

UC Santa Barbara

rEvista: A Multi-media, Multi-genre e-Journal for Social Justice

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Peer reviewed

Raza Studies from Tucson, AZ to the world

By Thomas Carrasco



Emerging from the Civil Rights movements of the 60's and 70's, Chicana/o Studies has dedicated the last 50 years to documenting the lived experiences of those on the margins. As a field, Chicana/o Studies creates a space that works towards emancipation, equity, and social justice. Certainly, one of the most powerful aspects of Chicana/o Studies is that it unveils forms of knowledges, which have influenced public policy to reshape and imagine a different world.

The anti-Ethnic Studies legislation impacting Tucson's Mexican American Studies program is an attack on Latina/os, immigrants and a violent erasure of comprehensive history and education. The elimination of Ethnic Studies programs in Arizona directly affects the existence of Chicana/o Studies at UCSB and all Chicana/o Studies departments/ programs throughout the nation. We must organize to address these unethical legislative practices in Arizona. At the same time we must be aware and prepared for alternative attacks to Ethnic Studies programs. For example, budget cuts to our departments, the elimination of Ethnic Studies prerequisites, and questioning the relevance of Chicana/Latina and Raza Queer Studies. We must be vigilant and united. We all are Arizona... we all are RAZA! ☼

Chair's Message

These are treacherous times when a young Man of Color can step out in Sanford, Florida on a rainy night wearing a hoodie in a gated community to buy ice tea and Skittles and the next time his family sees him is when a body bag is unzipped at the mortuary. What ensues is a debate about whether the young man provoked the shooting by wearing a hoodie and thus triggering the fears of an armed man. It has been over a month and the shooter has yet to be arrested for Trayvon Martin's murder. The tragic death of the 17-year-old reminds People of Color that regardless of class and educational privileges, many of us live with the fear that our men folk will step out for a trivial errand



Aída Hurtado



Participants of the MALCS Midyear Meeting at UCSB

and never return. Even First Lady Obama answered the following when asked on February 11, 2007 in a 60 Minutes interview if she was afraid of Barack Obama being assassinated, largely because he had the chance of being elected the first Black president of the United States: "The realities are, you know, that as a Black man, Barack can get shot going to the gas station." Not an overstatement given that according to the Center for Disease Control (CDC),

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How did we get HERE!

(A short timeline * ...

BY WILLIAM CALVO

1848

Treaty of Guadalupe Hidalgo

1863

The Territory of Arizona is incorporated into the United States, following the expansion of the New Mexico Territory in 1853.

1872

First public school in Tucson is founded by a Mexican-born American, Tucson mayor Estevan Ochoa

Dolores Huerta delivered a speech at a Tucson High School that infuriates Tom Horne (R), at that time State Education Superintendent.

2006

A deputy commissioned by **Tom Horne** is sent to that high school to retrieve students' concerns. However, they perceive his visit as an attack on free speech, 200 protested by walking out.

Horne claimed that the district's Mexican American Studies program promotes anti-American/anti-white sentiments that promote social instability. **The program served a district that was 60% Latina/o.**

Tom Horne, Arizona Superintendant of Public Instruction, wrote an open letter to the citizens of Tucson, that begins **"The TUSD Ethnic Studies Program Should be Terminated"**

June 2007

June 2009

Horne introduces a state legislation, Senate Bill 1069, to ban Ethnic Studies courses, specifying 22 courses offered at four Tucson high schools. The bill does not pass.

May 11th, 2010. Tom Horne, (then candidate for Arizona Attorney General) **introduces HB 2281** into the Arizona Republican-controlled Legislature, which Governor **Jan Brewer** signed into law, which went into effect January 2011, the **"law prohibiting classes that advocate overthrowing the government, are designed for students of one ethnic group or advocate ethnic solidarity instead of treating pupils as individuals,"** Those schools found in violation will lose 10% of their state funds (about \$15 million a year).

When Tucson officials refuse to accept, the attorney general's office issued subpoenas. **Investigators obtained textbooks, PowerPoint presentations, teachers' college theses, exam prompts, poems, and lyrics from hip-hop songs.**

Horne left office at the end of 2010, but his successor, John Huppenthal, backed Horne's ruling. **Huppenthal, a Republican, had voted in favor of the Ethnic Studies law as a state senator before becoming the state's school chief.**

Huppenthal ordered a review of the program. A state sponsored audit found that while some aspects of the program needed changing, it was doing a good job. It noted that students who took Mexican American Studies were more likely to attend college, and that the program helped close the achievement gap. **The state ignored the audit, calling it flawed.**

2010

Arizona passes anti-immigration law SB 1070

2011

Democrat Judge Roll, the federal judge assigned to HB 2281 challenge brought by 11 Ethnic Studies teachers, gets assassinated at Gabrielle Giffords (D) event.

In December, Administrative law judge Lewis Kowal said the auditors observed only a limited number of classes. He ruled that the Tucson school district's Ethnic Studies program violates state law. He found grounds to withhold 10% of the district's monthly state aid until they complied. Kowal argued that **"teaching oppression objectively is quite different than actively presenting material in a biased, political and emotionally charged manner, which is what occurred in [Mexican American Studies] classes."**

2012

January 10th, 2012. The MAS at TUSD program is officially suspended. "Facing a \$15 million penalty from the state for failure to comply, the Tucson resisters threw down their arms. Administrators went from room to room, collecting hundreds of copies of **[banned] textbooks,** including *Chicano! The History of the Mexican-American Civil Rights Movement* by F. Arturo Rosales, and *Pedagogy of the Oppressed* by Paulo Freire.

⌘

* References:

Morales, DA. Timeline: The Latest Facts About HB2281 Ethnic Studies Saga, TUSD Board Chooses Wrong Side of History. *Tucson Citizen.com*. Jan 14, 2011.

Winerip, Michael. "Racial Lens Used to Cull Curriculum in Arizona." *New York Times*, March 19, 2012

Faculty Spotlight:

CHELA SANDOVAL

BY D. INÉS CASILLAS

Q: Methodology of the Oppressed continues to be recognized as both a path breaking and breathtaking text. It provided scholar activists with a language and genealogy of political thought. Thank you for giving us this gift.

A: I was sent to the University by social movement activists of Color in the late sixties, People of Color who taught us that colonized peoples have other ways of knowing that the western academic industrial complex has not yet comprehended. These activists taught those of us who were sent to the University that our mission was to bring the wisdom of our peoples into the University's halls of knowledge. Our job was to learn, translate, refine, revolutionize and integrate their languages with our own. It took years to find access to the necessary skills. My contribution is the Method-



Q: For 15 years, you've been teaching UCSB undergraduate and graduate students the practice of SWAPA. Tell us a bit about this technique and your SWAPA specific course.

A: SWAPA stands for "Story-Wor(l)d-Art-Performance as Activism." The goal of the course is for students to tap into their strengths as creative thinkers, writers, speakers, teachers, and coalition-makers. I consider the course a blueprint for how activist politics can be enacted in the twenty-first century. Alternatively, the course is a workshop on "becoming" a theo-

"The course is a workshop on 'becoming' a theorist, a writer, a speaker, and a participant in something greater than one's own individual life"

rist, a writer, a speaker, and a participant in something greater than one's own individual life. Students read and discuss theory, then write and perform eleven "autohistoria-teoría" over the course of the quarter. Some of this work occurs during a collaborative process called the "Witness-Nahual Ceremony." SWAPA and the Witness-Nahual Ceremony are techniques developed collectively during the U.S. Third World Feminist movement many years ago.

Q: Your "Decolonizing Feminisms" course has become a rite of passage for many Feminists of Color. Briefly share the course's intellectual decolonial origins.

A: The course title "DeColonizing Feminisms" functions as both noun and verb. Understood as a verb it enacts a process directed toward undoing all forms of hierarchical power. As a noun "DeColonizing Feminism" stands for the politics of a particular brand of social movement historically produced during the 60's 70's and 80's first as "U.S. Third World" Feminism and later as "Women of Color" Feminism. Gloria Anzaldúa is one early proponent of this mode of feminism, which she reconfigured for the twenty-first century to become the politics of "nepantleras." In all incarnations, these decolonizing politics work to

(Continued on next page 4)

"I was sent to the University by social movement activists of color in the late sixties, people of color who taught us that colonized peoples have other ways of knowing that the western academic industrial complex has not yet comprehended... Our job was to learn, translate, refine, revolutionize and integrate their languages with our own."

ology of the Oppressed. I am one of the few lesbians of Color to survive that journey, to become a scholar-interpreter between worlds, bridge maker, nepantlera. But that is what differential consciousness and social movements require.

Q: You have an exciting new co-edited book, *Performing the U.S. Latina and Latino Borderlands* (Indiana University Press, forthcoming), with Arturo Aldama and Peter Garcia. What attracted you to this book project?

A: First, Arturo Aldama and Peter Garcia are exceptional human beings.

I admire Aldama's intellectual and political courage and Garcia's deep ancestral wisdom and commitment to social change. Secondly, the three of us comprise an amazingly supportive collaborative entity. As an undergraduate I majored in theatre, film theory, and video production. For many years I taught the department's courses on "Performing Politics," "DeColonizing Cinema," and a production course called "Guerrilla Digital Video." I have studied and taught the works of Augusto Boal and the U.S. Theatre of the Oppressed. My work on SWAPA and the Witness-Nahual Ceremony is about rehearsing and performing identity and politics. The brilliant contributors to our new book advance our thinking in all these areas. Working on the book's introduction allowed me to pull all these strands together in a statement that, I believe, will matter.

Q: Is there a non-academic book that you're currently reading?

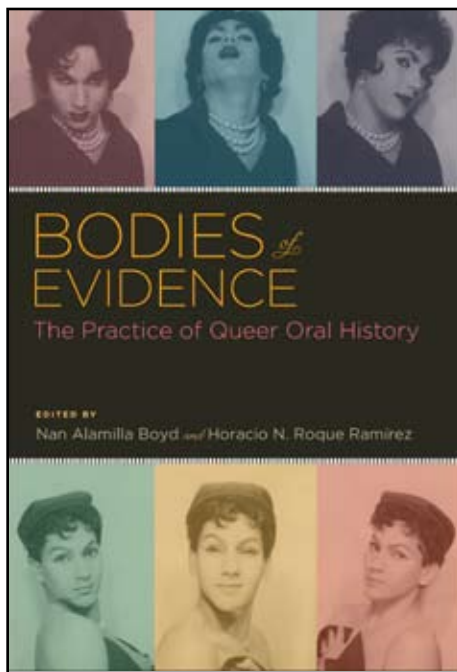
A: I love sci-fi and mysteries. Right now in between preparing for classes I'm trying to read *The Power of Myth* by Joseph Campbell.

BookFinder

RECENT BOOKS BY OUR FACULTY

• **BOYD, NAN ALAMILLA AND HORACIO N. ROQUE RAMÍREZ, EDS. *BODIES OF EVIDENCE: THE PRACTICE OF QUEER ORAL HISTORY*. OXFORD: OXFORD UP, 2012.**

In *Bodies of Evidence* fourteen scholars explore methodological practices that shape lesbian, gay, bisexual, transgender, and queer oral histories. The book features fourteen lengthy excerpts of oral histories. Each chapter pairs an oral history with an oral historian essay that addresses her or his methods and practices. There are a myriad of historical themes included in this book such as the 1950s and '60s lesbian bar culture; social life after the Cuban revolution; the 1960's organization of transvestite social clubs in the U.S. Midwest; the 1970's Australian gay liberation activism; San Francisco electoral politics and the career of Harvey Milk; Asian American community organizing in pre-AIDS Los Angeles; lesbian feminist "sex war" cultural politics; 1980's and '90s Latina/o transgender community memory and activism in San Francisco; and the war in Iraq and Afghanistan. There are also a variety of methodological themes explored in the essays including questions of silence, sexual self-disclosure and voyeurism, the intimacy between researcher and narrator, and the negotiation of political and social commitments. The sex



specific discussions by lesbians and gay men, including male-to-female transgender women, provides a new forum for examining the production of comparative racial and sexual identities and the relative strengths of same-sexuality, cross-sexuality, and cross-ideology interviewing. The new primary historical sources in the form of transcribed interview excerpts make this book a must own resource for academics in all fields of study. ☞

(Chela Sandoval... from previous page 3)

make alliances across differences in what Black cultural warrior Bernice Reagon identifies as a new kind of "collective endeavor" or Anzaldúa calls the constitution of a planetary "tribalism."

DeColonizing Feminism challenges the constitution of identity, emotion, mind and embodiment. Indeed, it teaches a new process for becoming a "mind-body-emotion" matrix that Anzaldúa describes as "making face, making soul, haciendo caras," what philosopher Lugones calls "world

traveling." Put another way, this course examines "the place" Lakota Paula Gunn Allen suggests we all learn to inhabit, since for Native Americans colonization "took all the rest." De-Colonizing Feminisms maps the terrain of this ever expanding "idea."

Q: Do you have any pre-teaching rituals?

A: Yes. I shower and I give gratitude. I remind myself to be open to change as it happens in the classroom. I pray that I too learn from my teaching that day. I then drink a cup of coffee and go to work. ☞

(Chair's Message... from page 1)

homicide is the number one cause of death for African American men ages 15-34.

It is not only our racialized bodies that are threatening in this society but also our minds. We live in a time when knowledge is perceived as dangerous and treasonous to our country. In January 2012, the Arizona Independent School District as part of their enforcement of the law that banned Mexican American Studies in Arizona public schools, conducted a "book" sweep in the local high schools to confiscate the following texts:

- *Chicano! The History of the Mexican Civil Rights Movement*, by Arturo Rosales
- *Critical Race Theory*, by Richard Delgado and Jean Stefancic
- *500 Years of Chicano History in Pictures*, edited by Elizabeth Martinez
- *Message to Aztlán*, by Rodolfo Corky Gonzales
- *Occupied America: A History of Chicanos*, by Rodolfo Acuña
- *Pedagogy of the Oppressed*, by Paulo Freire
- *Rethinking Columbus: The Next 500 Years*, edited by Bill Bigelow and Bob Peterson

In addition, feeling empowered, school officials decided to confiscate an additional 19 books not on the judge's original list, including Gloria Anzaldúa's classic text *Borderlands*.

What possible actions can one take to resist and push back on the irrational fears behind all of these actions? Many have taken to the streets wearing hoodies protesting the racial profiling of Trayvon Martin the night of his death. And Arizona has never witnessed such persistent and sustained protest on the part of Mexicans, Chicanos/as, and Latinos/as together with allies in mobilizing against the repression rampant in that state.

Another important thing we can all do is realize that "we are all Arizona," and like many of our African Americans sisters and brothers taking to the streets and even the House floor in Congress wearing hoodies, we can proclaim that if it's done to others it is done to us. That is why we decided to make the theme of the upcoming MALCS (Mujeres Activas en Letras y Cambio Social —Women Active in Letters and Social Change) Summer Institute "Todos Somos Arizona: Confronting

(Continued on page 6)

HONORING OUR UNDERGRADUATES

Edited by Adrianna Simone

Our current honors students are nearing graduation and we want to celebrate our undergraduates for their passion and dedication to Chicana and Chicano Studies. This group of students has achieved excellence in academics, leadership, and community involvement. They have their fingers on the pulse of our community, highlighting issues relevant to Chicanas and Chicanos today, such as the prison system, mother-daughter relationships, the Santa Barbara High School curricula, and the UC budget crisis. We are proud to exhibit their research and cannot wait to see what each of them has in store for us next!

Ariana A. Andrade
Chicana and Chicano Studies with a minor in Latin American and Iberian Studies
Advisors: Profs. Dolores Inés Casillas and Aída Hurtado
Hometown: Fairfield, CA
Honors Project: "The Year of H.R. 4437 and Mexico at the Oscars"

Ariana's project examines the 79th Annual Academy Awards, known as the most ethnically diverse year so far, where many Latinos were awarded for their achievements. In her project, she points out the irony of honoring Mexico during a year of failed immigration reform.



Cristie Granillo
Chicana and Chicano Studies and Sociology
Advisor: Prof. Edwina Barvosa
Hometown: La Puente, CA
Honors Project: "Inmates' Prison Labor Experience"

Cristie delves into how inmates experience labor at prisons in contemporary Southern California. Specifically, she examines how inmates identify with the labor they are assigned and whether or not it conflicts with her or his identity.



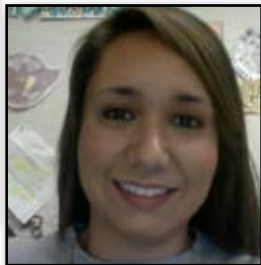
Dalia Merida
Chicana and Chicano Studies and Psychology with a minor in Education (Applied Psychology Track)
Advisor: Prof. Laura Romo
Hometown: East Los Angeles, CA
Honors Project: "Latina Mother/Daughter Communication and Its Impact on Education"

Dalia's project focuses on Latina mothers and daughters (ages 14-16). She investigates how different factors, such as generation and language barriers, influence adolescent educational aspirations and academic performance.



Nicole Perez
Chicana and Chicano Studies and Sociology
Advisor: Prof. Denise Segura
Hometown: Hayward, CA
Honors Project: "Empowering Students? The Relationship between Multicultural Curricula and Academic Achievement"

Nicole is interested in whether the relationship between the exposure to the curricula and the outcome of academic achievement is mediated by an increase of racial pride and self-esteem.



Linda Saldivar
Chicana and Chicano Studies and English with a minor in Education
Advisor: Prof. Carl Gutierrez-Jones
Hometown: East Los Angeles, CA
Honors Project: "Cultured Literacy"

Linda's project is about integrating students' culture into their reading materials. She hopes to increase their interest in reading, which will increase their reading levels and test scores. Linda focuses on critical pedagogy methods with a focus on Paulo Freire work.



Vanessa M. Tejana
Chicana and Chicano Studies and Political Science
Advisor: Prof. Ralph Armbruster
Hometown: Sacramento, CA
Honors Project: "Over the Edge"

Vanessa is writing her honors thesis on the University of California budget crisis. She traces the history of the UC system to its current state. Vanessa is also conducting surveys with UC students about their coping mechanisms for managing this crisis and their thoughts on the future of public education. ☘



The Departmental Honors Celebration takes place on Thursday, May 24th. Please join us from 12:00pm-4:00pm in South Hall 1623 - Dolores Huerta Conference Room. Come and honor our undergraduate students!

CHICANO!: A CONFERENCE ON THE EMERGING HISTORIOGRAPHY OF THE CHICANO MOVEMENT ...

By Mario T. García

On February 17-18, 2012, Mario T. García, Professor of Chicana and Chicano Studies, organized a conference to showcase the recent and renewed attention especially by younger scholars, primarily historians, to the Chicano Movement of the late 1960s and early 1970s. In the last five years, a number of new books have appeared on the Movement. Moreover, recent dissertations on the Movement have been completed or are near completion. The conference, held at the Interdisciplinary Humanities Center, included 20 speakers from campuses in Arizona, California, Iowa, Michigan, Minnesota, New York, North Carolina, Ohio, and Texas. Papers included topics such as "César Chávez and the Black Power Movement;" "Inter-Ethnic Efforts, Inter-Ethnic Gains: Chicanos in the Poor People's Campaign;" "The Ideological Struggle for Chicana/o Liberation and MEChA: Factionalism in the 1970's and 1980's;" "Northern Aztlán: The Chicano Movement in the Pacific Northwest;" and "Chicana Body Politics in 1970s Los Angeles: Reflections on the Committee to Stop Forced Sterilization." A special panel included the authors of recently published books on the Chicano Movement: Lee Bebout, Brian Behnken, Maylei Blackwell, Mario T. García and David Montejano. Two keynote speakers included Jorge Mariscal and Sal Castro. While presentations covered many aspects of the Chicano Movement, all began with the premise of the historical importance of the Movement and its lasting progressive legacy.

Besides panel presentations, participants and audience members had sufficient time to discuss various issues emanating from the papers. A concluding wrap-up session focused on the larger issues of the conference such as the reconsideration of the chronology of the Chicano Movement that would take into consideration movement-inspired protest movement into the decade of the 1980's. Conference participants also stressed the growing diversity of Chicano



Some of the conference participants

Movement studies to include little-studied regions or sub-regions not often focused on in Chicano history but where the movement also manifested itself. Participants also encouraged the continuing efforts to include women in the history of the Chicano Movement. Finally, the conference came to the conclusion that there is sufficient emerging historical literature on the movement along with earlier pioneering studies that one can now refer to a new genre of Chicano Movement Studies. As such, discus-

sion also took place on succeeding and perhaps bi-annual conferences on the Chicano Movement here at UCSB to further showcase new movement studies. Efforts are underway to have the conference papers published by a major academic press.

The conference was sponsored by a number of programs and departments including the Department of Chicana and Chicano Studies and the Chicano Studies Institute. ☿

(Chair's Message... from page 4)

the Attacks on Difference. " We hope that the Institute will generate analyses of why difference has become so threatening that it results in murder, what are the technologies of repression as exemplified in Arizona, and equally important, how do we resist and mobilize against it. We currently have over 10 faculty and 15 graduate students, across disciplines, working to organize for the Summer Institute to be held on July 18-21, 2012 on our campus (see the MALCS website for more details <http://www.malcs.org>).

We hope you will join us for the MALCS Summer Institute and wear your metaphorical hoodie by making a public claim that People of Color will no longer tolerate the violence done on to their bodies as well as their minds. Recuerden, "Todos Somos Arizona" y todos somos Trayvon Martin in one way or another.

In solidarity,

Aída Hurtado, Chair

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[www.facebook.com/
Chicana.o.Studies](http://www.facebook.com/Chicana.o.Studies)

A SHORT PHOTO ESSAY

NACCS-2012

This year the National Association of Chicana and Chicano Studies (NACCS) Conference took place in Chicago (March 14-17), at the Palmer House Hilton Hotel downtown. Several of our graduate students and faculty attended and presented papers. The conference became a place to meet with friends, scholars, and activists, and loved ones from around the nation to exchange ideas and to strengthen our commitment to equality and academic research.

Below is a list of presentations:

FACULTY:

■ **Hurtado, Aída.** "MeXicana Fashion: Regional Identity and Theory."

GRADUATE STUDENTS:

■ **Alvarez Jr., Eddy Francisco.** "Decolonizing the Map?: Oral Histories and other Methods for Spatializing Queer Chicana/o Latina/o Los Angeles."

■ **Anguiano, Jose.** "Sonic Prescriptions?: Music Listening Practices as Source of Cultural Identity and Mediator of Acculturative Stress Among Latina/o College Students."

■ **Calvo, William.** "Cruising the Color Line: Intersections on Color within Lowriders" + "The Politics of Color: Chromophobia and the Epistemologies of Taste."

■ **Centino, Nicholas F.** "Fashioning Razabillly Bodies."

■ **Ferrada, Juan Sebastian.** "Listening to Accent and 'Authenticity' on Modern Family."

■ **Garcia, Nichole.** "You're from Utah!?: Non-bilingual Chicana/Latinas in Higher Education."

■ **Hinojos, Sara Veronica.** "Domesticana Fashion Estilos: Heritage, Modifications, and Resistance through Clothing."

■ **Lopez Lyman, Jessica.** "RePURPOSEful Chicana Fashion: An Entrepreneurial Case Study."



■ **Mondragon, Delores (Lola).** "Maintaining Patriarchal Ideology through Erasure of the Exception: Latina and Native American Women Soldiers"

■ **Ortega, Ricardo.** "A Thousand Words: Visual Stories of Undocumented Latino/a Undergraduates."

■ **Ramirez, Marla.** "A New 'National Threat': Undocumented Immigrant Youth in 2010 Mid-term Election Commercials."

■ **Serna, Cristina.** "Queer and Feminist Chicana/meXicana Research Methodologies in a Cross-border Context." + "Nepantleando a través de las fronteras entre Chicanas y Mexicanas: The Politics of Naming, 'Translating', and Negotiating Queer Chicana Feminisms in Mexico."

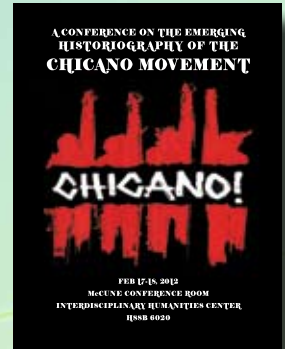
■ **Turner, Jessie.** "'I'm Mixed and Mixed': Integrated Identities of Individuals with Mexican and Other Ancestries."



Next Year 2013, NACCS will be held in San Antonio, TX. ☿

“come and take a sip of knowledge.”

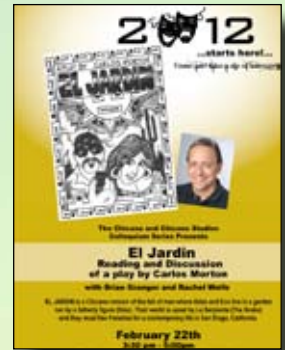
Our presentations from this Winter 2012:



The Chicana and Chicano Studies department hosts a weekly colloquium series inviting students, faculty, staff, and community members to “come and take a sip of knowledge.” To date the department has held over 58 presentations providing an intellectual space to share research, participate in fruitful discussions, and foster community.

Colloquium

[Spring Schedule]
Wednesdays 3:30 pm [Dolores Huerta Room, SH 1623]



- April 4th
WOMEN OF COLOR LAWYER PANEL
(JESSICA DELGADO, SIMONA FARRISE AND ARCELIA HURTADO)
- April 11th
A CONVERSATION WITH FILMMAKER PEPE URQUIJO
ABOUT “RADIO BANDIDO” A DOCUMENTARY ON ACTIVIST OSCAR GOMEZ
- *April 18th
VICTOR RIOS, SOCIOLOGY, UCSB
(54TH ANNUAL PLOUS AWARD LECTURE 4:00-6:00 CORWIN PAVILION, UCSB)
- April 25th
SNEAK PEAK INTO CHICANA/O GRADUATE STUDENT RESEARCH
- May 2nd
DARKENING MIRRORS, IMPERIAL REPRESENTATION
IN DEPRESSION-ERA AFRICAN AMERICAN PERFORMANCE
(STEPHANIE BATISTE, UCSB, BLACK STUDIES)
- May 9th
QUEER CHICANA LESBIAN ACTIVISM THROUGH COMEDY
(MONICA PALACIOS, CHICANA/O STUDIES, UCSB)



- May 16th
NO COLLOQUIUM.
(DEPARTMENT IS ATTENDING EL MUNDO ZURDO CONFERENCE
IN SAN ANTONIO, TX)
- *May 25th
UCSB SYMPOSIUM: ACTIVISM, SCHOLARSHIP
AND COLLABORATIVE STRATEGIES: LOCAL RESPONSES
TO IMMIGRATION POLICY. (MAY 25TH 8:00 AM-4:00 PM)
- May 30th
INSIGHTS INTO THE WORLD OF ACADEMIC PUBLISHING
(ALYSSA CARTER, EDITOR-IN-CHIEF, UNIVERSITY OF ARIZONA PRESS)
- June 6th
CHICANA/O STUDIES GRADUATES SYMPOSIUM
FOLLOWED BY END OF THE YEAR PACHANGA
(EDDY ALVAREZ & ADRIANNA SIMONE, CHICANA/O STUDIES, UCSB)



*DENOTES ALTERNATIVE DATE/TIME



CALL FOR PROPOSALS “Todos Somos Arizona”: Confronting the Attacks on Difference

University of California, Santa Barbara
July 18-21, 2012

Mujeres Activas en Letras y Cambio Social (MALCS) invites submissions for its annual Summer Institute to be held this year at the University of California Santa Barbara. This year's theme is “Todos Somos Arizona:” Confronting the Attacks on Difference. In April 2010, Arizona Governor Jan Brewer signed into SB 1070, and one month later HB 2281 was signed into law, which banned ethnic studies courses taught in Arizona public schools. However, the bill was a direct attack on the Tucson Unified School District Mexican American Studies Department. Following Arizona's lead numerous states, such as Georgia and Alabama, have created similar legislation. The national anti-immigrant and anti-Chicana/o Latina/o legislation speaks to the continued fear of difference within the United States. Difference across race, genders, sexualities, abilities, religions, national origins, languages, and other social identities continues to draw attacks against our communities.

Our theme is inspired by organizations such as “Todos Somos Arizona,” a solidarity group that seeks to counter Arizona's oppressive legislation. This year's theme is a call to unpack difference as it is embodied and experienced, how it impacts knowledge production, effects policy, and prevents the access to necessary knowledge and historical narratives. The theme also provides an opportunity to explore collaborations and build community across difference. MALCS invites conference participants to submit proposals for papers, workshops, and performances that address this theme. We highly recommend submissions from activists working within the community.

All materials must be electronically date-stamped and uploaded by **April 15, 2012** to the website submission page. For further information or questions please send emails to malcs2012ucsb@gmail.com.

Proposals must include the following and can be submitted electronically:

Electronic submissions:

<http://form.jotform.us/form/20545060575147>

1. Presentation track:
 - a. Gender, sexualities and Desire Spirituality
 - b. Religion and Healing
 - c. Professional/Career Development and Mentorship
 - d. Education, Law and Language Policy
 - e. (Im)migration, transnational and border studies
 - f. Science, Technology, Engineering, and Mathematics (STEM)
2. 150 word abstract suitable for publication in the conference program book. Submissions for Panels must include proposals and abstracts for each paper/presenter and the name, address, phone number(s), e-mail address, and institutional affiliation of each participant.
3. Audio/visual needs
4. Contact person's name, address, phone number(s), e-mail address, and institutional affiliation

