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Kathryn Blackmer Reyes
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Assistant:
Jamie Lamberti
California State University, Sacramento
Estimada/os Colegas de NACCS,

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

- Craig Keen (2007)

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

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

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

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

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

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

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

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

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

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

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

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

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

But the real work of continuing to place our intellectual resources in the middle of this struggle is still being realized. I will use the remainder of my time on the Board to continue agitating and educating at all sites for social and environmental justice education. I call on everyone here to make the same commitment.
Our activism is ultimately grounded in how we locate ourselves in everyday lived experiences and is not something we just choose to do in our spare time. Individual acts of resistance coalesce as a social movement when we each realize that this is our dharma – the collective ‘bread’ work we owe to our origin communities and the planet for the privilege of having lived in what is potentially such a beautiful peace-making world. It is our obligation to work for justice that is born of a commitment to the continuity and well being of fellow human and all living things.

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

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

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

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

AND TO THE XXXVIII ANNUAL NACCS CONFERENCE!

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

We need to look beyond schools and colleges and acknowledge that when we advocate for Chicana/o communities we are obligated to educate those with whom we interact. As noted in the theme description, education is something that occurs beyond four walls. It is imperative that we examine the ways in which we educate. Social justice education exists in artistic production as found in many forms such as Self Help Graphics here in southern California. We also see education occurring in newly formed organizations such as Save Ethnic Studies in Tucson. And we see examples of social justice education when we participate in writings as diverse as amicus briefs filed with the courts and letters to the editors of publications. We need to more actively engage in the struggles against legislation that attacks ethnic studies, limits our representation in schools, and creates the potentiality for racial profiling. As we engage at this year's conference let us challenge ourselves and each other on how we move toward education for social justice.
Further, we need to be proactive rather than reactive. While reaction is necessary, as in the end of conference fundraiser for Save Ethnic Studies, we also need to work to educate as a preventative tool. If we think of education in the broad sense we find that it hold the key to preventing events that harm Chicano communities. How do we use our positions, whether in the classroom or in the community, to ensure that we do not lose ground? What actions can we take as individuals and as a group to prevent further erosion of gains that have been made? What alliances can be built to help prevent policies and laws that infringe on the rights of our communities? How do we maintain a consciousness that can engage us in the struggles of the day? If we cannot begin to answer these questions then to what do we have to look forward? These are all questions of education. We cannot shirk our responsibility to incorporate educative acts in all that we do to support Chicana and Chicano persons and communities.

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

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

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

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

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

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

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

Sexual harassment is a form of discrimination that is covered under Title VII of the amended 1964 Civil Rights Act.

Illegal and unacceptable behavior includes:

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

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

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

The National Association for Chicana and Chicano Studies, the Chicana Caucus, the Lesbian BIMujeres Trangendered 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 Trangendered 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.
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 (NACCS).

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

In 1976, participants in the 3rd NACCS 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.

### NACCS History

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

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

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

### ABOUT THE NACCS LOGO

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

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

### NACCS Scholar Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1981</td>
<td>Américo Paredes</td>
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<td>1982</td>
<td>Julián Samora</td>
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<td>1985</td>
<td>Ernesto Galarza</td>
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<td>Rodolfo Acuña</td>
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<td>Margarita Melville</td>
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<td>Yolanda Broyles Gonzalez</td>
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<td>Jorge Huerta</td>
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<td>Tey Diana Rebollo</td>
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<td>Renato Rosaldo</td>
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<td>Salvador Rodríguez del Pino</td>
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<td>Mario Barrera</td>
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<td>Carlos Muñoz, Jr.</td>
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<td>Elizabeth &quot;Betita&quot; Martínez</td>
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<td>Tómas Ybarra-Frausto</td>
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<tr>
<td>2010</td>
<td>Norma Alarcon</td>
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</tbody>
</table>
2011 Conference Planning

Program Chair
Jaime H. Garcia

Submission Evaluators
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Aaron Sanchez
Anita Revilla
Christopher Ramirez
Mary Pardo
Jorge Huerta
Michael Hames-Garcia
Susan Green
Alejandra Elenes
Richard Chabran
Mari Castañeda
Michael Calderon-Zaks
Tereza Szeghi
Paul Lopez
Robert Unzueta
Juan Pablo Mercado
Frank Ortega

Local Arrangements – Southern California Foco
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Lalo Alcaraz
Gilbert Cadena
Sandra Gutierrez
Ann Marie Leimer
Maria Elena Martinez
Sandra Gutierrez
Michaela Mares Lopez
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Lara Medina
Gerard Meraz
David Sandoval
Jennie Quinonez-Skinner
Maria Soldatenko
Mike Soldatenko
Citlalli Sosa-Riddell

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

Program Cover
Design Action Collective
Oakland, CA
www.designaction.org

Program Printing
Community Printers
Santa Cruz, CA
www.comprinters.com

Conference Logistics
Julia E. Curry Rodriguez
Kathryn Blackmer Reyes

Program Layout
Kathryn Blackmer Reyes

THANK YOU

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

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

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

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

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

**Hours:**
- Thursday 8:30 a.m. - 6:00 p.m.
- Friday 8:30 a.m. - 12:00 &
- Saturday 8:30 a.m. - 2:30 p.m.

Increations
Lalo Alcaraz
Pathfinder Books
Crafts by Amistad
Bilingual Review Press
University of Texas Press
University of Arizona Press
University of Nebraska Press
Latino Studies, University of Notre Dame
Mujeres Activas en Letras y Cambio Social (MALCS)
Ethnic Studies Library, University of California, Berkeley
Chicana & Chicano Studies, University of California, Santa Barbara
Chicano Studies Research Library, University of California, Los Angeles

MEETINGS

**Leadership Orientation**
Friday, April 1, Leishman Boardroom
7:30 p.m. - 8:20 p.m.
For all current/incoming Reps & Chairs and elected Officers.

**Foco**
See program for meeting locations
Thursday 5:00 p.m. - 6:00 p.m. All
Saturday 8:00 a.m. - 8:50 a.m. All

**Caucus**
See program for meeting locations
Thursday
6:10 p.m. - 7:10 p.m.
LBMT, Community, K-12, Student, Indigenous
7:20 p.m. - 8:20 p.m.
Chicana, RN-COMPAS, Grad Student, Joto
Friday
5:10 p.m. - 6:10 p.m.
Chicana, RN-COMPAS, Grad Students, Joto
6:20 p.m. - 7:20 p.m.
LBMT, Community, K-12, Student, Indigenous

**Business Meeting**
Saturday, April 9
5:50 p.m. - 6:30 p.m.
Plaza

AWARDS LUNCHEON

**Fountain Ballroom**
Friday, April 1, 2011
Noon - 2:00 p.m.

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

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

RECEPTIONS

Receptions are open and free to NACCs participants.

**Welcome**
Plaza
Wednesday, March 30, 2011
7:30 p.m.

**Joteria Gathering**
Fountain Foyer & Terrace
Thursday, March 31, 2011
8:30 p.m.

**Graduate Student Reception**
Fountain Foyer & Terrace
Friday, April 1, 2011
8:30 p.m.

Co-sponsored by:
Chicana and Chicano Studies
University of California, Los Angeles

Chicana and Chicano Studies
University of California, Santa Barbara

Office for Equal Opportunity
San José State University

Closing
Fountain Foyer & Terrace
Saturday, April 2, 2011
6:30 p.m.
**Films**

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

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

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

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

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

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

**Activities**

**NACCS for Beginners**
Wednesday, March 30, San Rafael
4:00 p.m. – 5:15 p.m.
Repeated in Session One, see program for location.

**Special Panel/Discussion**
Saturday, April 2, Madera
4:40 p.m. – 5:40 p.m.
U.S. Birthright Citizenship & Arizona's SB1070 and other Anti-Immigrant 'Copy Cat' State Laws
Thomas A. Saenz, President and General Counsel of MALDEF
Eva Longoria, Activist & MALDEF Board Member

**Fundraiser**
**Political Tardeada to Save Ethnic Studies**
Saturday, April 2, Fountain Ballroom
6:30 p.m. – 9:00 p.m. see p. 44 for more details

Emcee: Richard Montoya • Music: Las Cafeteras

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

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

**Caucus Panel**

**Rene Nunez Political Action Caucus - Session Seven**
**The Political Role of NACCS in The Defense of "Illegal Immigrants," Chicano Civil Rights, and Chicano Studies in Arizona**
Contreras, Raoul. Indiana University Northwest.
Mireles, Ernesto Todd. Michigan State University.

**Mexican American Baseball in Los Angeles: Exhibit and Panel**

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

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

**Mexican American Baseball in Los Angeles and the Latino Baseball History Project**
Francisco E. Balderrama, CSU Los Angeles
Richard A. Santillan, Cal Poly Pomona
Chair: Mark Oceguera, UC Irvine
Plenary I: Opening Plenary
Thursday, March 31, 2011, Fountain Ballroom
10:50 a.m. – 12:20 p.m.

Environmental Justice for a Post-Neoliberal Age
Daniel Solorzano. University of California, Los Angeles.
Jorge Huerta. 1997 NACCS Scholar.
Rhonda Rios Kravitz. Sacramento City College.
Moderator: Jaime H. Garcia. NACCS Chair, 2011-2012.

Plenary II:
Frederick A. Cervantes Student Premio Plenary
Friday, April 1, 2011, Madera
10:30 a.m. – 12 noon
Arnold Farias. CSU Northridge. Undergraduate.
Israel Pastrana. UC San Diego. Graduate.
Moderator: Michelle Tellez. Chair, Cervantes Committee.

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

Chicana en Movimiento: Education for Change
Nancy “Rusty” Barcelo. Northern New Mexico College.
Felicia Montes. Mjueres de Maiz, In Lak Ech, Urban Xic.
Rosalia Solorzano. Pima Community College.
Moderators: Jessica Lopez Lyman & Amber Rose Gonzalez. Chicana Caucus Co-Chairs.

2011 NACCS Scholar

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

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

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

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

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

Join us in celebrating the 2011 NACCS Scholar, Dr. Norma Alarcón, “a fighter for profoundness and equity.” Dr. Alarcón received her Ph.D. from Indiana University in 1983. She has served as a Professor at Purdue University, the University of California-Berkeley, and the University of Texas-San Antonio.
Arnold Farias was born in Los Angeles, California a few years after his parents arrived from Mexico City, Mexico. He was raised in the San Fernando Valley in California and now attends California State University, Northridge (CSUN). He is currently an undergraduate student double majoring in Anthropology and Chican@ Studies and is due to graduate spring 2011. His research interests include Chican@ culture, Chican@ indigenous heritage, Mesoamerica, and Nahuatl culture/language. These interests were sparked by the Chican@ Studies Department through courses such as Chican@ Culture and Nahuatl. In addition, his skills were enhanced when he received a Foreign Language and Area Studies Fellowship to participate in a summer Nahuatl culture and language immersion program in Zacatecas, Mexico. Also, he shows a deep appreciation for CSUN, his department, and his faculty for supporting him, for example, through the McNair Scholars Program, Rudy Acuña Scholarship, and the Chican@ Studies Foundation Scholarship. Furthermore, he is a scholar committed to graduate studies and hopes to obtain a Ph.D. to become a professor who conducts research and disseminates it to students, colleagues, and communities. Through his research, he will work with and for indigenous, Mexican, and Chican@ communities in an attempt to pursue cultural survival, self-determination, and social justice.

Israel Pastrana
University of California, San Diego. Graduate.

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

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

Richard T. Rodriguez
Next of Kin: The Family in Chicana/o Cultural Politics

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

Association of Raza Education (ARE), Los Angeles Chapter

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

Homeboy Industries

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

Dream Team L.A.

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

APPLE (Program of IDEPSCA)

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

Eastside Cafe

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

2011 Immigrant Beca Recipients

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

Ruben Bernal
Undergraduate
Sociology
San José State University

Erik Lara
Undergraduate
Materials Engineering
San José State University

María Isabel Evaristo
Undergraduate
Sociology
San José State University

Karla Reyes
Undergraduate
Business
San José State University

Maria Valencia
Undergraduate Child Development
San José State University

Student Presenter Fellows

In 2000 NACCS established a housing subsidy to provide assistance to student presenters at the annual meeting. The fellowship marks an effort by NACCS to mentor students in their academic development by formally establishing this fellowship for student presenters during the annual NACCS meeting. We celebrate 10 years of supporting students and returning to the foco where it was created during the Portland meetings. This year's fellows are:

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

Daniel Solorzano

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

Jorge Huerta

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

Rhonda Rios Kravitz

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

Nancy "Rusty" Barceló

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

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

Felicia Montes

Felicia Montes is a Xicana Indigenous artist, activist, academic, community & event organizer, educator, designer, MC, poet & performer living and working in the Los Angeles area. Known throughout the Los Angeles area as an established Xicana cultural worker of a new generation, she is the cofounder and coordinator of Mujeres de Maiz, In Lak Ech, and Urban Xic and has worked on various transnational art and organizing efforts including work with the Zapatistas, Peace & Dignity Journeys and La Red Xicana Indigena. Felicia holds a B.A from UCLA in World Arts & Cultures with a minor in Chicano@ Studies, a M.A in Chican@ Studies from Cal State Northridge, and a M.F.A from Otis College of Art & Design in Public Practice Art (May 2011).

Rosalía Solórzano Torres

Rosalía Solórzano Torres is a pioneer of Chicana/o Studies, establishing many Chicana/o Studies courses and degree programs at various institutions. Solórzano Torres began researching Mexican migrant women in 1976 and teaching in the field in 1979. She is co-editor of Chicana Studies: An Introduction, Vol. I (Kendall Hunt 2010), Chicana/o Studies: Survey and Analysis (Kendall Hunt, 2007) and is finalizing a chapbook of poetry, Borderoleando el Amor. Solórzano Torres has a MA in Sociology and Spanish from the University of Texas at El Paso and advanced to doctoral candidacy in sociology at Michigan State University, East Lansing. She was Associate Director at the Center for Inter-American and Border Studies at the University of Texas at El Paso and has received research and teaching appointments at the Center for U.S.-Mexico Studies at the University of California at San Diego, the Department of Chicana and Chicano Studies at University of Texas at El Paso, the Chicana and Chicano Studies Program at the University of Colorado at Boulder, El Paso Community College, and Pima Community College in Tucson, Arizona, where she has been teaching for fourteen years. Solórzano Torres received a MA in Counseling and Guidance from Webster University in 1992, is a Licensed Marriage and Family Therapist, and received Fellowship status by the American Psychotherapy Association.
Registration 2:00 p.m. – 7:00 p.m.
SANTA ROSA FOYER

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

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

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

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

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

1.1 • Plaza I
Dialogue through Theatre, Music and Art
Martinez, Alma. Pomona College. “Zoot Suit and the National Theatre Company of Mexico:
Transcultural Chicana Strategies for Producing in Mexico.”
Leal, Jorge. California State University, Northridge. “The Ephemeral Forums of South East Los
Angeles.”
Mendoza, Ruben. California State University, Northridge. “Walking the Talk: Sophist Rhetoric,
Walking, and Decolonial Pedagogical Praxis in Harry Gamboa, Jr.’s Art.”
Aguilar, Rodolfo. University of Minnesota. “La Pachanga Sonidera: Sonidero, Midwestern migrants,
and transnational subjectivities int the Internet Age.”

1.2 • Plaza II
Farias, Arnold. California State University, Northridge.
Rodriguez, Luis M. California State University, Northridge.
Sanchez-Tello, George B. California State University, Northridge.
Ruiz, Armando. California State University, Northridge.
Chair: Garcia, Peter J. California State University, Northridge.

1.3 • San Rafael
Workshop: Writing Lives: A Workshop for Writing from Life Experience
Ruiz, Elsa C. University of Texas at San Antonio.
Cantu, Norma E. University of Texas at San Antonio.

1.4 • San Gabriel
Workshop: Let Us Work Together: A Practical Guide & Discussion on Creating Community-
Based Writing Projects
Gonzalez, Xelena. Texas Women's University.

1.5 • San Pasqual
Latin@ Youth: Comprehensive Sex Education and the Socio-Psychological Determinants in
Latin@ Early Sexuality
Guzman, Bianca. California State University, Los Angeles.
Serna, Nathalie. California State University, Los Angeles.
Martinez, Isabel. California State University, Los Angeles.
Feria, Aida. California State University, Los Angeles.
Hernandez, Javier. California State University, Los Angeles.

16 SESSION ONE – THURSDAY 9:00-10:20
1.6 • Los Feliz
Vamos al Cambalache: Creating Opportunities for Exchange and Connections between University/College Chicano Studies Curriculums, K-12 Classrooms, and Home Communities
Montoya, Fawn Amber. Colorado State University - Pueblo. "Dia De Los Muertos – Connecting University Courses with the Public School Classroom."

1.7 • Fountain IV
NACCS for Beginners

1.8 • Sierra Madre
Revisioning Borderland Social Justice
Ameal-Perez, Alberto. University of Massachusetts. "Anexión y Eduvación: California, siglo XIX."

1.9 • Fountain I
Workshop: Corazon de Cedro: Fandango and Son Jarocho as sites for Chicana/o education and liberation
Díaz-Sánchez, Micaela. Northwestern University.
Flores, Xochi. Fandango Sin Fronteras.
García, Eduardo. California State University, San Marcos.
González, Martha. University of Washington, Seattle.
Sanchez-Tello, George. California State University, Northridge.

1.10 • Fountain II
Memoirs of People of Color: Testimonios No Comunes
Shahmiri, Sanam. California State University, Northridge. "West meets Middle East: Effects of Western Influence on Iranian History, the Green Movement, and Iranian Immigrant Identity."
Guzman, David. California State University, Northridge. "Exploring Gay Salvadorans Migration Experiences in the 1980s."
Chair: López-Garza, Marta. California State University, Northridge.

1.11 • Altadena
Emma Perez’ The Decolonial Imaginary: Theoretical Site for Social Justice Research
Gomez, Charlene. University of California, Los Angeles.
Ruiz, Sombra. University of California, Los Angeles.

1.12 • Madera
Serving First Generation Students
Acevedo, Martha. University of California, Merced. "Reading Between the Lines: Invisible Factors for Success of First Generation Chicano/Latino Students at the University of California a Merced."
Leon, Kendall. Purdue University. "Chicana identity and/in programmatic writing: a case for studying the archives of an organization as a site for education."

Session One — Thursday 9:00-10:20
Welcome 10:30 a.m.  
Devon G. Peña. NACCS Chair, 2010-2011  
Jaime H. García. NACCS Chair, 2011-2012  

Fountain Ballroom  

NACCS Plenary 10:50 a.m. – 12:20 p.m.  

Sites of Education for Social Justice  


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

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

2.1 • Plaza I  

Travel Conternarratives  


Miner, Dylan A.T. Michigan State University. “Explorations of Aztlan, Anishinaabewaki, and Yaxchilán: Carlos Cortez Koyokuikitl as Anarcho-Indigenist.”  


2.2 • Plaza II  

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

Abrego, Leisy. University of California, Los Angeles.  


Valenzuela, Abel. University of California, Los Angeles.  

Hernández, David. University of California, Los Angeles.  

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

18 WELCOME/OPENING PLENARY/SESSION TWO – THURSDAY
2.3 • San Rafael

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

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

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

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

2.4 • San Gabriel

Queer(ed) Migrations

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

Raza, arífa. University of California, Riverside. "SB1070 as an example of Necropolitics in the Southwest."

2.5 • San Pasqual

Reclaiming our Language(s) through Digital Media


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

Montano, Elizabeth. Loyola Marymount University.

2.6 • Los Feliz

Chicana/o Archives and the Chicano Movement: A Discussion

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

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


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

2.7 • Altadena

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

Guzman, Gonzalo. University of Washington.


2.8 • Sierra Madre

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

Pizarro, Marcos. San José State University.

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

Angelopoulos, Margaret.

Carrasco, Jessica.

Loyola, Angelina.

Naranjo, Martha.

Navarrete, Carlos.

Pineda Jr, Ramon.

2.9 • Fountain I

Workshop: Decolonize Your Diet: From Theory to Practice


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


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

Session Two continues
2.10 • Fountain II
Roundtable: Keeping a Dream Alive - Undocumented Students and the struggle for equality in the American Society
Rivera, Uriel. University of California, Berkeley.
Mateo, Lizbeth. Dream Team Los Angeles.
Meza, Nancy. Dream Team Los Angeles.
Chair: Perez, William. Claremont Graduate University.

2.11 • Fountain IV
Nuestras Experiencias, Nuestras Historias: Self-Awareness and Community Empowerment Through Critical Pedagogy
Coronado, Heidi. Claremont Graduate University.
Mata, Elizabeth. University of Southern California.
Castro, Andres. University of La Verne.

2.12 • Madera
Workshop: Street Teatro as a Tool for Education
Rodriguez, Delia. Teatro Chicana.
Núñez, Felicitas. Teatro Chicana.
García, Laura. Teatro Chicana and Tribuno del Pueblo Newspaper.

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

3.1 • Plaza I
The State of Exception and the Right of Resistance
Tezozomoc. South Central Farmers Feeding Families. "States of Exception and the Limits of Identity Politics."
Discussant: Díaz, David R. California State University, Los Angeles.

3.2 • Plaza II
Where we Live and Work: Community Organizations as Sites of Research, Community-Building, Resistance and Engagement
Espinoza, Damarys. University of Washington. "Para entender mi mundo, tienes que dejar el tuyo/To understand my world, you have to leave yours: Women, violence, and Casas de Refugio in Lima, Peru."

3.3 • San Rafael
Roundtable: New Directions in Chicano Movement Historiography
Espinoza, Dionne. California State University, Los Angeles.
Montejano, David. University of California, Berkeley.
Olguín, Ben. University of Texas at San Antonio.
Chair: Oropesa, Lorena. University of California, Davis.

3.4 • San Gabriel
Educator Trajectories
Flores, Glenda and Pierrette Hondagnue-Sotelo. University of Southern California. "Latina Teachers in Southern California: Pathways into the Profession."
Saldana, Lilianna. University of Texas at San Antonio. "De mi barrio no me voy!: The Identity, Consciousness, and Teaching Practices of Mexican American Teachers at a Barrio School."
Shefelbine, Janet and Maria C. Gonzalez. University of Texas at Brownsville. "Challenge and Circumstance: The Voice of a Latina Educational Leadership Candidate."

20 SESSION TWO/SESSION THREE – THURSDAY 2:00-3:20
3.5  •  San Pasqual
Student Success in Higher Education
Acevedo, Martha. University of California, Merced. “Reading Between the Lines: Invisible Factors for Success of First Generation Chicano/Latino students at the University of California, Merced.”

3.6  •  Los Feliz
Latina/os in Community College: Creating Spaces of Resistance to Dismantle Institutional Barriers
Sanchez, Irene. University of Washington. “A Dream Deferred: Chicana/o Community College Students Aspirations and Barriers to Transfer.”

3.7  •  Altadena
Challenges to the Heteronormative
Gonzalez, Alejandra and Victoria Gonzalez-Rivera. San Diego State University. “Latin@ Drag Queens: Negotiating Sexual, Class, and Racial/Ethnic Identities in Southern California.”

3.8  •  Sierra Madre
Alternative Paths Toward Justice: “el movimiento” in Historical Perspective
Ferreira, Jason. San Francisco State University. “Toward a New World Consciousness: Black and Latina/o Students of the 1968 Third World Strike at San Francisco State.”
Chair: Sandoval, Denise. California State University, Northridge.

3.9  •  Fountain I
(Re)Imagining Boundaries: Chicana Feminist Epistemologies and Pedagogies
Lopez Lyman, Jessica. University of California, Santa Barbara. “Mi Cuerpo: Performance Studies Approaches to Chicana Feminism.”
Chair: Hurtado, Aida. University of California, Santa Barbara.

3.10  •  Fountain II
Belonging, Memory, and Spirituality in a Decolonial Queer Aztlan
Ramírez, Sara A. University of California, Berkeley. “Spiritualizing the Flesh in Forgetting the Alamo, or, Blood Memory.”
Gonzalez, Jorge, University of California, Berkeley. “Love’s Wars: Cherrie Moraga’s Loving in the War Years and the Critique of Love as Domination.”
Discussant: Yarbro-Bejarano, Yvonne. Stanford University.

Session Three continues

SESSION THREE — THURSDAY 2:00-3:20  21
3.11 • Fountain IV
**Roundtable: How To Look? Chicanos Re-tooling Art History and Visual Studies Toward Socially Minded Art Theory and Production**
Franco, Josh. Binghamton University, SUNY. “Conversant Methodologies: Rethinking the New Art History with Chicano Methods and Works.”

3.12 • Madera
**Save Ethnic Studies**

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

4.1 • Plaza I
**Teacher and Student Activism in Schools**
Gonzalez, Juan and Jason Immekus. California State University, Fresno. “Respetame! / Respect Me!: A Qualitative Study of Chicano Youth Voices in Central California.”

4.2 • Plaza II
**Creating Spaces for Educational Transformation: Applied Chicana/o Studies for Social Justice**
Garcia, Jose. San José State University. “Generación del 94: Lessons from Processes of Identity Formation, Education, and Activism among Mexican@ Immigrants in the 90s.”
Agredano, Ricardo. San José State University. “Tallerismo: Chicana/o Youth Creating Workshops and Tools for Grassroots Organizing.”
Rubio, Diana and Carina Cisneros. San José State University. “Chicana/o Students Transforming Role Strains into Cultural Capital, Building Relationships at the University, and First-Generation College Success.”
Mercado, Juan Pablo. San José State University. “Challenging the Traditional Historical Narrative: Analyzing How Communities Understand and Embody Chicana/o History.”
Chair: Pizarro, Marcos. San José State University.

4.3 • San Rafael
**Workshop: Surviving and Thriving in Academia through Comadre Collectives: Using Feminist Co-Mentoring to Foster Academic/Personal Development and Success**
Gomez, Terri. California State Polytechnic University, Pomona.
Ballon, Estela. California State Polytechnic University, Pomona.
Chavez, Christina. California State Polytechnic University, Pomona.
Mizumoto Posey, Sandra. Metropolitan State College of Denver.
4.4 • San Gabriel
Teaching for Community and Cultural Survival
Torrez, Estrella. Michigan State University. “(Re)learning my Community: Creating a space for Brown and Red home pedagogies.”

4.5 • San Pasqual
Undocumented Student Activist Roles
Guarneros, Nancy. Claremont Graduate University. “‘We are like family’: The power of undocumented student groups in this anti-immigrant and financial crisis.”
Covarrubias, Alejandro. University of California, Los Angeles. “The Mexican (Im)migration Educational Pipeline: The intersection of race, class, citizenship and gender and its impact on educational attainment.”

4.6 • Los Feliz
Workshop: Crossing Borders: Journey Through Our Heritage
Del Castillo, Ramon. Metropolitan State College of Denver.
Fajardo, Renee. Metropolitan State College of Denver.
Garcia, Karissa. Metropolitan State College of Denver.
Lozano, Maria. Metropolitan State College of Denver.

4.7 • Altadena
Chicana Art as Site of Critical Education
Chair: Davalos, Karen Mary. Loyola Marymount University.

4.8 • Sierra Madre
New Research Perspectives in Latina/o Studies
Ramirez, Rachel Leonor. Pomona College. “Stories of Pomona College Dining Hall Workers.”
Chair: Summers Sandoval, Tomás. Pomona College.

Session Four continues
4.9 • Fountain I
Survival Texts/Resistance Texts: Reconstructing the Mestiza Past, Reimagining Chicana Futures
Urquijo-Ruiz, Rita. Trinity University. "Inscribing the Queer Back into History: The Tejana Lesbian Hero in Emma Pérez’ Forgetting the Alamo, or Blood Memory."
Reyes, Barbara. University of New Mexico. "Reading Mestiza Voices: Californiana Testimonials, Place and Agency in the War for Independence."
Discussant: Petchauer, Javier. Michigan State University.
Chair: Pritchard, Demian. Independent Scholar.

4.10 • Fountain II
Rethinking, Once Again, Political Economy
Sarmiento, Carolina. University of California, Irvine. "Spaces of Possibility: Challenging the 'Marginality' of the immigrant working class in the Creative City."
Chair: Torres, Rodolfo D. University of California, Irvine.

4.11 • Fountain IV
Defying Educational Challenges In a Time of Crisis
Rivera, Uriel. University of California, Berkeley.
Canedo, Ruben. University of California, Berkeley.
Gomez, Geraldine.

4.12 • Madera
Roundtable: A NACCS Tribute to Karin Duran
Salinas, Romelia. California State University, Los Angeles.
Calzada, Silvia. MLIS.
Pardo, Mary. California State University, Northridge.
Corral, Norma. University of California, Los Angeles.
Luevano, Susan. California State University, Long Beach.
Alcantar, Christina Ayala. California State University, Northridge.
Moderator: Castillo-Speed, Lillian. University of California, Berkeley.

Foco Meetings 5:00 p.m. – 6:00 p.m.
COLORADO  Sierra Madre
EAST COAST  San Gabriel
MIDWEST  Fountain I
N. CALIFORNIA  San Rafael
PACIFIC NORTHWEST  San Pasqual
ROCKY MOUNTAIN  Fountain II
S. CALIFORNIA & MEXICO  Fountain IV
TEJAS  Plaza II

24  SESSION FOUR/FOCO MTGS – THURSDAY
Film, 6:10 p.m. • Madera
Reyes, Margarita. An Unfinished DREAM (64 mins): Documents the DREAM Act, the people involved with pushing for its acceptance into law, and the students who reside in the shadows until it comes to fruition.

Caucus Meetings 6:10 p.m. – 7:10 p.m.
LESBIAN, BI/MUJERS, TRANSGENDER  Plaza I
COMMUNITY  Sierra Madre
K-12  San Pasqual
STUDENT  Fountain I
INDIGENOUS  San Rafael

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

Caucus Meetings 7:20 p.m. – 8:20 p.m.
CHICANA  Fountain I
RN-COMPASS  San Pasqual
GRAD STUDENT  Fountain II
JOTO  San Gabriel

Joteria Gathering
an honoring of Joteria Scholarship friends and allies welcome
8:30 p.m.
Fountain Foyer & Terrace
SESSION FIVE – Friday, 9:00 a.m. to 10:20 a.m.

5.1 • Plaza I
Performing Chicano, Illinois: Latino/a Theater and Spoken Word in the Windy City
identification in Tanya Saracho’s Our Lady of the Underpass."
Debunking, Defining, and Performing Latino Masculinities in MACHOS.
Hseu, Jane. Dominican University. "(Re)Mixing Sounds, Senses, and Spaces: Sonido Ink(quieto)’s
Chicano, Illinioze."
Chair/Discussant: Duarte, Cynthia. University of Notre Dame.

5.2 • Plaza II
Performing the Latin@ Borderlands: Towards a Decolonial Performatics.
Pérez, Daniel Enrique. University of Nevada, Reno. "(Re)Examing the Latin Lover: Screening
Chicano/Latino Sexualities."
Sandoval, Chela. University of California, Santa Barbara. "Towards a Decolonial Performatics."
García, Peter J. California State University, Northridge. "Te Amo, Te Amo, Te Amo": Lorenzo Antonio
and Sparx Performing Nuevo Mexico music."
Aldama, Arturo J. Univ. of Colorado, Boulder. "No Somos Criminales: Border Musics talk back to
Nativist Racism and Sexism."

5.3 • San Rafael
Justicia para el Pasado, Presente, y Futuro: Implementing Cultural Intuition in Educational
Research
Vocational Education in Los Angeles."
Race Relations in South Central Los Angeles Schools."
Students Guiding the next Generation of Scholars."
Mares López, Michaela. University of California, Los Angeles. "Historicizing Mexican Motherhood: The
Intersections of Race, Class, and Gender in Local Discourse."
Chair: Benavides López, Corina. University of California, Los Angeles.

5.4 • San Gabriel
Roundtable: Teaching in "Occupied America": The Chicana/o Studies Classroom as a site for
Social Justice
Sandoval, Denise. California State University, Northridge.
Sanchez-Munoz, Ana. California State University, Northridge.
Mora, Juana. Rio Hondo College.
Venegas, Sybil. East Los Angeles College.

5.5 • San Pasqual
Collaborative Research on Cemeteries and Funerary Practices: Rasquachismo, Race, Class,
Culture, Politics and Gender
Salazar, Marta. Texas State University-San Marcos. "Commercializing Death and Desegregating
Gender: Twentieth Century Funerary Practices in Central Tejas and the Border."
Juarez, Ana. Texas State University-San Marcos. "Cultural Citizenship, Indigents, and the Rasquache:
The Making of Mexican American Cemeteries, Part I."
Reyes, Alberta. Texas State University-San Marcos. "Cultural Citizenship, Indigents, and the
Rasquache: The Making of Mexican American Cemeteries, Part II."
5.6 • Los Feliz

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

Luna, Jennie. University of California, Davis. "Ninequi nizaniloz Nahuatl! Xicana/o Assertions of Identity through Nahuatl Language."

Gomez, Thalia. California State University, Dominguez Hills. "Learning Nahua World Concepts and Cosmovision through Language."


De La Cruz, Victoriano. Centro de Investigación y Estudios Superiores en Antropología Social, Mexico, DF. "La Lucha de Un Nahuatl Nativo Hablante de Tepozteco."

5.7 • Altadena

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

Vargas, Daniel Mincer. Arizona State University. "Identidad indígena transnacional migrante desde una voz propia."


5.8 • Sierra Madre

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


Montes, Amelia Maria de la Luz. University of Nebraska-Lincoln. "El Color de mi Piel."


Esbuel, Catriona Rueda. San Francisco State University. "Pablita and the Sisters of Santa Rita."

5.9 • Fountain I

Prado-Robledo, Samantha. California State University, San Marcos. "Impact of Within Group Colorism on Latin@S."


Davis, Sean. California State University, San Marcos. "Decisions, Decisions: Consequences to Latina's in For-Profit Colleges vs. Public Universities."

Arellano, Cynthia. California State University, San Marcos. "Lost in translation: Attempting to Understand and Build Resiliency Among Latino Immigrant Youth."

Rosalez, Jacob. California State University, San Marcos. "I'm Latino but...Discordance between Self-Identified Race and Socially Assigned Race Among Latina/os."

Flores, Marisol. California State University, San Marcos. "Cruces de frontera en busca d'identidades: The women speak."

5.10 • Fountain II

Salvadoran Identity, Incorporation, and Political Participation

Carcamo, Jennifer. University of California, Los Angeles. "Estudio y lucha‘: The Historical and Theoretical Genesis of the Salvadoran Student Movement."


Chair: Abrego, Leisy. University of California, Los Angeles.

Session Five continues
5.11 • Fountain IV
Workshop: How to apply and interview for California Community College and California State University tenure track jobs: beyond the dos and don'ts
Tapia, Beatriz E. East Los Angeles College. “Understanding the Search Process in the Los Angeles Community College District.”
Lopez, Cesar. San Diego Mesa College. “Succeeding in the job after you get hired--the Path to Tenure.”
Gradilla, Alejandro Jose. California State University, Fullerton. “Applying for jobs as a Teacher-Scholar.”

5.12 • Madera
Listening to learn and learning to listen: Mexican Custodians’ Music Listening Practices at a Southern California University
Moran, Alicia. University of California, Santa Barbara. “Tuning in to Gender.”
Vergara, Petra. University of California, Santa Barbara. “Class Clash.”

Plenary II: Student Plenary
10:30 a.m. – Noon

2011 Frederick A. Cervantes Student Plenary

Arnold Farias: California State University, Northridge. “Cuicapeuhcayotl (The Origin of Song): Revisiting the ‘Cantares Mexicanos.’” Undergraduate.


Moderator: Michelle Tellez. Chair, Cervantes Committee.

Awards Luncheon
Noon – 2:00 p.m.

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

NACC Scholar:
Norma Alarcon

Frederick A. Cervantes Student Premio:
Israel Pastrana, UC San Diego. Graduate.
Arnold Farias. CSU Northridge. Undergraduate.

NACC Book Award:

Community Recognition:
Association of Raza Education (ARE), LA Chapter
Homeboy Industries
Dream Team L.A.
APPLE (program of IDEPSCA)
Eastside Cafe

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

6.1 • Plaza I
*Education, Activism, Popular Culture, and Resistance: Multidisciplinary Approaches to Understanding and Fostering Chicana/o Involvement and Identities*

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

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

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


6.2 • Plaza II
*The Classroom and Community as Sites for Social Justice*

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


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

6.3 • San Rafael
*Spaces of (Re)construction and Grounded Pedagogies: Transforming Educational Sites for Latin@ Students*

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


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

6.4 • San Gabriel
*Immigration, Community, and Resistance*


6.5 • San Pasqual
*Conceptions of Mothering and Family*


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

Session Six continues
6.6 • Los Feliz
Roundtable: Voces de la Comunidad: Knowledge Production Through Activism and Music
Morales, Erika. California State University, Los Angeles.
Chair: Licon, Gerardo. University of Wisconsin-Eau Claire.

6.7 • Altadena
Transforming Education and Bridging Learning Communities through Chicana/o Latino Studies at Pomona High School and Pomona College
de los Ríos, Cat. Pomona High School.
Ochoa, Gilda. Pomona College.
Cabrál, Ana. Pomona High School.
Nero, Paul. Pomona High School.
Jiménez, Angel.

6.8 • Madera
Roundtable: 40 Years Later: The History and Politics on Chicana/o Studies at California State University at Northridge
Garcia, Jorge. California State University, Northridge.
Rodriguez, David. California State University, Northridge.
Furumoto, Rosa. California State University, Northridge.
Acuña, Rudy. California State University, Northridge.
Chair: Moreno, Jose G. Michigan State University.

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

Mahmud, Aida, Alicia Ayala, Tissyana Camacho, and Gabriela Chavira. California State University, Northridge. "The Effects of Absent Fathers and Socioeconomic Status on Latino Adolescents’ Academic Outcomes and Psychological Well-Being." Abstract: The Effects of Absent Fathers and Socioeconomic Status on Latino Adolescents’ Academic Outcomes and Psychological Well-Being. The importance of academic achievement is underscored by the low levels of educational attainment by Latino youth (NCES, 2008; Solorzano et al., 2005). Studies have shown that parent involvement, socioeconomic status, including parent education, and family structure can affect student achievement (McBride et al., 2005). While maternal education level has predicted children's educational attainment (Pettit et al., 2009), low levels do not necessarily predict low educational aspirations for their children (Schaller et al., 2007). Schaller et al. (2007) found that Mexican mothers with low levels of education aspired for their children to surpass their own education. In addition, high divorce rates in the U.S. put youth at risk. With mothers predominantly being custodial parents (Emery, 1999), fathers' absence is related to higher distress levels, lower self-esteem, increased behavioral problems, and lower academic outcomes in children (Ellis et al., 2003; Lang & Zagorsky, 2001). This study is a part of an ongoing study of factors contributing to the academic success and psychological well-being of Latino youth. We explored the effects of mother's educational attainment and socioeconomic status on adolescent's academic outcomes and psychological well being. Participants included 358 Latino adolescents (51% Females) in a predominantly Latino high school in California. Most participants lived in two-parent households (62%). Factors relating to academic outcomes and psychological well-being were examined. The results indicated that family income was marginally related to students' self-concept, p=.10. Father's education predicted students' achievement motivation, p<.05. No other socioeconomic variables were significant. Students' achievement motivation was related to their attitude towards school (r=.36) and commitment to school (r=.18), and commitment to school was negatively related to psychological distress (r=.12). These results indicate that fathers and socioeconomic factors make a difference in academic outcome.
Canizales, Stephanie. University of California, Los Angeles. "Welcoming the 'Other': The Social Incorporation of Undocumented Latino Youth." Abstract: Marginalization, depression, and isolation may result from immigrant’s displacement in a new society. Immigration is considered one of the most stressful experiences an individual can undergo. Stress may be exacerbated for undocumented immigrants who are criminalized in the receiving society. Thus, the loss of identity and sense of belonging is a common narrative for undocumented immigrants, especially among immigrant youth. Various organizations are now working to counteract the exclusion and “otherness” in our society by creating spaces where undocumented immigrants can interact and collaborate to create and change their community. This study investigates how voluntary organizations facilitate the political, economic, and cultural incorporation of undocumented, young adult (20-25) Latinos in Los Angeles as a means of addressing the notions of ‘illegality’ and perceptions of belonging. This qualitative study uses Social Capital Theory to conceptualize the immigrants’ use of social networks as a tool for social incorporation. The data for this study consists of in-depth interviews conducted with undocumented, young adult members of La Iglesia Nuestra Señora Reina de Los Angeles; a Catholic Church is Los Angeles, California. Many undocumented immigrants permanently settle in the United States, particularly in urban centers such as Los Angeles, and continue to live as “others” in our society. As the Latino population in the United States continues to grow, the incorporation of each individual into the cultural, economic, and political spheres of society is crucial for progress and growth. Therefore, we must understand how voluntary organizations, such as churches, can improve community relations as well as provide undocumented immigrants seamless incorporation from the margins into society.

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

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

Martinez, Roberta. "Latino Heritage." Abstract: Recently there has been a surge in the amount of research about the communities along the San Gabriel mountain range. Many of the communities like
Monrovia, Duarte, and Pasadena had barrios and colonias whose histories are now being shared in formal and informal settings. This presentation draws on a photo essay book on the history of Latinos in Pasadena consisting of images and stories. My intent is to provide NACCS participants a better sense of the area where NACCS is taking place in 2011.

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

7.1 • Plaza I
Graduate School Workshop and Information Session
Soldatenko, Michael. California State University, Los Angeles. “Research and Preparation for Graduate School.”
Aleman, Martina “Marty”. California State University, Los Angeles. “Student Perspective on Applying to M.A. and Ph.D. programs.”

7.2 • Plaza II
Eclectic Studies
Marquez, Oscar. California State University, Los Angeles. “La Otra Educacion: Hip Hop, Zapatismo, and Popular Education in Los Angeles.”
Moderator: Chacon, Luis. San Jose State University.

7.3 • San Rafael
RENE NUNEZ POLITICAL ACTION CAUCUS-THE 2011 NACCS CONFERENCE SPECIAL PANEL
The Political Role of NACCS in The Defense of “Illegal Immigrants,” Chicano Civil Rights, and Chicano Studies in Arizona
Contreras, Raoul. Indiana University Northwest. “Racist Xenophobia, Immigration, and Teaching Chicano Studies.”
Hernandez-G, Manuel. Arizona State University. “NACCS and the Struggle against SB 1070 and HB 2281: A Focus on the Politics and the Politicians behind Arizona’s attack on Mexican Immigrants and the attempt to roll back Chicano and other Minorities’ Civil Rights.”

7.4 • San Gabriel
Gendered and Immigrant Violence and Resistance
Mah y Busch, Juan. Loyola Marymount University. “The Undocumented Moral Language of Chicana Writing.”

7.5 • San Pasqual
The Arts as a Sites of Education for Social Justice
7.6 • Los Feliz  
*iEstas En Tu Casa! / You're in Your Home! Experiences of Chicanas/os Returning to Serve their Communities as Faculty*

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


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

7.7 • Altadena  
**Workshop: Folklorico- Paso a Paso: the Invisible Education**

Delfin, Eve. University of California, Merced.

7.8 • Sierra Madre  
**A Promise yet to Come: Chicanas, Women's Studies, Affirmative Action, and Social Justice**


7.9 • Fountain I  
**Roundtable: Coloniality of Power and the Decolonial Turn in Chicana/o Studies**

Soldatenko, Gabriel. Binghamton University.

Chavez, Manuel. Binghamton University.


Hernández, Roberto D. University of California, Berkeley.

7.10 • Fountain II  
**Roundtable: Tejano@ Rock$: Examining Cultural Sites of Social and Political Praxis**

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

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

Cervantes, Marco. University of Texas, San Antonio.

Urquiolo-Ruiz, Rita. Trinity University.

Cardenas, Jaime. Seattle Central Community College.

7.11 • Fountain IV  
**Roundtable: CuranderaScholarActivists in Academia: A Student-Faculty Femtoring Model**

Prado, Carolina. San Diego State University.

Rivera, Sophia. San Diego State University.

Rodriguez, Carmen. San Diego State University.

Gonzalez, Alejandra. San Diego State University.

Chair: Lara, Irene. San Diego State University.

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


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

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

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

*Session Seven — Friday 3:40-5:00*
Caucus Meetings 5:10 p.m. – 6:10 p.m.
CHICANA
RN-COMPA
GRAD STUDENT
JOTO

Fountain I
San Rafael
Los Feliz
San Gabriel

Film, 5:10 p.m. • Madera
Najera-Ramirez, Olga. University of California, Santa Cruz. Danza Folklorica Escénica: El Sello Artístico de Rafael Zamarripa (51 mins): Featuring the internationally acclaimed choreographer, Rafael Zamarripa, this documentary traces the development of Mexican folklórico dance. Showcases Zamarripa's experiences and his remarkable artistic productions, the film offers an intimate understanding of this dynamic and widely practiced cultural expression. This film is in English & Spanish.

Caucus Meetings 6:20 p.m. – 7:20 p.m.
COMMUNITY
K-12
STUDENT
INDIGENOUS
LESBIAN, BIMUJERS, TRANSGENDER
Sierra Madre
San Pasqual
Plaza II
San Rafael
Plaza I

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

Film, 7:30 p.m. • Madera
Arce, Sean. Tucson Unified School District. Precious Knowledge: La raza unida to save ethnic studies in Tucson, AZ (56 mins): The film documents the current struggle to maintain the ONLY school district supported Ethnic Studies program in the nation.

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

Leadership Orientation 7:30 p.m. – 8:20 p.m.
For new and returning Foco Representatives, Caucus Chairs, and Board Officers.
Leishman Boardroom
SESSION EIGHT – Saturday, 9:00 a.m. to 10:20 a.m.

8.1 • Plaza I
Embodied Cultural Resistance
Moderator: Reyes, Maria. San Jose State University.

8.2 • Plaza II
Neofascist Trends, Globalization, and Immigration
Barrera, Mario. University of California, Berkeley.
Robinson, William. University of California, Santa Barbara.
Gonzales, Alfonso. City University of New York.
Moderator: Torres, Rudy. University of California, Irvine.

Session Eight continues
8.3 • San Rafael
*Marching Students: Chicana/o Activism in Education, 1968 to the Present*
Berta Avila, Margarita. California State University, Sacramento. "Educational Justice and Access: Conversations from Chicana/o Teachers Teaching in La Academia del Barrio Telpochcalli."
Covarrubias, Alejandro. University of California, Los Angeles. "Latino Critical Race Theory (LatCrit) and Agencies of Transformational Resistance."
Lopez Figueroa, Julie. California State University, Sacramento. "Marching Students: Chicana/o Activism in Education, 1968 to the Present."

8.4 • San Gabriel
*Regional Histories*
Gonzalez, Karla. University of Texas at Austin. "Hybrid Identities: Occupation and Neo-Colonialism in the Texas Border Region during the 19th Century."
Moderator: Lua, Adela. San Jose State University.

8.5 • San Pasqual
*Negotiating Identities*
Aldana, Ursula. University of California, Los Angeles. "The cultural capital of Latino and African American male youth within an urban high school's college going culture."
Vasquez, Rafael and Perez, William. Claremont Graduate University. "Negotiating Identities: Indigenous Mexican Youth and Achievement in Los Angeles Schools."

8.6 • Los Feliz
*The Adelante Partnership as a Site of Social Justice for Chican© Students and Parents*
Aleman, Jr., Enrique. University of Utah.
Delgado Bernal, Dolores. University of Utah.
Perez, Judi. University of Utah.
Mendoza, Sylvia. University of Utah.
Zavala, Laura. University of Utah.

8.7 • Altadena
*Workshop: Keeping our Chicana Latino Student Programs Thriving: Fundraising Through Collective Action*
Barcelo, Rusty. Northern New Mexico College.
Mejia, Fabrizio. University of California, Berkeley.
Rivas, Eva. University of California, Berkeley.
Chin, Steve. University of California, Berkeley.

8.8 • Sierra Madre
*Heroismo, condena y la lucha por la dignidad en la obra de María Amparo Escandón, Ana Castillo, Briceida Cuevas Cob, Alma Villanueva y Erlinda Gonzales-Berry*
Baeza, Ileana. Arizona State University. "The celebration of the female body as a representation of a third space for the dignification of women in the poetics of Briceida Cuevas Cob and Alma Villanueva."
Aviles, Elena. University of New Mexico. "Entre La Malinche y la chicana: Una lucha de lengua en Paletitas de Guayaba por Erlinda Gonzales-Berry."
Moderator: Rosales, Jesús. Arizona State University.

36  SESSION EIGHT — SATURDAY 9:00-10:20
8.9 • Fountain I

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

- Jimenez, Javier. California State University, Northridge. “Re Imagining the Chicano Experience: DJs in L.A. s Rave Culture-1990-99.”
- Perez, Nancy. California State University, Northridge. “Corpo(R)ealities: Domestic Workers and Embodied Inscriptions of Power.”
- Rejon, Fernando. California State University, Northridge. “Zapatismo in Los Angeles: The Chican@ Movement for Humanity and Against Neoliberalism.”
- Chair: Pardo, Mary. California State University, Northridge.

8.10 • Fountain II

**ReimaginingLatinas**

- Morales, Susana. California State University, Los Angeles. “Re-inscribing Traditional Power and Gender Relations in Horizontal Autonomous Spaces: A Participant-Observer Analysis.”
- Moderator: Godínez, Deborah. San Jose State University.

8.11 • Fountain IV


- Richman, Romelia. California State University, Channel Islands.
- Valdivia, Louie. California State University, Channel Islands.
- Tlaxcuapan, Jose. California State University, Channel Islands.
- Romero, Jose Antonio. California State University, Channel Islands.
- Chair: Alamillo, Jose. California State University, Channel Islands.

8.12 • Madera

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

- Madrigal, Doris. Loyola Marymount University. “Modern Tonalamatl’s: The impact of Mexico naming.”

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**Plenary III: Chicana Plenary**

10:30 a.m. – 12:00 p.m.  

**Fountain Ballroom**

**Chicana en Movimiento: Education for Change**

- **Nancy “Rusty” Barcelo.** Northern New Mexico College. “Crosswinds and Countercurrents: Moving Forward in Challenging Times.”
- **Felicia Montes.** Mujeres de Maiz, In Lak Ech, Urban Xic. “Educate, Empower and Transform: Xicana ARTivism in Action.”
- **Rosalia Solorzano.** Pima Community College. “Chican@s’ challenges in Community Colleges.”

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

9.1 • Plaza I
Exploring resistance in the Chicana/o schooling pipeline: Building critical hope and care within and outside the classroom
Casas, Alicia. San José State University. "Understanding the School Disengagement of 5th grade Chicano Boys."
Duarte-Vasquez, Victor. San José State University. "Resisting Education: Exploring Not-Learning, Creative Maladjustment, and Critical Hope."
Garcia, Jose. San José State University. "Caring Teachers Speak Up."
Agredano, Ricardo. San José State University. "Kickin' It at Late Nights: Youth Claiming Alternative Spaces for Learning."

9.2 • Plaza II
Workshop: Learning and Teaching through Action - Lessons learned from implementing CORE's Que Llueve Café Scholarship for undocumented students
Del Razo, Jaime. Chicano Organizing & Research in Education (CORE).
Del Razo, Maritza. Chicano Organizing & Research in Education (CORE).
Andrade, Jose. Chicano Organizing & Research in Education (CORE).

9.3 • San Rafael
Roundtable: Mexican American Baseball in Los Angeles: A Pictorial History from East LA to Dodger Stadium
Santillan, Richard A. California State Polytechnic University, Pomona.
Padilla, Al. Latino Baseball History Project California State University, San Bernardino. "Barrio Baseball Player/Baseball Coach."
Pena, Richard. Latino Baseball History Project California State University, San Bernardino. "Barrio Baseball Player."
Chair: Balderrama, Francisco E. California State University, Los Angeles.

9.4 • San Gabriel
Mexican Labor in the 1940's
Rosales, Steven. Grand Valley State University. "Fighting the Peace at Home: Mexican American GI's and the 1944 GI Bill of Rights."
Moderator: Guzman, Isidoro. San Jose State University.

9.5 • San Pasqual
Placticando con Nuestros Familiares: Exploring Social Justice through Oral Histories
Colmenares, Janira. Mountain View High School.
Luna, Maria. Mountain View High School.
Corona, Jacqueline. Mountain View High School.
Chair: De La Torre, Monica. University of Washington.

9.6 • Los Feliz
Agencies of Transformational Resistance: Youth Testimonios on Alternative Spaces of Community Education
Ramirez, Johnny. University of California, Los Angeles.
Perez, Mario. Pico Youth & Family Center.
Brizuela, Crystal. Pico Youth & Family Center.
Avila, Gabriel. Pico Youth & Family Center.
Chair: Covarrubias, Alejandro. University of California, Los Angeles.
9.7 • Altadena
**Travesía Pedagogy: Muxeristas and Gender Queers (Re)Inventing Sites of Resistance**
Galarte, Francisco. University of Illinois-Urbana Champaign. “Travesía Pedagogy: Theorizing and Decolonizing Chicana@ Transgender Bodies.”
Aguilar, Cassandra. Pacific Oaks College. “Mi Resistencia es que Soy Sobreviviente’: An Exploration of a Muxeristas Commitment to Ending Violence Against Women.”
Discussant: Cruz, Cindy. University of California, Santa Cruz.

9.8 • Sierra Madre
**Chicanas/Latinas Theorizing Decolonial Research and Pedagogical Spaces**
Mares López, Michaela J. University of California, Los Angeles. “Decolonial Approaches to Chicana/o Community History.”
Saavedra, Cinthya M. Utah State University. “(Un)learning and Decolonial Possibilities in Teacher Education: A Testimonio of a Chicana/Latina Profes.”
Discussant: Elenes, C. Alejandro. Arizona State University at the West campus.

9.9 • Fountain II
**Towards Health and Wellness in Northeast Los Angeles: Youth Participatory Action Research and Food Justice in El Sereno**
Palacios, Erick. Wilson High School, Los Angeles Unified.

9.10 • Fountain IV
**Roundtable: The Process of Developing a Textbook on La Chicana**
Solorzano, Rosalia. Pima Community College.
Castillo-Speed, Lillian. University of California, Berkeley.

9.11 • Madera
**Adaljiza Sosa-Riddell: Scholar, Intellectual, Mentor, Activist and Friend**
Davalos, Karen Mary. Loyola Marymount University. “Publishing as Transformative Education: the Legacy of Adaljiza Sosa-Riddell.”

Session Nine – Saturday 12:20-1:30
SESSION TEN – Saturday, 1:40 p.m. to 3:00 p.m.

10.1 • Plaza I
**Historical Atrocities and Perseverance**
Moderator: Gamboa, Jaquie. San Jose State University.

10.2 • Plaza II
**Plotting a Future for Chicana/o Studies: Toward 2025 and Beyond**

10.3 • San Rafael
**Roundtable: Chicana and Chicano Students in Pasadena: Sharing Experiences from Our Community’s History**
Martinez, Robert. Latino Heritage/Herencia Latina.

10.4 • San Gabriel
**Health Practices and Problems**
Bernal, Ruben. San José State University. “Health Practices among Immigrants to the US: The Intersection of Cosmopolitan Medicine and Traditional Ethnopharmacology.”
Moderator: Ponce, Felipe. San Jose State University.

10.5 • San Pasqual
**Parents and Community Wealth in Education Struggles**
Saavedra, Cinthya and David W. Barillas-Chon. Utah State University. “Educational Policy and Mexican Descent Family: Reinscribing Colonialist Relations of Power through the Discipline of Parents and Children.”
Talavera-Bustillos, Valerie, California State University, Northridge; and Annel Denise Medina, California State University, Pomona. “Chicana and Chicano Parent Involvement: Parent Resistance and Navigation of District Policies in their Search for Equality.”

40  SESSIOm TEN — SATURDAY 1:40-3:00
10.6 • Los Feliz

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

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

Hernández, Angelica V. University of California, Los Angeles. “Crawling through the Educational Pipeline: The Story Behind the Story.”

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

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

10.7 • Altadena

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


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

10.8 • Sierra Madre

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

Ortiz, Isidro. San Diego State University.

Green, Susan. California State University, Chico.

Washington, Pat. We Advocate Gender Equity.

10.9 • Fountain I

*The Educational Hurdles of Latino Youth from K-Community College*

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

Toletino, Mario. California State University, Northridge. “Community Colleges: A Help or an Obstruction.”

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


10.10 • Fountain II

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

Agredano-Lozano, Fellipe. Harvard University. “Subverting the Patriarchal with the Spirit: Egia Lopez Montero and the Latina Pentecostal Missiological Vocation.”

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


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

10.11 • Fountain IV

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

NietoGomez, Anna. Writer and Editor.

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

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

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

Corinne Sánchez, President El Proyecto del Barrio.

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

*Session Ten continues*
10.12 • Madera

**Locating Hidden Histories Within Expressive Culture of Aggrieved Communities**


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


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

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

11.1 • Plaza II

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

Gamboa, Harry. California State University, Northridge.

Rodriguez, Luis M. California State University, Northridge.

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

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

11.2 • San Rafael

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


11.3 • San Gabriel

**Critical Research Methods and Practice**

Orona–Cordova, Roberta. California State University, Northridge. “El Rito Oral History Project.”


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

11.4 • San Pasqual

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

Ecceleston, Michael. University of California, Santa Cruz.

Renteria, Larry. Sol de las Calles.

Rodriguez, Armando. Sol de las Calles.

Acosta, Luis. University of California, Santa Cruz.

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

11.5 • Los Feliz

**Roundtable: Chicana Cultural Activism and Spaces of Belonging**

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

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

Sanchez-Areola, Gloria. Del Pueblo Café.
11.6 • Alhambra

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

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


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

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

11.7 • Sierra Madre

*Las revistas chicanas/latinas de los Estados Unidos y México*


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

11.8 • Fountain I

*Liberatory Mysteries*


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


11.9 • Fountain II

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

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


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

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

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

11.10 • Madera

Roundtable: *Battle of the Virgins: A Presentation of the Book, OUR LADY OF CONTROVERSY: ALMA LOPEZ’S “IRREVERENT APPARITION”*


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


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

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

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

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

Eva Longoria, Activist and MALDEF Board Member.
Business Meeting
5:50 p.m. - 6:30 p.m.

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

Plaza

Recepción de Clausura
Adiós y Despedidas
6:30 p.m.
Fountain Foyer & Terrace

POLITICAL TARDEADA
TO
SAVE ETHNIC STUDIES

6:30 – 9:00 p.m.
Fountain Ballroom

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

Music by Las Cafeteras

Organized by The Los Angeles Committee to Support Ethnic Studies (LACSES) & the Southern California Foco
UNIVERSITY of HOUSTON
CENTER FOR MEXICAN AMERICAN STUDIES

Celebrates

The XXXIII Annual
NATIONAL ASSOCIATION FOR CHICANA AND CHICANO STUDIES
Conference
Pasadena, CA: March 30 – April 2, 2011

We invite
Graduate Students and Visiting Scholars
to join our programs!

Visiting Scholar Program

The University of Houston Center for Mexican American Studies is soliciting applications for its Visiting Scholars Program for the 2011-2012 academic year. All interested scholars from relevant disciplines are encouraged to apply. Visiting Scholars receive a salary appropriate to rank and are expected to be in residence during the academic year. Priority consideration will be given to applicants who have specializations in both Mexican and Mexican American Studies and who have an interest in remaining at the University of Houston in a tenured or tenure track position after their one year residency as the CMAS Visiting Scholar is completed. Deadline for submission is April 15, 2011.*

Graduate Fellowship Program

The University of Houston Center for Mexican American Graduate Fellowship Program is designed to recruit outstanding students who have demonstrated an interest in the research, study and advancement of the Mexican American or Latino community. Students who are pursuing an M.A. or Ph.D. in the College of Liberal Arts, Social Sciences, Education or Social Work are eligible to apply. Fellowships of up to $13,000 per academic year and renewable for a second year are awarded to students that are selected. Deadline for submission is May 30, 2011.*

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

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BY PATRICK L. HAMILTON
Of Space and Mind brings cognitive methodologies to the analysis of Chicano/a fiction for the first time, mapping ethics of "persistence" and "transformation" in the fiction of Rudolfo Anaya, Ana Castillo, Denise Chávez, Rolando Hinojosa, Arturo Islas, John Rechy, Alfredo Vea, and Helena Maria Viramontes.
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<td>Villa, Elizabeth</td>
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<td>Villa, Juan</td>
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<td>Villalpando, Octavio</td>
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<td>Washington, Pat</td>
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<td>Wise, Katie</td>
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<td>Woods, Danielle</td>
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<td>Yarbro-Besjarino, Yvonne</td>
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<td>Zambrano, Carolyn</td>
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<td>Zavala, Laura</td>
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<td>Zavala, Miguel</td>
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<td>Zavaleta, Ernie</td>
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<td>Zavella, Patricia</td>
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POLITICAL TARDEADA
IN SUPPORT OF LA RAZA STUDIES IN TUCSON, ARIZONA

Tickets
$25 Faculty/Community
$10 Students

APRIL 2 6:30-9:00PM

Available at the NACCS Registration Desk.
Conference Overview

Wednesday, March 30, 2011
2:00 p.m. – 7:00 p.m. Registration
4:15 p.m. – 5:30 p.m. NACCS for Beginners
7:30 p.m. – 9:00 p.m. Welcome Reception

Thursday, March 31, 2011
8:00 a.m. – 5:00 p.m. Registration
8:30 a.m. – 6:00 p.m. Exhibits
9:00 a.m. – 10:20 a.m. Session One
10:30 a.m. – 10:50 a.m. Welcome
10:50 a.m. – 12:20 p.m. Plenary I: NACCS Plenary
12:30 p.m. – 1:50 p.m. Session Two
2:00 p.m. – 3:20 p.m. Session Three
3:30 p.m. – 4:50 p.m. Session Four
5:00 p.m. – 6:00 p.m. Foco Meetings I
6:10 p.m. – 7:10 p.m. Caucus Meetings (LBMT, Community, K-12, Student, Indigenous)
6:10 p.m. – 8:20 p.m. Film: An Unfinished DREAM
7:15 p.m. – 8:30 p.m. Film: I LOVE Lupe (a short film)
7:20 p.m. – 8:20 p.m. Caucus Meetings (Chicana, COMPAS, Grad Students, Joto)
8:30 p.m. – 10:00 p.m. Joteria Gathering

Friday, April 1, 2011
8:30 a.m. – 5:00 p.m. Registration
8:30 a.m. – 6:00 p.m. Exhibits
9:00 a.m. – 10:20 a.m. Session Five
10:30 a.m. – 12 noon Plenary II: Student Plenary
12 noon – 2:00 p.m. Awards Luncheon
2:10 p.m. – 3:30 p.m. Session Six
2:20 p.m. – 3:20 p.m. Poster Session
3:40 p.m. – 5:00 p.m. Session Seven
5:10 p.m. – 6:10 p.m. Caucus Meetings (Chicana, COMPAS, Grad Students, Joto)
5:10 p.m. – 6:30 p.m. Film: Danza Folkórica Escénica: El Sello Artístico de Rafael Zamorripa
6:20 p.m. – 7:20 p.m. Caucus Meetings (LBMT, Community, K-12, Student, Indigenous)
6:20 p.m. – 8:00 p.m. Film: A Crushing Love (a documentary)
7:30 p.m. – 8:20 p.m. Leadership Orientation
7:30 p.m. – 8:30 p.m. Film: Precious Knowledge: La Raza Unida to Save Ethnic Studies in Tucson, AZ
8:00 p.m. – 8:30 p.m. Film: La Entrevista
8:30 p.m. – 9:30 p.m. Graduate Student Reception

Saturday, April 2, 2011
8:30 a.m. – 3:00 p.m. Registration
8:00 a.m. – 8:50 a.m. Foco Meetings II
8:30 a.m. – 2:30 p.m. Exhibits
9:00 a.m. – 10:20 a.m. Session Eight
10:30 a.m. – 12:00 p.m. Plenary III: Chicana Plenary
12:10 p.m. – 1:30 p.m. Session Nine
1:40 p.m. – 3:00 p.m. Session Ten
3:10 p.m. – 4:30 p.m. Session Eleven
4:40 p.m. – 5:40 p.m. Panel: U.S. Birthright Citizenship & Arizona’s SB1070 and other Anti-Immigrant “Copy Cat” State Laws
5:50 p.m. – 6:30 p.m. Business Meeting
6:30 p.m. Closing Reception/Fund-raiser for “Save Ethnic Studies” Campaign