second, it defames the protestors. The memory of these massacres continues to persist and people won't let the government forget. Fifty years have passed since the Tlatelolco massacre and the survivors of the 2 of October continue to demand a more democratic and just Mexico. Students and working class families are the protagonists of these mass organization efforts in Mexico and their efforts are what drive this investigation.

Saturday

Roundtable: ***Community College Redux: California's move to Student Center Learning***

Mora, Juana. Rio Hondo College.

Gomez, Laura. Los Angeles City College.

Valdivia, Irma. Rio Hondo College.

Garcia, Rogelio. East Los Angeles College.

Chair: Guerrero, Carlos. Los Angeles City College.

Culture, Conversation y Consejo for our Youth

Núñez, Madelina. Purdue University; and Magers, Clare. Independent Scholar. "Growing up, Into, and Out of Mixed Race: Chicana and Cuban-American Conversations."

Belmonte, Laura. University of New Mexico. "'Abuelita Theology': Chicana Feminist Epistemology through Abuelita knowledge in Chicana Literature."

Barillas Chón, David. University of Denver. "Ref/lecciones of an Indigenous Immigrant: lessons for my hijo and others like him/her/them."

Herrera Daisy. California State University, Los Angeles. "Danza in the 21st Century: Celebrating Indigenous Knowledge and Practicing Resistance through Performance."

Spirituality and Performance: Strategies for Survival and Social Change

Calvo-Quiros, William. University of Michigan. "Saint Toribio Romo: Neoliberal Practices to Reform (and sell) Catholicism in America."

Barajas, Dina. University of New Mexico. "Mexican American Decolonization, Healing and Social Change through Ritual Performances of Danza Azteca and Curanderismo."

Gomez-Becerra, Jose. Eastern Kentucky University. "Literary Lecciones for Our Children and Our Future: A Healing Interpretation of *La Víctima* (1976) and *Heroes and Saints* (1994)."

Flores, David. University of California, Los Angeles. "Chicana/o Movement and the Catholic Church."

Genealogies and Reflections of Activist Scholar Practitioners and Theorists

Delgado Bernal, Dolores. California State University, Los Angeles. "Critical Race Femenista Methodology."

Pizarro, Marcos. San José State University. "Developing Chicax Studies Methods."

Watson, Vajra. University of California, Davis. "Reclaiming Research as a Site for Radical Inquiry and Transformation."

Narrativas de Abya Yala: Neoliberalism, Migration, and the Importance of Story-Telling in the Globalized Américas

Arellano, Gerardo. University of California, San Diego. "Neoliberalism and the Racial State: The Crisis of Overproduction, Cross-border Migrations, and Modern Ideas of Latinity."

Chávez, Brenda. University of California, San Diego. "Trasvestis in Hypermasculine/Tourist Oriented Nations."

Gudiño, Andrew. University of California, San Diego. "Zapatista Women: Dancing for Revolution."

González Reyes, Christián. University of California, San Diego. "Willie Bodega, Is This How We Save the Hood from Gentrification—by Sellin' Ourselves Out?"

"We're Fighters" – Remaking Together

Moreno, Luis. Bowling Green State University. "(RE)Mapping the UFW Grape Boycott in Urban & Rural Ohio."

Korsunsky, Alex. Vanderbilt University. "From Campo to Campus and Back Again: Affirmative Action and the Birth of the Chicana/o Movement in the Pacific Northwest."

Milazzo, Marzia. Vanderbilt University. "Chicanismo and the Struggle for a Decolonized Education - *El Plan de Santa Barbara*: 50 Years Later."

Summers Sandoval, Tomás. Pomona College. "Barrio Soldiers: Cold War Masculinity, Vietnam, and the Chicano Movement."

The Enriqueta Vasquez Digital History Project

Cordova, Teresa. University of New Mexico and Las Pistoleras Gallery.

Cotera, María. University of Michigan.
Espinoza, Dionne. California State University, Los Angeles.
Garcia Merchant, Linda. University of Nebraska-Lincoln.
Commentator: Vasquez, Enriqueta. Writer and Activist.
Chair: Oropeza, Lorena. University of California, Davis.

Roundtable: ***Artistas del Pueblo: In Conversation with the History of New Mexican Chicana Art***

Lavadie, Juanita J. Taos Valley Acequia Association.
LeFebvre, Francisco. City of Albuquerque.
Márquez, Noel. Alliance for Environmental Strategies.
Medina, Adelita. Freelance Writer and Consultant.
Chair: Hernández-Durán, Ray. University of New Mexico.

The Decolonizing Feminine Voice in Chicana Literature

Jaramillo, Sutherland. University of New Mexico. "Decolonizing Trauma through Fury in the Search for Healing: Irene Lara Silva's *Flesh to Bone*."
Vasquez, Jennifer. University of New Mexico. "El uso de hibridación dentro la literatura chicana para instaurar espacios femeninos."
García, Natalia. University of New Mexico. "Mujer títere de la fe y la Guadalupeana liberadora de las Chicanas."
Peel, Gwen. University of New Mexico. "Reconstructing the Nun Who Defied Restrictions."
Moderator: Nogar, Anna. University of New Mexico.

Narratives, Imaginary and Knowledge-Making

Lara, Brenda. University of California, Los Angeles. "'Mis Hijos!': A Content Textual Analysis on *La Llorona* Oral Histories."
Hall, Eilidh. Trinity University. "Negotiation and Resistance: Learning from Indigenous Praxis."
Rodriguez, Claudia. University of California, Los Angeles. "Our Bodies, Our Souls: Trans Latina Narratives in the I/Eye Voice - Exploring Trans Latina Immigrants Imaginary through Creative Writing Encounters."
Mondragon, Ishmael. New Mexico Highlands University. "The Devil at the Gay Bar: Revitalizing and Queering Northern New Mexican Folktales."

Rene Nunez COMPAS Caucus Roundtable: ***Native Rights, Identity, and Sovereignty, the 'Chicano' Movement, and Activists' Perspectives Over 50 Year***

Moreno, Jose G. Northern Arizona University.
Cambridge, Charlie. Independent Scholar.
Gómez Quiñones, Juan. University of California, Los Angeles.
Virgil, Ernesto. Independent Scholar.

Cultures of Excess: Pedagogical, Activist, and Performative Queer Interventions

Zecena, Ruben. University of Arizona. "Migrating Like a Queen: Visuality and Performance in the Trans Gay Caravan."
Ochoa, Juan D. University of Arizona. "'I'm going to show you how to [gay Chicano] like this!': AB Soto Celebrates Gay Chicano Male Subjectivity."
Aguilar-Hernández, José M. California State Polytechnic University, Pomona. "Queering Chicana/o/x Studies: Pedagogical Reflections from the Classroom."
Discussant: Hames-Garcia, Michael. University of Oregon.

Indigenous Knowledge as Implemented throughout the Cycles of Life: From Birth, Through Adolescence, and Into Adulthood

Kelley, Mariah. California State University, Channel Islands.
Landa, Erika. University of San Francisco.
McMakin, Tommee. California State University, Channel Islands.
Sapo, Isa. University of California, Santa Cruz.
Olmos, Yesenia. California State University, Channel Islands.

Legacies of Colonialism and the Disruption of Privilege

Rodriguez, Francisco. California State University, San Bernardino. “‘Passing’ vs. ‘Non-passing’: Latinx Individuals Experiences & Understandings of Appearance Privilege.”
Sanchez, Irene. California State University, Los Angeles; and Sedillo, Matt. Center for the Arts. “Our Word is Our Weapon: Xican@s blogging from the Southwest.”
Zepeda Jr., Arturo. California State University, Los Angeles. “Reading the World from the Lenses of Our Indigenous Ancestors in Chicana/o Studies.”
Prado, Jose. California State University, Dominguez Hills. “Labor Market Correspondences in Contemporary Chicana/o Higher Education.”

Roundtable: ***Chicanxs Without Apology: Honoring the Work of Dr. Edén Torres***

Núñez, Joanna. University of Minnesota.
Robles De León, Idalia. University of California, Santa Barbara.
Patiño, Jimmy. University of Minnesota.
Chair: Santillana, José Manuel. University of Minnesota.

Circulos, Curanderos, and Other Spiritual Activisms: Indigenous Practices for Healing

Mondragon, Renee. New Mexico Highlands University. “Northern New Mexican Curanderismo as Resistance to Medical Marginalization.”
Caporale, Juvenal. University of Arizona. “The Power of the Circle and Healing: From Dehumanization and Rehumanization.”
García Perez, Rodolfo. University of California, San Diego. “The Power of Circle: Motifs and Stories of Circulo Educators Working With At-Risk Youth.”
DeMirjyn, Maricela. Colorado State University. “Teaching Xicana Feminisms and Mindbodyspirit Aesthetic in Higher Education.”

Radically Mothering the Future: A plática on the forthcoming Chicana M(other)work Anthology

Spears-Rico, Gabriela. University of Minnesota. Author.
Duran, Victoria. University of San Francisco. Author.
Velez, Veronica. Western Washington University. Author.
Cisneros, Nora. University of California, Los Angeles. Author.
Hidalgo, LeighAnna. University of California, Los Angeles. Author.
Salseda, Rose G. Stanford University. Author.
Gamez, Grace. American Friends Service Committee. Author.
Caballero, Cecilia. University of Southern California.
Martínez-Vu, Yvette. University of California, Santa Barbara.
Pérez-Torres, Judith C. California State University, Fullerton.
Vega, Christine. University of California, Los Angeles.
Chair: Téllez, Michelle. University of Arizona.

Chicana/o Art: Cultural Production as Resistance

Romero, Augustine. Aztlán Contemporary. "Hecho en Aztlán: A Chicano Artist's Counternarrative Through Aesthetics, Art and Activism."

López, Ronald. Sonoma State University. "Workplace Dreamscapes, Painted Dresses, and Floral Madonnas: The Art and Activism of Maria de Los Angeles."

Samano, Miguel. Stanford University. "Antonio Bernal's *Del Rey Mural* (1974) as Performance Ephemera."

Avila, Theresa. California State University, Channel Islands. "The Representations of Indigenous Chican@x in European New World Print Culture."

La autobiografía de la mujer chicana: nuevas aproximaciones de identidad

Bondi, Concetta. Arizona State University. "Cuerpos, fronteras y el campo de la somaestética en *Confessions of a Berlitz-tape Chicana* (2005) de Demetria Martínez."

Scerbo, Rosita. Arizona State University. "Construyamos 'puentes' en lugar de 'muros': Un análisis rizomático del desarrollo y post-establecimiento de la teoría de la Frontera de Gloria Anzaldúa."

Gómez, Nancy. Arizona State University. "*La distancia entre nosotros* (2012) de Reyna Grande y la reconfiguración cultural de la familia."

Moderator: Rosales, Jesús. Arizona State University.

Roundtable: *"Specters of Belonging: The Political Life Cycle of Mexican Migrants": An Author Meets Critics*

Brause, Holly. University of New Mexico.

Juárez, Melina. University of Arkansas.

Gonzales, Alfonso. University of California, Riverside.

Discussant: Félix, Adrián. Author.

Roundtable: *The Transformative Power of Testimonios Transfronterizos*

Gutierrez, Francisco. Arizona State University/CAMP Scholar.

Lara, Wendy. Arizona State University/CAMP Scholar.

Salazar, Alondra. Arizona State University/CAMP Scholar.

Torres, Myrella. Arizona State University/CAMP Scholar.

Villa Virrey, Ricardo. Arizona State University/CAMP Scholar.

Moderator: Quiroga, Seline Szkupinski. Arizona State University.

Punkeando Power: Culture, Body, and Song

Sepulveda, Susana. University of Arizona. "La Merma's Punk Transnational Politics of Refusal."

Martinez, Shantel and Zamora, Bianca. California State University, Monterey Bay. "Braiding Borders: The Politics of Body Hair and the Roots of Resistance."

Saldaña, Lucero. University of Texas at San Antonio. "Cultural Tune-Out: Misogyny and Violence Acceptance in Contemporary Corridos."

Espinoza, Lauren. Arizona State University. "Solo Soy Mujer Moderna: Tejana Feminist Punk in the Era of Linguistic Terrorism."

Roundtable: *The Academic Migration Trails That Take Us to Different Indigenous Lands: A Reflective Roundtable on Reciprocity and Community Building in Anishinaabewaki*

Flores, Wilfredo. Michigan State University.

Cuevas, Everardo. Michigan State University.

Meissner, Shelbi Nahwilet. Michigan State University.

Diaz, Tomas. Michigan State University.

Jennings, Cat. Michigan State University.
Paredes, Nerli Ruvalcaba. Michigan State University.
Lamar, Alba. Michigan State University.

Forgotten Places and Spaces: Chicana Youth Culture and its Implications

Licon, Gerardo. University of Wisconsin, Eau Claire. "Pachuco Voices from Tucson: Inter-Ethnic, and Inter-Racial Youth Cultural Dynamics in Tucson, Arizona, 1920-1950."
Jara, Alexandro. University of New Mexico. "Pachuco Terrorists and Puerto Rican Nationalists: The Racialization and Criminalization of Latinos in the Cold War United States."
Gomez, Jonathan. San José State University. "'Believe That We Could Do It Before We Did It': Chicana Punk Rock Cultures and the Politics of Urban Space in Forgotten Places."

The Criminalization of Mexican Indigenous Migrants, Mixed-Status Families and Sanctuary Cities

Tejeda, Deborah. California State University, Channel Islands. "The Local Struggle to Defend the California Sanctuary Law."
Hernandez, Rebecca. California State University, Channel Islands. "Split Between Two Countries: The Impact of Immigration Policies on Deported Parents and Their U.S. Citizen Children."
Lázaro González, Alondra. California State University, Channel Islands. "Mixteco Farmworkers in Ventura County: The Uncertainty of Family Unity, Lack of Acceptance and Community Building."
Chair: Alamillo, Jose. California State University, Channel Islands.

Negotiating Identities for Gender/Sex Agency

Garcia, Frank. University of Illinois at Urbana-Champaign. "Entre Mujeres: Locas, Madres, and the Private Sphere in Chicana Gang Poetry."
Pérez, Ana Isabel and Orozco, Jessica. San José State University. "La Buena y La Mala: How Latinx Femmes Reclaim their Sexual and Feminine Identity."
Hernández, Estee and Ramírez, Kelly. Florida State University. "La Nueva Maria: Chicana Doctoral Students Straddling Marianismo and the Academy."
Torres, Erendira. California State University, San Bernardino. "Sexualizing and victim-blaming girls: An analysis of teaching sexuality to girls in Mexico and the United States."

Testimonio as a Tool Towards Decolonial and Transformative Education for Latinx Undergraduates

Lopez, Enrique. University of Colorado, Boulder.
Leon, Josefa. University of Colorado, Boulder.
Tovar, Celina Jara. University of Colorado, Boulder.
Moreno-Romero, Cynthia. University of Denver.
Juarez-Delgado, Zurisadai. University of Colorado, Boulder.
Banda, Nataly Judith. University of Colorado, Boulder.

Literary Perspectives of Transnational Realities

Rosas Lopategui, Patricia. University of New Mexico. "En la garra de Elena Garro: activismo feminista, social y político en su periodismo y literatura."
Aguilar, Jessica. University of California, San Diego. "Re-writing official accounts: Agencia y resistencia en la narrativa Zapoteca, A Literary Analysis of Dxiokze xha .. bene walhall / Gente del mismo corazón."
Szeghi, Tereza. University of Dayton. "Interrogating Transnational Identity, Movement, and Politics in Ana Castillo's *Mixquiahuala Letters* and *The Guardians*."
Gonzalez, Karla. University of Mary Hardin-Baylor. "Viviendo en el exilio: un sueño desvanecido y la desilusión de la Revolución Mexicana en la literatura mexicoamericana (1910-1935)."

Roundtable: ***From “El Plan de Santa Barbara” to Contemporary Chicanx/Raza/Ethnic Studies Movements***

Valadez, Veronica. California State University, Channel Islands.
Carrasco-Cardona, Guadalupe. XOCHITL LA.
Arce, Sean. Santa Monica-Malibu Unified School District.
Lara, Jose. Ethnic Studies Now/El Rancho Unified SD.
Chair: Serna, Elias. California State University, Dominguez Hills.

Democratizing Knowledge Production through a Strength-Based Collaboration

Alvarez Jr., Eddy Francisco. Portland State University.
Kouyoumdjian, Claudia. California State University, Los Angeles.
Anguiano, Jose. California State University, Los Angeles.

Indigenous Knowledge as means for Survival, Resistance, and Joy

Paredes Ruvalcaba, Nerli. Michigan State University. “Indigenous Knowledge Survivance under State Violence and Ongoing Colonization of Motherhood: A study among Zapotec Mothers.”
Terrones, Lettycia. University of Illinois at Urbana-Champaign. “Rendering the Visible: Troubadour Storytelling Politics of Duncan Tonatiuh's *Funny Bones: Posada and his Day Calaveras*.”
Ramirez, Christian. Michigan State University. “Afro-Indigenous Palenques as Sites of Resistance and Shared Epistemologies.”
Escamilla, Breanna. University of Illinois at Urbana-Champaign. “Survivance, Sustainability, and the Self.”

Roundtable: ***Indigenous and Chicana Feminist Praxis in Civic Engagement Pedagogy and Research Practices: Creating Critical Spaces at Our Universities***

Carmona, Judith Flores. New Mexico State University.
Torrez, J. Estrella. Michigan State University.
Alemán, Sonya M. University of Texas at San Antonio.
Chair: Castañeda, Mari. University of Massachusetts Amherst.

Roundtable: ***(Un)earthing Aztlan: Unpacking the Tensions and Future of Aztlan***

Vasquez, Kristian. University of California, Los Angeles.
Geronimo, Maritza. University of California, Los Angeles.
Calixto, Joel. University of California, Los Angeles.
Garcia, Gustavo. University of New Mexico.
Toscano, Natalia. University of New Mexico.

Societal Barriers Decolonized

Sanchez, Thomas. University of Nebraska Omaha. “Nebraska Legal Aid: Barriers that Keep Agricultural Workers from Attaining Justice?”
Nacim, Erika. University of Arizona. “Mexican American Studies + Latinx Identity Building: Legal Realities for Ethnic Studies in Arizona.”
Avila, Mercedes. University of New Mexico. “Unearthing Coalition: An Examination of Citizenship Construction in Puerto Rico in Conversation with New Mexico History.”
Duran, Manuel. University of California San Diego. “Decolonizing Local Government - An Indigenous Approach to Representation.”

Mujerx’s Corridistas Reclamando; Changing the Patriarchal Narrative of the Corrido

Torres, Amanda. University of California, Los Angeles. "La Vida de Magnolia: The Untold Struggles of Central American Migration."

Alvarado, Elizabeth. University of California, Los Angeles. "Re-telling Our Stories of Migration through 'El Corrido'."

Casillas, Marilu. University of California, Los Angeles. "The Underrepresented Narrative of Sexual Violence amongst Migrating Women in the Corrido."

Jimenez, Janelly. University of California, Los Angeles. "La Luchadora: Detention Centers Can't Shake the Resilience of Prevalence."

Chair: Hernandez, Alexandro D. University of California, Los Angeles.

Representation Matters: Carving Space for Mexican American Studies in K-12 Classrooms

Saldaña, Lucero. KIPP Camino/University of Texas at San Antonio.

Lopez, Andres. Stevens High School.

Manriquez, Araceli. Bonham Academy/University of Texas at San Antonio.

Yznaga, Magdalena. Palo Alto College.

Workshop: Zine Making: Healing and Agency, a Theoretical and Hands-On Workshop

Vega, Fernanda. San Diego State University.

Gomez, Alexandra. San Diego State University.

Mata, Rogelia. San Diego State University.

Rodriguez, Bertha. San Diego State University.

Spaces of Contest: Literature as a Site of Struggle

Lopez Gonzalez, Crescencio. Utah State University. "Chicanx Urban Landscapes as Spaces of Desire, Demolition, and Dispossession: An Analysis of *Drowning Tucson* by Aaron Michael Morales."

Cantu-Sanchez, Margaret. St. Mary's University. "Interdisciplinary Approaches to Identity: An Examination of Indigenous and Chicanx Identity in the Multi-Ethnic Literature College Classroom."

Vidales, Santiago. University of Massachusetts, Amherst. "Poetics of Aztlán: Chicano Poetry within a Hemispheric Context."

de la Garza Valenzuela, José. Florida Atlantic University. "Beyond Archival Citizenship: Legality and Revision in Queer Chicanx Literature."

Activating the Classroom through Critical Pedagogy

Simone, Adrianna. Contra Costa College. "Decolonial Classrooms in Community Colleges: Teaching Chicanx/Latinx Literature as a Practice of Freedom."

Guerra, Ramon. University of Nebraska at Omaha. "Informing Pedagogy: Educating Midwestern High School Teachers to Teach Latina/o Literature."

Proffitt, Alexa. University of Texas at San Antonio. "The Teaching of Social Studies: An Anticolonial Lens in Pre-Service Teacher Education."

Smith, Cassie. University of New Mexico. "Digital Praxis Pedagogy: Engaging Local Archives to Cultivate Student Voice and Alternative Narratives."

Chicanx Studies Meets Food Studies: Resistance and Solidarity in Restaurants, Language, and Food Movements in a Neoliberal Climate

Gutierrez, Sarahi. Eastern Washington University. "Vegans and Farm Workers: How does the food movement Overlooks Latinx Workers?"

Bradley, Esperanza. Eastern Washington University. "Ofelia's Bakery: How a Family-Owned Business Negotiates Market Networks."

Chavez, Elsa. Eastern Washington University. "Food Linguistic Borders and Negotiations in the U.S."

Perez, Horacio. Eastern Washington University. "Market Factors Impacting Mexican Restaurants in the Wenatchee Area."

Chair: Cardenas, Norma. Eastern Washington University.

Old Violence New Phenomenon: The Rise of the Immigration Industrial Complex

Esparza, Ulisses. California State University, Fullerton.

Esparza, Jannet. California State University, Sacramento.

Beltran, Carlos. California State University, Sacramento.

Zaragoza, Laura. California State University, Sacramento.

Resistance and Leadership in Higher Education

Gonzalez, Pablo. University of California, Berkeley.

Rojo, Evelyn. University of California, Berkeley.

Jimenez-Olvera, Laura. University of California, Berkeley.

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

Revolution and Community Resiliency in New Mexico

Gonzales, Moisés. University of New Mexico. "La Querencia: The Genízaro Cultural Landscape Model of Resiliency and Community Land Grants in Northern New Mexico."

Trujillo, Patricia Marina. Northern New Mexico College. "The Revolution Begins at La Cocina!: Story Sharing from the Frontlines of a New Mexican Anti-Oppression Movement."

Wilson, Jonathan. Odessa College. "Homeland Security: Sustaining Indigenous Culture and People through Narrative (Re)Remembering and Future (Re)Imagining in Simon Ortiz's *Men on the Moon and Woven Stone*."

Trujillo, Simón Ventura. New York University. "The Long, Wondrous Life of Ventura Chávez, 1926-2013."

Moderator: Fonseca-Chávez, Vanessa. Arizona State University. "*Contested Querencia in the Last Conquistador* (2008) by John J. Valadez and Cristina Ibarra."

Roundtable: ¡Hociconas y Que! An Unapologetic & Undisciplined Institutional Platica by Queer Chicana Femmes

Ramirez, Alejandra I. University of Arizona.

Corona Aguilar, Itzel. Rutgers University.

Hernandez, Monica. Arizona State University.

Chair: Negrete-Lopez, Gloria. University of Arizona.

Roundtable: Teaching Curanderismo, Mexican and Afro-Latino Traditional Medicine

Torres, Eliseo. University of New Mexico.

Chavez, Tom. University of New Mexico.

Careaga Coleman, Dora. University of New Mexico.

The Medium of the Media: (Re)Constructing Identity

Leon, Rocio. University of Southern California. "Land, Ownership, and Social Hierarchies in the TeleHacienda."

Moreno, Jose. Northern Arizona University. "Immigrate, Migrants, and Masculinity Representations in Latina/o 21st Century Mainstream Cinema."

Ortega, Frank. Diablo Valley College; and Lara, Ismael. Merritt College. "The Thirst for Black and Brown Blood: Genocidal White Supremacy in the Media."

Carreon, Daniela. California State University San Marcos. "Pero Somos Familia - Representation & Performance of Chicano Masculinity in *La Mission*."

Las redes sin fronteras. Son jarocho as a social cultural network across borders.

Figuerola, Rafael. Universidad Veracruzana. "Los horizontes afrojarochos del son en los Estados Unidos."

Romo, Isaiah. University of New Mexico. "Transnational Son Jarocho Networks."

Careaga, Doris. University of New Mexico. "Cruzando las fronteras. El son jarocho en USA y la construcción socio-política en su poesía."

Chair: Alonso Minutti, Ana. University of New Mexico.

Decolonial Sonic Imaginaries: Everyday Sound and Listening Projects that Tune Into Silenced and Marginalized Narratives

Landa-Posas, Magnolia. University of Colorado Boulder.

Garcia, Adán. University of Colorado Boulder.

Jara Tovar, Celina. University of Colorado Boulder.

Juarez-Delgado, Zurisadai. University of Colorado Boulder.

Discussant: Valenzuela, Cecilia. University of Colorado Boulder.

Chair: Pérez, Emma. The University of Arizona.