

# FRIDAY, FEB. 27 SESSIONS

See description for location information.

## **SESSION I 9 – 10:15 A.M.**

### **Learning en la lucha de tú/yo/you & me”: Chican@/Indigenous Pedagogy and Remaking Classroom(s).** *(Teaching Mexican American Studies Track)*

Room: ACAD-163

The late poeta, professor, activist, and former founder and director of Red Salmon Arts (RSA) Raúl Salinas transformed any space into a vehicle of learning and safety. These permeable, moveable classrooms were enacted in the writing workshops of Save Our Youth, a RSA program, which targets at-risk brown and black youth. In this round table, we discuss using this approach to reshape the traditional “classroom.”

**Presenter(s):** Dr. Lilia Rosas, Executive Director, facilitator; Tañia Rivera (activist); Diana Gómez (educator); Michelle Mejía (media maker); Andrea Zarate (filmmaker)

### **Use Chicano Poetry and Personal Writing to Take the Fear Out of Poetry Discussions.** *(Teaching M.A.S. Más Track)*

Room: ACAD-132

This presentation will demonstrate techniques for engaging middle, high school, and college students with poetry, focusing on poetry written by Mexican Americans/Chicanos. This workshop is hands-on, demonstrating the techniques teachers can use in their classrooms by having them fill the role of the students during the workshop.

**Presenter(s):** Poet Elisa A. Garza, University of Houston Downtown

### **Unidad en los Barrios/Environmental Justice in the Barrios of Houston.** *(Environmental Justice Track)*

Room: ACAD-134

Texas Environmental Justice Advocacy Services (t.e.j.a.s.) is dedicated to providing community members with the tools necessary to create sustainable, environmentally healthy communities by educating individuals on health concerns and implications arising from environmental pollution, offering community building skills and resources for effective community action and greater public participation. Our guiding principle is that everyone, regardless of race or income, is entitled to live in a clean environment.

**Presenter(s):** Yudith Nieto, Texas Environmental Justice Advocacy Services (t.e.j.a.s.)

### **Gang-Related Narratives and the Irony Employed in Contemporary Chican@ Literature.** *(Student Panel Track)*

Room: ACAD-161

Panelists address Barrio Writers, a collection of poems and short “fictional” pieces by young folks; Virginia Grise’s play *blu*; Ana Castillo’s novel *The Guardians*; and Helena María Viramontes’ novel *Their Dogs Came with Them*. These works involve narratives about youth whose lives for the most part, but not entirely, have fallen on hard times. These Chican@ writers explore themes covering gang-related narratives long receiving a great deal of attention in movies and television media productions but which overlook important aspects of Mexican American life. Panelists analyze these works to show how these authors deliver messages complicating stereotypes commonly held about Mexican Americans and Mexicans.

**Presenter(s):** Adriana Requejo; Alejandra Vizcaino; Stephen Mendoza; Catharina Reyes; Sabrina Rodriguez; Chair: Jaime Armin Mejia, Ph.D. (Texas State University)

**Mexican American Studies, Librotraficantes, & Libros in Houston.** (Librotraficante Studies Track)

Room: ACAD-139

The Latino community is a driving force of cultural economics, yet Mexican American writing is critically underrepresented in national public school and college curricula. Through Psychoanalytical and Deconstructionist lenses, I discuss the rhetoric of Houstonians Janet Flores, Hugo Rodriguez, and Librotraficante Lips Mendez, aka Lupe Mendez alongside that of longer-established writers, explaining how each affirms his or her Mexican American identity.

**Presenter(s):** Kevin Fox, Loyola University, New Orleans, LA

**Obviously Hidden: Validating “Otherness” in the Minds of the Masses Through Legislation.**

Room: ACAD-143

Mexicans Americans have undergone decades of abuse which was at one point the custom. When combining the historic theme of the social ambiguity and their unconscious acceptance of positionality in the socioeconomic stratosphere, it's profound that something led them to the apathy they exhibit towards political and social issues; especially with regards to education. My essay will reveal how Mexican Americans have not seen themselves reflected in a positive image throughout the national narrative, especially during the 1940s, by the way legislation was designed before this time period, verbiage was used in newspapers, and how society treated them regardless of what legislation actuated therefore, forcing them into a the shadows of US society.

**Presenter(s):** Leonardo Leopoldo Treviño, Univ. of Texas at San Antonio

**“It Runs in Your Blood”: Language, Identity Politics, and Social Relations Amongst Latino/a College Students on a Pennsylvania Campus.**

Room: ACAD-136

This paper investigates intra-Latino relations at a public, state-owned university in Pennsylvania, with a particular focus on the role of Spanish linguistic ability (or lack thereof) on Latino/a students' constructions of Latino/a identity. Using data gathered from several ethnographic interviews, this paper analyzes how various Latino/a students who exhibit differing linguistic capabilities (from fully bilingual to moderately bilingual to English monolingualism) define the nature of Latino/a identity. Some students strongly feel that Spanish proficiency is a fundamental component of Latino/a cultural identity, while others just as passionately dispute this notion and choose to define Latino identity in other manners.

**Presenter(s):** Justin D. García, Ph.D., Assistant Professor of Anthropology, Millersville University of Pennsylvania

**Chicana/o Studies: A Means of Healing Institutional and Historical Traumas.**

Room: CMED-202/204

Like elsewhere in the southwest, the Mexican American Studies (MAS) Program at the University of Texas-Pan American is not only a means of providing culturally relevant, culturally affirming curricula for its predominant Mexican-origin/Latino student population, it also provides faculty who teach and research in MAS to develop pedagogical practices to help students and their communities heal from historical trauma. At the same time, MAS also facilitates the development of culturally relevant ways of addressing issues of institutional oppression, especially micro aggressions faced by faculty members and students alike. Mexican American Studies utilizes several theoretical frameworks such as critical race theory, testimonio, and place-based pedagogy to critically analyze issues that affect both students and faculty.

**Presenter(s):** Christopher Milk Bonilla, Ph.D, Adjunct Lecturer

### **Survival and Sacrifice in Academia: Testimonios on Critical Pedagogy, Community-Building, Activism and Familia.**

Room: ACAD-138

In the spirit of this year's conference theme, these four talks bring together critical pedagogies from the perspective of Indigenous and Chicana women who are currently examining the multiple ways in which educators of color must work to put more community in academia. These papers will interweave our lived experiences as women of color with the realities of teaching in patriarchal and oftentimes racist institutions where Ethnic Studies is constantly under attack. As first generation students ourselves, and now instructors of predominantly students of color, we are daily reminded of the difficulty that young adults, especially mujeres face when entering college.

**Presenter (s):** Annette Portillo, Assistant Professor, Native American and Chican@ Studies, UTSA; Rose Rodriguez-Rabin, Writing Instructor/Graduate Student, Bicultural/Bilingual Studies, UTSA; Leticia Medina, Independent Scholar, UTSA; Irene De Hoyos, Graduate Student, Bicultural/Bilingual Studies, UTSA

### **New Directions in Chicana/o History of Education: Access, Community Control, and Huelga Schools.**

Room: ACAD-126

This panel's new research unpacks the creative ways Chicanas/os engaged Anglo power structures to create access to higher education, establish community control institutions of higher learning, and founded alternatives to challenge segregation in public schools. Albert Rodriguez will argue that access to higher education has been integral to the Chicana/o identity since 1899 in South Texas and Northern Colorado, and their early matriculation changes our understanding of social, cultural, and class structure in these regions. Guadalupe San Miguel Jr., a pioneer in the study of Huelga schools, will provide an updated interpretation of the role of Huelga schools in the desegregation struggle of 1970s Houston. Carlos Cantu will look at the origins of Colegio Jacinto Treviño, a community-based Chicana/o college established in South Texas in 1970. The thread that ties these works together is that educational struggles have long been a part of the Chicana/o experience in American schools.

**Presenter(s):** Alberto Rodríguez, Texas A&M University-Kingsville, Department of History; Guadalupe San Miguel, Jr., The University of Houston, Department of History; Carlos Cantú, The University of Houston, Department of History

### **Mal de Ojo: Voices of the Appropriated.**

Room: CMED-101

Film project, Mal de Ojo: Voices of the Appropriated, documents Latino artists practicing in the U.S. and their discovery and approaches of politically driven art. Karen Martinez meets with artists and exposes their voices and experiences in relations to the Latino community. In recent years the term "Latino vote" became a frequent phrase in media that either diminishes or exaggerates the Latino representation, which then carries itself like a myth. Another issue concerning the Latino selective representation is appropriation of Frida Khalo's image. Individuals find fascination towards the aesthetics and wear the skin and clothes of Khalo and yet ignore the depths of her multiple identities. This selective appropriation continues to feed the muting of the voice. Mal de Ojo: Voices of the Appropriated archives the voices of artists that reveal methods of addressing and dissecting the issues of the American selective viewership of Latino communities.

**Presenter(s):** Karen Y. Martinez, filmmaker

## **Panel Discussion – Bringing the College Back to the Community**

Room: CMED 209

This panel will review course projects in a Composition and Rhetoric course that focuses on student re-engagement into the public sphere, based on Habermas and Nancy Fraser’s descriptions and problematization of public rhetoric. The panel will emphasize the responsibility and opportunity for community college instruction to engage its students in very local community efforts to engage local residents in their own self-governance.

**Presenter(s):** Moderator: Bruce J. Martin, Associate Professor of English, Lone Star College-North Harris, panelists: Rogelio Segovia, Ashley Montiel, Romona Mckinley, Diego Camacho

## **#timetotalk: Call to Action**

CMED 206

Presentations include a video of interviews with local college students to develop a better understanding and awareness of what sexual and domestic violence really is. These topics include: sexual assault/harassment, rape, consent, victim blaming, slut shaming, and domestic violence. A big part of the presentation is to change how we see these things. Too many times these issues are put aside. We can start to make a difference by adopting California’s “Yes Means Yes Law” in Texas! College students are the most affected by sexual harassment and abuse seeing that consent to sex is a big issue. With this law, we can protect some of these students! This is just the start to something bigger as well.

**Presenter(s):** Cynthia Pizana, Puente and Mexican American Studies, Lee College; Abigail Lopez, Puente Student, Lee College; Vanessa Maza, Puente Student, Lee College; Enely Alais, Puente and Mexican American Studies, Lee College.

## **Educational Experiences of Latinos Throughout Generations**

Room: CMED 205

This paper explores the educational experiences of Latinos and the effects these experiences have on language maintenance and shift. Through a collection of interviews with Latinos of different generations, this project gives a voice to their stories by allowing them the opportunity to express the obstacles and support they may have encountered in their quest for educational attainment in a subtractive context. Participant’s experiences shape their views of their heritage language, maintenance and shift. Some participants have used their experiences as encouragement to maintain their heritage language, accepting it is an important part of their identity. Others, however, have resulted in neglecting and refusing their heritage language.

**Presenter(s):** Norma A. Guzmán, PhD, Texas A&M University–Kingsville; Jo-Ana Medrano, Texas A&M University-Kingsville

## **Séances, Quinceañeras, and Altars: Ritual Performance Across the Americas**

Room: ACAD 130

The presentations on this panel are bound together by the complexities of spirituality, ritual and performance in Latin@, US Latin@, Mexican American and Chicana Studies. All three presentations have unique approaches to these particular themes. We hope to demonstrate the multifarious ways there are to conceive spirituality, ritual and performance as related to race, ethnicity, gender and sexuality and their implications for Latin@, US Latin@, Mexican American and Chicana Studies.

**Presenter(s):** Dr. Solimar Otero, Associate Professor, Louisiana State University. Dr. Rachel González-Martin, Assistant Professor, The University of Texas at Austin; Sarah Becker, PhD candidate, Hispanic Studies, University of Houston

## **SESSION II 10:30 – 11:45 A.M.**

### **How to Implement Mexican-American Studies in Your High School.** *(Teaching Mexican American Studies Track)*

Room: ACAD-139

House Bill Five has made ethnic study classes possible in Texas high schools for the 2014-2015 school year. Mission High School was successful in implementing one of the first Mexican-American Studies Dual class in Texas. The purpose of this workshop is to offer the framework for teachers, administrators, or students who want to include a Mexican-American Studies course (dual or regular) at their high school. This workshop will include three components that were necessary for success at Mission High School: the argument for an ethnic studies course, curriculum, and bureaucratic steps for creating a course.

**Presenter(s):** Victoria Rojas, Social Studies Teacher, Mission High School

### **Mexican American Topics in schools...NOW!!!** *(Teaching M.A.S. Mas/Librotraficante Studies Tracks)*

Room: CMED-202/204

This last year has been one of struggle in order offer our students unbiased looks at the history and legacy of the contributions of the Mexican American people to our nation. Texas, with a growing Latino population, has a responsibility to help our students understand how Latinos have shared in the shaping of the state's history and how they will continue to have a stake in the future, economically, socially, and culturally. Unfortunately, our youth have not received this opportunity in traditional history classes, or even in elective social studies classes, frustrating the efforts of educators that want to present the positive impact that Mexican Americans are having. This presentation will show how there is a way to implement the class into the classroom now, through LOTE (languages other than English), as well as some of the topics that are discussed in the class, including projects and readings.

**Presenter(s):** Agustin Loreda, Mexican American Topics Instructor, South Houston High School, School Board Trustee-GCCISD, Librotraficante; Laura Acosta, CTE Coordinator-BHHS, NHI Project Administrator Greater Baytown, Librotraficante



**An Environmental Justice Education Experience: Preliminary Findings of the “Under-and-Misrepresentaiton” Students Living Along the U.S.-Mexico Border.** (*Environmental Studies Track*)

Room: ACAD-134

The research on environmental justice education is scarce in its representation of Latinos and African American urban students. Preliminary findings will be presented involving underrepresented student groups as they participate in local environmental and social justice issues within an Environmental Science course curriculum. The study is situated within an U.S.-Mexico border community that is plagued by existing and historical air quality hazards which, as the research confirms, is highly correlated to areas of high poverty and low socioeconomic status.

**Presenter(s)** Cynthia Ontiveros, Graduate Candidate, Teaching Learning & Culture Doctoral Program, University of Texas at El Paso; Co-Authors: Dr. William Medina-Jerez & Dr. Elaine Hampton

**Student Panel: Chicana/o Arts-Based Research: MASSO Student Reflections on the Application of Cultural Expressions in the Classroom.** (*Student Track*)

Room: ACAD-163

At this round table discussion, students from the Mexican American Studies Student Organization at the University of Texas at San Antonio discuss their experiences learning about and engaging in Chicana/o cultural expression as a way to read, examine, and analyze colonization and imperialism of the Americas, US intervention in Mexico and Latin America, obfuscated AfroMexican histories within Mexican and Chicana/o memories, and notions of citizenship and legality in the Global North. The round table will also present opportunities for MASSO students to self-reflect on how artistic expressions and MAS courses can be used to inform empowering methodologies towards social justice.

**Presenter(s):** Betty Ponce, student, University of Texas at San Antonio; Edward Guerra, student, University of Texas at San Antonio; John Morin, student, University of Texas at San Antonio; Miriam Ibarra, student, University of Texas at San Antonio;

Moderator: Marco Cervantes, Assistant Professor, University of Texas at San Antonio

**Entrance into the Public Sphere: Marginalized Students Engaging their Local Public Rhetoric.**

Room: ACAD-143

This presentation examines a pedagogical model to teach introductory rhetoric with students from marginalized, multicultural working class families who have been habituated into a public rhetoric of silence. By introducing public sphere theory (Habermas, Fraser, Pratt, et al), this course combines the exploration of local authorities and stakeholders concerning precise and limited concerns of the students' choosing. Through public sphere rhetorical theory and multiple writing projects of inquiry and analysis, students use writing-as-meaning-making strategies to understand the problems of forming and nurturing public spheres and making real changes to their local ecology.

**Presenter(s):** Bruce J. Martin, Associate Professor of English, Lone Star College-North Harris

**Developing in the community: the experiences of an undergraduate cohort in reflection and service learning.**

Room: ACAD-132

Each student on this panel is an undergraduate at the University of Texas Pan American who took a course in Mexican American Studies which emphasized service to an organization for social justice. These students will discuss the role of service to the community in developing their perspective of community and the need to have a culturally relevant pedagogical experience or program to serve as members of the community and as leaders in their world.

**Presenter(s):** Ernesto Ramirez, Mexican American Studies, University of Texas Pan American and Abraham Garcia, Priscilla Gonzalez, Juan D. Guajardo, Amancio Lucio, Pedro Moyeda, Gladys Ornelas, Misael Ramirez all Students in Mexican American Studies at the University of Texas Pan American

**Una platica: The Creation of socially just youth in our comunidad: the joint effort of communities and educators to create spaces of social consciousness.**

Room: ACAD-136

A social conscious must be created in our community and the lives of our Chican@ students with a holistic approach towards activism. Two spaces for a comprehensive social activism to be initiated and fostered are schools and communities. Within schools, teachers must create spaces for Chicano students to analyze their place in society, specifically looking at communities of Houston, San Antonio and the Rio Grande Valley. Producing socially just teachers who teach activism in the classroom will allow students to develop a higher social consciousness of their communities and cultures. Then when students are reflected in the curriculum they can develop change. Having created a socially conscious community, the consolidated effort of a community needs to be acknowledged. Events such as Ayotzinapa and Tlatelolco will be included in the understanding of community building.

**Presenter(s):** Jose Mario Castillo III, Universidad de Tejas-San Antonio Mexican American Student Organization; Emily Rodriguez, Universidad de Houston Mexican American Studies Student Organization; Alejandro Sanchez Universidad de Tejas- Pan American Mexican-American Studies Club; Cynthia Solis Universidad de Tejas- Pan American Mexican-American Studies Club

**DREAMing for Representation: Testimonios from Undocumented Students at the University of Texas Pan American.**

Room: CMED-206

Over the last few years, increasing scholarly, media and political attention has been paid to the plight of undocumented immigrant college students. The exclusion from financial aid eligibility and low family socioeconomic status severely limit undocumented students' ability to matriculate to and from institutions of higher learning, but little is known about the ways in which they navigate those barriers or how school experiences shape their postsecondary outcomes. This paper analyzes the testimonios from undocumented students along the U.S and Mexico border at the University of Texas Pan American in Edinburg, Texas. Their testimonios document their collegeiate experiences as undocumented and DACAmended students.

**Presenter(s):** Orlando Hinojosa, University of Texas Pan American, Mexican American Studies

### **Story of my life... a non-typical journey of a girl migrating to the U.S.**

Room: CMED-205

It is my intention to talk to young women about the opportunity that we have of being part of a “bicultural” society, here in the US. Unfortunately, many people have issues with our background as “Mexican” or “Latinos.” I would like to share my story. Not because it’s “The American dream”, but because I am learning to adapt myself to actually being here in the US, as a Mexican. The panel will be followed by a performance with a stage reading, directed by the author. After that, all the members of the workshop will have the opportunity to work on a writing exercise that will share with the rest.

**Presenter(s):** Sylvia Vera-Huesca

### **Cristo Rey Jesuit College Preparatory School of Houston: A Catholic Work Study Model in College Access for Chican@ Youth.**

Room: ACAD 138

The Cristo Rey Network of schools provides a quality, Catholic, college preparatory education to young people with limited resources who live in urban communities. The mission is clear – college success for Cristo Rey Network students. Member schools utilize a rigorous academic model, supported with effective instruction, to prepare students for success in college and beyond. Network schools employ an innovative Corporate Work Study Program that provides students with real-world work experiences. Every student works five full days a month to fund a portion of his or her education, gain job experience, grow in self-confidence, & realize the relevance of his or her education.

**Presenter(s):** Isai Gutierrez, Dean of Student Affairs, Cristo Rey Jesuit College Preparatory School of Houston; John Mendoza, Director of Enrollment, Cristo Rey Jesuit College Preparatory School of Houston

### **Chican@ Queers and Allies: Writing at the Limits of Heteronormativity.**

Room: ACAD-161

While recognizing the influences of ground breaking work by queer writers of color and Chicana feminists, in response to the U.S./Mexico border traditional trappings, the work of the writers in this panel is further informed and more boldly explores life outside heteronormative boundaries. As such, the panelists will read from their work and discuss the generative quality of the ever-evolving relationship between queerness, Chican@ identities, aesthetic discoveries, and the borderlands. This panel of established and emerging poetry and prose writers offers a lively reading of thematically related published pieces and works-in-progress. Through performance and discussion of form and content, the panelists offer a diversity of opinion and identity. Furthermore, the panelists, queer and not, explore the inclusive spirit of queerness and the space for straight allies within and without the writing.

**Presenter(s):** José Antonio Rodríguez, UT – Pan American; César De León; Anel Flores; Emmy Pérez.

### **The State of Chican@ and Latin@ Teatro in Tejas.**

Room: CMED-101

This panel aims to create a dialogue about the current state of Chican@/Latin@ theatre and performance across the state. This roundtable will include an introduction to Chican@/Latin@ theatre history in Texas by Nicolás Kanellos and will be followed by presentations representing different areas of the state: Houston, Dallas, San Antonio, and the Río Grande Valley. This panel seeks to foster a stronger network of Chican@/Latin@ makers and scholars across Texas in order to strengthen the teatro community going into 2015.

**Presenter(s):** Chair and Moderator: Trevor Boffone, University of Houston; Nicolás Kanellos,



University of Houston, A Commons-based Organizational Approach: A First Year Case Study in Dallas, TX, Teresa Marrero and Lorenzo García, University of North Texas, TANTO, Teatro en San Anto: A Survey of 20 Teatristas & The Current State of Teatro in el corazón de Tejas, Marisela Barrera, Our Lady of the Lake University, SALTA, Mapping Latina/o Theater History in the Rio Grande Valley; Marci McMahon, University of Texas–Rio Grande Valley

**“La Colectiva”: Community, Graduate School, and the Politics of Chicana/o Studies.**

Room: ACAD-126

In the fall of 2001 several faculty and graduate students at the University of Houston organized a group to engage discussions concerning radical pedagogy and to reexamine the relationship between Borderlands and Chicana/o Studies. The group came to be called “La Colectiva” (The Collective). During the early 2000s there was a movement in academia to dismiss Chicana/o history as a component of Borderlands history. Important works by Borderlands historians like Samuel Truett and Elliot Young, for example, ignored the important place of Chicana/o scholars. Frustrated by this trend, Luis Alvarez and Raul Ramos gathered faculty and grad students to challenge this trend both in the academy at large and at the University of Houston. While the group started as a non-hierarchical and non-competitive space to discuss important historical themes, it also became an important support group for many of us.

**Presenter(s):** Felipe Hinojosa, Texas A&M University; Sonia Hernandez, Texas A&M University; Trinidad Gonzales, South Texas College; Jesse Esparza, Texas Southern University; Raul Ramos, University of Houston; Natalie Garza, Houston Community College; Juan Galvan, Houston Community College; Guadalupe San Miguel, Jr., University of Houston; Luis Alvarez, University of California, San Diego; Jimmy Patiño, University of Minnesota; Alberto Rodriguez, Texas A&M University, Kingsville; Jessica Borboa, San Diego, CA.; Gregory Peek, Indiana

**Rehaciendo Puentes: Generations of Exclusion in Baytown**

Room: CMED 209

In this panel, Puente and Mexican American Studies students from Lee College in Baytown discuss “the generations of exclusion” that Mexican immigrants and Mexican Americans have experienced in Baytown. From the de Zavala “Mexican School” to contemporary immigration politics, from environmental concerns to the lack of socially-relevant curricula in schools, students discuss how community members and students can work to reverse the forms of exclusion that persist to this day.

**Presenter(s):** Alma Castilleja, Puente and Mexican American Studies, Lee College; Reyna Gomez, Puente Student, Lee College; Emily Trevino, Puente Student, Lee College; Maria Avalos, Puente and Mexican American Studies, Lee College; Fernando Izaguirre, Puente Student, Lee College

## **“Release the Central American Women and Children from Texas Detention Centers”**

Room: ACAD 130

Panelists will discuss women and children refugees who have fled El Salvador, Guatemala, and Honduras because of gang violence, domestic and child abuse. These women and children are seeking asylum in the US and are currently being detained in family detention centers operated by private contractors GEO and CCC in Karnes City (532 beds), Dilley, (2,400 beds), Texas and Berks County, Pennsylvania at the rate of \$150 to \$289 per person per day, paid for by U.S. tax payers. The majority of detainees have proven “credible” or “reasonable” fear of persecution meaning there is a significant possibility these women and children will be granted asylum under the Convention Against Torture. These women and children remain detained due to a Department of Homeland Security (DHS) no release policy with the refusal to be considered for release on bond or parole without individual determination if they pose a flight risk, national security threat, or danger to the community. Together we can end family detention.

**Presenters:** Megan-Michelle Moran, University of Texas at San Antonio; Diego Mancha, University of Texas at San Antonio; Solae Villarreal, University of Texas at San Antonio; Diana Davila, University of Texas at San Antonio

### **SESSION III 2:15 – 3:30 P.M.**

#### **The K-12 Educational Experiences and Identity Formation of Ña’a Da’vi in Washington State.**

*(Teaching M.A.S. Track)*

Room: ACAD 136

This exploratory research project stems from my personal experience as a Ña’a Da’vi (Mixteca) growing up in the Pacific Northwest—juggling three cultures/languages—and the curiosity of learning about the experiences of others from the same background, particularly in education.

In this project, I look at how individuals of Ñu’u Da’vi background came to an understanding of their social position while in the U.S. K-12 educational pipeline and how it contributed to their life goals (academically and personal). Some questions addressed are: How does resilience work for students who face multi-layered barriers in education? How do they negotiate their identity? How do acquired skills in school become useful beyond academic settings? Does their acquired knowledge and path of resistance allow for civic/social engagement?

**Presenter(s):** Griselda Guevara-Cruz, The University of Texas at Austin

#### **Finding our Epistemology: Educators expeditions from classroom to community to research and pedagogy for community.** *(Teaching M.A.S. Más Track)*

Room: ACAD 163

Participants will have the opportunity to hear how six Chican@ educators have engaged a redefinition of the master narrative for the promotion of our community. Experiences which facilitated this worldview include community based pedagogies, reflexión, and autoethnographic and testimonio research practices. Each of these discussants will describe the role of teaching and learning in the process of defining how they have come to see the world and shape their epistemological/ontological/axiological stances as each is either teaching a course which emphasizes personal growth and development with a recognition of the role of culture, teaching a course in service and reflective learning, or developing doctoral dissertations which seek an understanding of the role of self and culture as Chican@s in the institution of education.

**Presenter(s):** Ernesto Ramirez. Mexican American Studies - University of Texas Pan American; Michelle Alvarado. Learning Framework – University of Texas Pan American; Ernesto Cantu. Principal – IDEA College Prep Pharr; Lisa Cardoza. Chief of Staff – University of Texas Pan American; Daboberto Eli Ramirez. Learning Framework – University of Texas Pan American; Jose Saldivar. Learning Framework- University of Texas Pan American

**Uncovering Border Environmental Justice Issues: How One Urban School District Developed & Implemented Locally Relevant Environmental Justice Curricula & Resources.** (Environmental Justice Track)

Room: ACAD-132

Environmental hazards are everywhere and should be everyone's concern. The focus of this round table discussion will describe how one urban school district developed and implemented an environmental justice curricula district-wide for grades 3 through 12 addressing local air quality concerns. The process and outcomes will be shared so that other educators, teachers, and community leaders can learn from and implement within their own school settings and community outreach programs.

**Presenter(s):** Cynthia Ontiveros, Graduate Candidate, Teaching Learning & Culture Doctoral Program, University of Texas at El Paso; Co-Author: Dr. Elaine Hampton

**Caravanning in Wales: Quantum Demographics as Transnational Pedagogy.** (*Librotraficante Studies Track*)

Room: ACAD 139

In this paper I seek to show how the Librotraficante framework of Quantum Demographics can reveal and communicate intersections and commonalities of experience transnationally. I will examine how Welsh and Irish experiences of English colonialism, of the seeking to destroy language, culture, and identity, have echoes in the experiences of Chicano/o communities in Texas and throughout the borderlands. Centuries of Anglo majoritarian historicizing has rendered these connections invisible, connections with capacity to promote mutual understanding and political engagement across a myriad of geographical, political, social, and cultural borders. I shall reveal how commonalities of repression and resistance exist, and how Quantum Demographics can operate across national lines creating transnational communities - communicating knowledge, decoding majoritarian myth, and rendering visible reflections of colonization and collective patterns of dissent.

**Presenter(s):** Claire M Massey M.A

**LMAS: Finding our roots deep in the Heart of Texas.** (*Student Track*)

Room: CMED-202/204

As a state institution Texas A&M University strives to foster an environment that ensures that all students receive a superior education that focuses on the tools necessary to compete in a globalized work environment. One of those initiatives that the University is embarking on is the creation of a Latino Mexican American Studies (LMAS) minor on campus. But, the idea did not come from the university, or the Board of Regents. Rather, the idea and implementation of the minor was a grassroots movement by a group of Texas A&M University students. The students would like to explain the need for the minor at Texas A&M, the process of getting the minor approved and implementing the minor, as well as the adversities that had to be overcome in order to achieve their goal. Additionally, the students would like to highlight why it is important that universities across the United States, Texas especially, have programs such as LMAS.

**Presenter(s):** Isaac Chavez; Nery Guerrero; Angelica Ruvalcaba; Alma Patino; Joe Rodriguez; Alfredo Garcia; Jasmine Hemenez; Erica Medina; Ana Cardona; Adam Brennan; Benny Miranda; Jonathan.

### **Barrio Writers & U of H MASSO: Empowering the Next Generation.**

Room: ACAD-143

Barrio Writers (BW) aims to empower youth (13-21 years old) through creative writing, higher education and cultural arts. BW creates direct pipelines from communities to higher education by offering free college-level reading and writing workshops to give underserved youth the opportunity to see themselves as writers, scholars, and community leaders.

Since 2009, BW has partnered with three universities and community resources that include social justice activists, cultural arts centers, juvenile probation departments and scholars. The community-based workshops assist in developing critical-thinking and presenting skills while challenging the constructs of the academy through an educational model that integrates diverse rhetoric and cultural empowerment. The panelists will discuss how the formation of the Houston BW chapter stems from their own first-generation experiences in the American school system.

**Presenter(s):** Moderator: Lupe Mendez, University of Texas at El Paso; Sarah Rafael García, Barrio Writers Founder, Texas State University; Reyes Ramirez, BW Writing Advisor, Texas State University; Emily Rodriguez, MASSO Chair Person, University of Houston; Dalila Flores Villarreal, MASSO Public Relations Officer

### **Visual Rhetoric and the Public Sphere.**

Room: CMED-209

This panel will review course projects in a Composition and Rhetoric course that focuses on student re-engagement into the public sphere, based on Habermas and Nancy Fraser's descriptions and problematization of public rhetoric. The panel will emphasize the responsibility and opportunity for community college instruction to engage its students in very local community efforts to engage local residents in their own self-governance.

**Presenter(s):** Rogelio Segovia - *Animal Control and Community Discourse*; Ashley Montiel - *The Community College Disconnect*; Romona Mckinley - *Community College and Community Crime*

### **We Are FIEL (Familias Inmigrantes y Estudiantes En La Lucha): Creating Visibility and Voice for Undocumented Immigrants in Houston.**

Room: ACAD 138

As the struggle for immigration reform continues immigrant rights groups have carried out various forms of mobilization to adapt to the social and political environment in the United States. In Houston, FIEL (Familias Inmigrantes y Estudiantes En la Lucha), an immigrant rights organization founded by an immigrant family, focuses on bringing empowerment and resources to the undocumented immigrant community. In my research, I will explore the ways FIEL serves as a niche for undocumented immigrants in Houston by advocating for immigrant rights while at the same time redefining notions of citizenship, social justice, and reshaping the immigration reform debate.

**Presenter(s):** Lilia Loera. Texas State University- Department of Anthropology

### **McAllen's Chican@ Queer: A Call to Resist the Migration to Urban Queer Paradise.**

Room: ACAD 134

The commuting queer university student in a suburban populated town like McAllen, Texas represents a crucial negotiator that can express what suburban life means for a Chican@ queer. However, the appeal of South Texas urban areas, like San Antonio and Austin, are alluring to the university queer post-school and can leave areas like McAllen without young queer ambassadors for their community. This paper will be looking at young Chican@ queers in the McAllen area and how they are effectively intermingling through straight and queer spaces in the small community's nightlife. This paper will also take a look at the community's oldest gay bar, PBD's, and how spaces like these are quickly becoming archaic to the more mobile university queer. In conclusion, this paper studies the role young queers are playing in suburban populated areas and how their lingering presence post-school can be crucial to developing a healthy mindset of queers in similarly populated areas throughout Texas.

**Presenter(s):** Charles McGregor, University of Texas-Pan American  
Break Out E: Mexican American Literature through the Mirror of the Other

### **Mexican American Literature through the Mirror of the Other.**

Room: CMED-205

This panel consists of 3 papers exploring both gender studies and comparative literature.

**Presenter(s)** Jay Bolan, University of Houston; Sadie Hash, University of Houston; Salwa M. Albargi, University of Houston;

### **Community, Crime & Resistance.**

Room: CMED-206

This panel consists of 3 papers examining the factors that have created the cradle to prison pipeline.

**Presenter(s):** Chair, Rosalva Resendiz, Postcolonial Resistance: The Building of a Chicano Community across Bars; The Criminalization of Our Community: Operation Strong Safety, E. Gamino; Border Violence, the News Media, and the Mexican American Community, O. Camarillo

### **La Cosecha de la Huelga: The Antropoesia of Houston's Huelga Schools.**

Room: CMED-101

As Tim Z. Hernandez, author of "Mañana Means Tomorrow" states – Anthropoesia or Anthropoetry, is "a poetry which utilizes the tools and techniques of the ethnographer as a means of generating a 'poetry that is centrally about the human condition.' Just as documentary poetics is a research-based approach to poetry, which relies heavily on the gathering of external information, Antropoesia hones in on a field of study related to a specific community or ethnic group."

In this session, participants shall review the history of the Huelga Schools – a Chicano community response to HISD's unconstitutional "integration" plan, in the early 1970's. In addition, participants will explore the methodology of Antropoesia as applied to this history conveyed through poetics and partially based on the original research done by Dr. Guadalupe San Miguel and his book "Brown, Not White." Presenter will provide both the original history and the amalgamation of research through artistic means.

**Presenter(s):** Dr. Guadalupe San Miguel, Jr. - Author/ Professor. University of Houston, Department of History; Mr. Guadalupe Méndez, On-Line MFA Candidate. University of Texas @ El Paso, Creative Writing Department



## **The RGV Coalition for Mexican American Studies and the Implementation of Mexican American Studies in RGV High Schools.**

Room: ACAD-126

The Rio Grande Valley (RGV) Coalition for Mexican American Studies is a collaborative effort by faculty, staff, and students at South Texas College, University of Texas-Pan American, and University of Texas at Brownsville to advance the teaching and research of Mexican American Studies for K-12 and higher education in the four counties of Willacy, Cameron, Hidalgo and Starr. The RGV Coalition emerged in response to the passage of HB 2281 banning ethnic studies in Arizona to develop a coordinated effort to develop, implement and promote Mexican American Studies programs courses in Mexican American Studies (History), Mexican American Literature (Humanities), and Mexican American Fine Arts in Valley high schools. After the Texas State Board of Education voted to allow the development of textbooks and instructional material for Special Topics courses in Native, Mexican, African and Asian American Studies, the RGV Coalition moved quickly to organize a plan to provide instructional materials in Mexican American Studies for use by high school teachers and instructors of Dual Credit Programs.

**Presenter(s):** Maritza De La Trinidad, Assistant Professor, Department of History, University of Texas-Pan American; Marci R. McMahon, Assistant Professor, Department of English, Director, Mexican American Studies, University of Texas-Pan American; Trinidad Gonzales, History Instructor, Department of History, South Texas College; Christopher Carmona, Assistant Professor, University of Texas-Brownsville; Corina Carmona, Artist and Art Educator, Master of Arts Student, Texas Tech University; Juan Carmona, Social Studies Teacher, Donna High School; Victoria Rojas, Social Studies Teacher, Mission High School, Mission, Texas, Master of Arts Student, UTPA

## **Monos/Movies desde los Barrios: Early Chicano/a Cinema**

Room: ACAD 161

This panel sheds light on the early history of the Chicano/a community, drawing from video documentaries and oral history as prime sources that have been the efforts of Sembradores de Aztlan Oral History Project, Houston, Texas. Several related questions deem our attention: (1) what was the economic contribution of these barrio-based micro-businesses to current entertainment venues in Houston, Texas and the state of Texas?; (2) how have these films impacted first-generation Mexican Americans in regards to passing on cultural literacy contained in the films with regards to successful film icons of Mexico; and (3) what impact have these films have on current Chicano/a film festivals in terms of programmatic planning and presentations? The panel presentation will be composed of activists of cinema-related micro-businesses and the founder of Cine Cuauhtemoc Pan American Film Festival, the first Chicano-oriented festival in Houston, Texas.

**Presenter(s):** Jesus Cantu Medel, M.Ed., Museo Guadalupe Aztlan, Houston, Texas; Dr. Antonio Gonzalez and Daniel Antoon, Chicano/a Studies Network, Houston, Texas

## **Chican@ and Latin@ Film, Teatro, and Performance in Houston, Tejas**

Room: ACAD 130

This panel aims to create a dialogue about the current state of Chican@/Latin@ film, theatre, and performance in Houston, Tejas. This roundtable will include presentations about different individuals and arts organizations serving Houston's Latin@ communities. This panel seeks to foster a stronger network of Chican@/Latin@ filmmakers, theatre and performance practitioners, and scholars in Houston in order to strengthen the arts community going into 2015 and beyond.

**Presenter(s):** Eric Mayer-García, Louisiana State University - *Lorca to Brecht, Cervantes to Shakespeare: El teatro comunitario de Carlos García Rojas*; Stephanie Saint Sanchez, La Chicana Laundry Pictures, Señorita Cinema - *The Lover, The Fighter, Y Tu Mama... Tambien: Latina Visibility in Film*; Alice Valdez, MECA (Multicultural Education and Counseling through the Arts)

**Bridging Cultures in the Community College: Lone Star College-Kingwood.** *(Teaching M.A.S. Track)*

Room: ACAD 161

LSC-Kingwood is making a concerted effort to embrace diversity in our community by implementing an initiative called Bridging Cultures. Bridging Cultures engages the power of the humanities to promote understanding and mutual respect for people with diverse histories, cultures, and perspectives within the United States. Alternative Spring Break: ASB is a unique and innovating effort on the part of our college in bringing about greater awareness and understanding of the borderlands and the Mexican or Chicano community. This event is an educational experience beyond books for our student by initiating an Alternative Spring Break program and spending real time on the US-México Río Grande border of El Paso-Juárez. Our students gain firsthand knowledge of the day-to-day realities of the frontera.

**Presenters:** Cassandra Rincones, ABD, Assistant Professor of History; Raúl Reyes, Professor of History; Dr. J. Jay Theis, Associate Professor of Government and Director of the Center for Civic Engagement; Dr. Cora Ann Williams, Professor of Speech; Dr. Stephanie M. Kelly, Assistant Professor of History

**Our First Year College Experience as a First Gen Student.** *(Student Track)*

Room: ACAD-136

First-generation students often struggle with issues that are unique to them. This panel will allow attendees to hear directly from a group of five college freshman whom are first generation college students at Lee College in Baytown, Texas. Attendees of this session will hear how these young students are and have navigated the transition of high school to college. Topics the moderator will address will range from how prepared they felt they were for college level courses, college awareness or the lack thereof, as well as services that have helped them ease their first year.

**Presenter(s):** Vere Valencia; Andrew Rodriguez; Alma Castilleja; Juan Cedillo and Felicite Herrera

**Truly Texas Mexican: A Native Culinary Heritage In Recipes with author/chef Adán Medrano.***(Environmental Justice Track)*

Room: ACAD-138

Ethnic Studies can be very delicious. Adán Medrano discusses, dramatizes, and serves up his history and cookbook. Truly Texas Mexican: A Native Culinary Heritage In Recipes. This work is delectably steeped in tradition, a living culinary heritage. Building on what he learned from his own family, Adán Medrano captures this distinctive flavor profile in 100 kitchen-tested recipes, each with step-by-step instructions. Equally as careful with history, he details how hundreds of indigenous tribes in Texas gathered and hunted food, planted gardens, and cooked. The recipes and personal anecdotes shared in Truly Texas Mexican illuminate the role that cuisine plays in identity and community.

**Presenter(s):** Adan Medrano

**Barrio Pedagogy: Xican@/Raza Studies Programs Transform the Lives of Students, Parents and Communities.** (*Environmental Justice Track*)

ACAD-143

This interactive workshop and group discussion will reinforce the principles within the Quatro Tezcatlipocas (Nahui Ollin ~ Four Movements of Harmony), In Lak'Ech (Tu Eres Mi Otro Yo), Nehuan Ti Nehuan (You are I am You) ~ as an effective pedagogy for Xican@/Raza youth and families, by engaging participants in applicable lessons and exercises to be implemented in all grade levels of Critical Literacy and Social Studies classrooms.

**Presenter(s):** Georgina Cecilia Pérez, University of Texas at El Paso. Graduate Student

**Poesía, Arte e Historia: The Multiple Ways We Remember the Moody Park Rebellion.**

ACAD-139

On May 7, 1978, thousands of Chicana/os gathered at Moody Park in Houston's Northside to celebrate Cinco de Mayo. Hours into the celebration, police descended onto the park to break up a reported fight and their presence sparked an insurrection filled with thrown bottles, overturned police cars, and damaged businesses. Tensions between the Chicana/o community and the Houston Police Department had been mounting over the police killing of a Chicano veteran, Jose Campos Torres, in the previous year. The brutal death of Jose Campos Torres was the last straw for a community who had endured generations of sanctioned police violence towards Mexican Americans. Through poetry, art, and an historical account of the Moody Park Rebellion, this panel will uncover the many ways we remember resistance to police brutality in an effort to show how we can connect the past to current day community issues.

**Presenter(s):** Deniz dee!colonize Lopez, Presenter. Chicana Poet and Community Organizer; Monica Villarreal, Presenter. University of Houston, Clear-Lake; Samantha M. Rodriguez, Presenter. University of Houston

**No mames guey! The blending and evolution of ESpanGLISH.**

Room: CMED 202/204

This platica will be centered around the personal experiences of the panelist and their use of Spanglish in their lives. The use of censored words and expressions will be examined to find the bridge between language and culture. In the Chicano culture there are many phrases that do not translate, and it is important for the community to understand the background of the words they use. The panelist will explain the history of some of these words, the original meaning, how the meanings have been changed and how they have crossed the boarder to be used in everyday life in the United States. The panelist will also discuss the appropriateness of these words; they will share their personal encounters with said words and how they feel these taboo words should or should not be used in or out of the Chicano community.

**Presenter(s):** Emily Rodriguez, University of Houston-Mexican American Studies Student Organization (MASSO), Moderator; Kim Velez, University of Houston MASSO; Jassiel Lozano, University of Houston MASSO; Ever Javier, University of Houston MASSO; Rita Villazana, University of Houston MASSO. Dalila Flores, University of Houston MASSO.

### **Raices Nuevas: Grassroots Analysis of the Post-Structural evaluation towards Chican@ Education.**

Room: ACAD-163

In the height of educational injustice; activists, educators, elders and community organizers return to grassroots movements to construct discourses to challenge the eloquent attack of our educational landscape, at which we manifest for political education is anti-colonial. Our students are submitted to a capacity of forced curriculums. As educators we align our personal ideas and transformative arguments to find alternative dialogues that interrogate issues of race, gender and sexuality in a multilingual and multicultural community living in the borderlands.

**Presenter(s):** Arturo Trejo, Southwest Workers' Union/Mexican American Studies at UTSA

### **History is Not Boring: Putting Houston Students in the Archives.**

Room: ACAD-132

Since 2013 Dr. Jesus J. Esparza, professor of history at Texas Southern University, has partnered with Mikaela Selley, Hispanic Collections Archivist, to offer undergraduate students the chance to work with the Hispanic Archival Collections held at the Houston Metropolitan Research Center.

The goal of this partnership is to bridge gaps across cultural, social, and racial communities while simultaneously ensuring that they work towards the preservation and promotion of Houston's history. The objective is to help students develop new skills and research methods including curating, archiving, digitization, and preservation techniques. Overall students gain an appreciation for historical preservation, an awareness of Houston's Chicano/Chicana history, and exposure to job opportunities in the archival profession.

**Presenter(s):** Mikaela Selley, Hispanic Archival Collections, Houston Metropolitan Research Center; Jesus J. Esparza, Visiting Assistant Professor, Department of History & Geography, Texas Southern University

### **Developing the autoethnographic: beyond methodology and towards the critical.**

Room: ACAD-134

Each of us is at a different level of influence in our respective communities and share a common level of community as we work together to develop our doctoral dissertations. This panel will offer participants the opportunity to hear about our experiences as doctoral students as we share our autoethnographic work. This dialogue will include how we have experienced our programs of learning in community, as a community, and for community. Furthermore this panel will describe how we seek out the path to autoethnographic work, a marginalized approach, in an institution that favors the more traditional approaches to research and the explication of the human experience. This includes a dialogue about the rejection of the tool (the dissertation) while still doing the dissertation (for the acceptance of one in to the institution of the academe).

**Presenter(s):** Ernesto Ramirez, Mexican American Studies - University of Texas Pan American; Ernesto Cantu, Principal - IDEA College Prep Pharr; Lisa Cardoza, Chief of Staff - University of Texas Pan American

### **Oral Histories: Methods of Exploring Community in Building a "Higher Education."**

Room: CMED 206

In order to gain a much more realistic and relevant perspective on the issues affecting local communities, it is important to explore the issues both past and present. Oral histories as a form of ethnography are an integral part of Mexican and Mexican American culture and need to be recorded. By reaching out to elders and established community leaders in Chicano communities, community members, researchers, educators, and students build new pathways in reaching sustainable answers.

**Presenter(s):** Guadalupe Méndez, Director of Literary Programs Librotráfico Movement

## **Beating the Odds: Progress through Perseverance.**

Room: CMED-101

If today's secondary and post-secondary institutions are going to meet the challenge of increasing the competition, retention and graduation rates of students of color, it is vital for educators and community members to engage in dialogue that stimulates change in the way underachieving students view the importance of education.

The Latino population is the largest ethnic group in the U.S. yet, for a variety of reasons are still the lowest to earn college degrees. Attendees of this session will hear the inspiring testimony of how a young Latina overcame poverty, abuse and the struggles of teen parenthood to become an Administrator in Higher Education. Participants will discuss exactly how determination and perseverance can lead to student success. With the use of her personal story as the backdrop, the presenter will introduce strategies which can assist struggling students overcome hardships often associated with being raised in single parent household, living in low-income housing, experiencing multiple forms of abuse, absent father, teen parenthood, and high rate of absenteeism. Presently, one of two Latina Administrators on her community college campus, the presenter will describe how the above mentioned obstacles can be used to help students create a resume of success.

**Presenter(s):** Victoria Marron, Lee College. HSI S.T.E.M. Grant Director & Puente Project Coordinator STEM Center

## **WAKE-UP! presents: The (Mis)Education of the (S)Chola(r).**

Room: ACAD-126

The (Mis)Education of the (S)Chola(r) is a poetic and theatrical examination of the educational systems from which these Latina feminists have emerged. The group asks: What and how are we teaching Latinas? What is omitted? How do language, race, and gender figure into education? What would we change about our educational systems to spare others frustration we endured? What are we ready to teach the next generation?

Women Artistically Collecting Experiencias—Unidas Prosperando is an all-female performance-poetry collective weaving bilingual spoken-word feminism into performance which claims space for our community within the academy. WAKE-UP! seeks to empower and celebrate the experiences of women of color—Xicanas, Latinas, Tejanas, Mexicanas, however we choose to self-identify— through the arts for the purpose of creating solidarity, new knowledge, and safe spaces for such dialogue to occur openly in our university and greater community.

**Presenter(s):** Amalia Ortiz, University of Texas-Pan American; Linda Ann Gonzalez, University of Texas-Pan American; Nahiely "Pinky" Garcia, the University of Texas-Pan American; Danielle Lopez, University of Texas-Pan American; Silvita Vera, University of Texas-Pan American; Veronica Solis, University of Texas-Pan American; Eloisa Moreno, University of Texas-Pan American; Gladys Ornelas, University of Texas-Pan American; Claudia Yveth Hernandez, University of Texas-Pan American; Laura Lee Oviedo, Texas A&M University



## **Latina/o Transculturación Investigating Literature, Cinema, & Music**

Room: ACAD 130

Our goal is to investigate transculturación in the everyday lives of the Latina/o communities. Using Fernando Ortiz's definition of transculturación, we will focus on the following cultural productions: literature, cinema, and music. Ortiz defines Transculturación as "the different phases of the process of transition from one culture to another," encompassing both acculturation and deculturation (Ortiz 1995). Within literature, the issue of acculturation in "El abuelo, "Soldado aprende a tirar" and "No sé por qué piensas tu" by Nicolas Guillen is presented as a result of the political situation and social injustices of his day. In cinema, the Pachuco character of the actor Tin Tan implements a transcultural camuflaje to replicate the Pachuco neoculture and embody it while outside of its cultural environment. Lastly, the bilingual hip-hop duo Los Rakas will be analyzed to investigate the influence that Latina/o culture, migration, and shared spaces has on their music as a medium of storytelling.

**Presenter(s):** Misael Ramirez, The University of Texas-Pan American; Cynthia Solis, The University of Texas-Pan American; Alejandro Sanchez, The University of Texas-Pan American; Group Moderator: Dr. Stephanie Alvarez, Assistant Professor at The University of Texas-Pan American

## **The Creation of socially just youth in our comunidad: the joint effort of communities and educators to create spaces of social consciousness.**

Room: CMED 205

A social conscious must be created in our community and the lives of our Chican@ students with a holistic approach towards activism. Two spaces for a comprehensive social activism to be initiated and fostered are schools and communities. Within schools, teachers must create spaces for Chicano students to analyze their place in society, specifically looking at communities of Houston, San Antonio and the Rio Grande Valley. Producing socially just teachers who teach activism in the classroom will allow students to develop a higher social consciousness of their communities and cultures. Then when students are reflected in the curriculum they can develop change. Having created a socially conscious community, the consolidated effort of a community needs to be acknowledged. Events such as Ayotzinapa and Tlatelolco will be included in the understanding of community building.

**Presenter(s):** Jose Mario Castillo III, Universidad de Tejas-San Antonio Mexican American Student Organization; Emily Rodriguez, Universidad de Houston Mexican American Studies ; Alejandro Sanchez Universidad de Tejas- Pan American Mexican-American ; Cynthia Solis Universidad de Tejas- Pan American Mexican-American

## **SATURDAY, FEB. 28 SESSIONS**

See description for location information.

### **SESSION V 9 – 10:15 A.M.**

#### **Rewriting the Past with Our Presence: What Our Barrios Need to Know About Cultivating Community-Based Scholars and Leaders. (Teaching M.A.S. Track)**

Room: CMED 101

In a nation where the media often exploits negative stereotypes of urban, border and migrant communities, it is important to share stories that celebrate our Chicana/o, Mexican-American and Tejana/o role models. Together, the panelists will provide four distinguished profiles of scholars and authors that represent the migrant experience, border history, community activism and writing.

A doctoral student in Borderland History, a Creative Writing professor at UT El Paso, Poet Laureate of San Antonio and Mexican American Studies professor at UT Pan American—triumphantly, each panelist currently serves as a diverse leader in our barrios and academia. By recounting their personal experience and sharing their writing, the panelists will inform on what it takes to cultivate community-based scholars and leaders.

**Presenter(s):** Sarah Rafael Garcia, M.F.A. Candidate, Texas State University; Laurie Ann Guerrero, Poet Laureate of San Antonio, San Antonio, Texas; Tim Z. Hernandez, Assistant Professor, University of Texas El Paso, MFA Program in Creative Writing; Carolina Monsiváis, Doctoral Student in Borderlands History, University of Texas at El Paso; Emmy Pérez, Associate Professor, Department of English, University of Texas-Pan American, Edinburg, TX;

**(Re)membering and (Re)writing Chicana/o Histories: Mexican American Studies as Community, Familial and School Knowledge.** (*Teaching M.A.S. Más Track*)

Room: ACAD-138

This panel shares the process of three community-based scholar activists in using family histories as a means to interject Mexican American Studies into historically Eurocentric schools.

**Presenter(s):** Dr. Enrique Alemán, Associate Professor, Educational Leadership and Policy, University of Utah, & Writer/director for Stolen Education Documentary Film. Socorro Morales, Doctoral Candidate, Education, Culture & Society, University of Utah & Ethnic Studies Instructor, Jackson Elementary School.

Sylvia Mendoza, Doctoral Candidate, Education, Culture & Society, University of Utah & Ethnic Studies Instructor, Jackson Elementary School

**MAS student research projects.**

Room: ACAD-143

This panel presents projects by students in the Mexican American Studies program that engage cultural texts, qualitative interview and family ethnography in order to showcase new avenues of research by MAS majors.

**Presenter(s):** Dr. Marie “Keta” Miranda, Moderator; Melissa Saenz will examine youth responses to music and their challenge to labels as they struggle to create and define their identity through musical genres. Diego Mancha will explore borders of science fiction in order to consider how Chicana/o writers create worlds of imagination and reality. Jose Yznaga will explore the dismal figures and facts in relation to low educational attainment by young agricultural workers.

**The Pursuit of Mexican American Studies curriculum for Texas and Arizona schools.**

(*Librotraficante Studies Track.*)

ACAD-163

Ethnic Studies programs increase graduation rates. A 2013 report by the U.S. Department of Education on graduation and dropout rates for the 2009-2010 school year provided insight to troubling trends. The national Average Freshman Graduation Rate (AFGR) ranked at 78.2 percent yet Hispanic students at 71.4 percent, Native American/Alaska Native students at 69.1 percent, and African American students at 66.1 percent all performed at lower rates (Stillwell & Sable, 2013). Across the country there was an overall dropout rate of 3.4 percent which Native American/Alaska Native, African American, and Hispanic students surpassed at 6.7, 5.5, and 5.0 percent respectively (Stillwell & Sable, 2013). These groups of students are making gains and losing ground in the wrong categories opening the door to lifelong strains stemming from these issues which impact them and their communities.

**Presenter(s):** Margarita Vizcarra, Loyola University Chicago

## **The Origins of Chicano Country and the Dialectic of Conflict.**

Room: CMED 206

With the emergence of Chicano Country music during the post-World War II era, San Miguel wrote, "Chicano Country bands are a phenomenon in musica tejana." San Miguel claims, "No written documentation exists on the origins but most likely they emerged in the lower Rio Grande Valley in the post-World War II era and became increasingly popular over the years." He also states, "Although more research needs to be done on Chicano Country bands, it is very possible that they were linked to musica tejana through their rural orientation, their themes, and their dance tunes, many of which were not played by Tejano groups anymore." It is also very possible Chicano Country emerged out of the "dialectic of conflict" where and ethnic conflict produces class struggled to find an ideology between the two.

**Presenter(s):** Ricardo Pena, University of Texas pan American, Mexican American Studies

## **Activismo in the 21st Century: Working Together por el Futuro.**

Room: ACAD-134

The face of Activism is changing and must accommodate the masses so that it continues to be effective. From repressing racist legislation to combating power structures within local communities, these challenges can effectively be delayed by using the weapons at our disposal. "Ground Pounding Activists" have moved their efforts to online arenas, in order to garner support for their respective grievances from a broader audience at a faster pace.

Our Roundtable seeks to show what resources are available online, how to use them effectively, and still place an emphasis on the importance of taking to the streets with signage conveying our message. We feel this workshop is vital when considering how historically, Activism has begun with students, students are encompassing the majority of social media and online activity, and the majority of information needed is also found online.

**Presenter(s):** Leonardo Leopoldo Treviño, Univ. of Texas at San Antonio; Eli Sergio Tarin

## **Students' Perspective – The Necessity of Mexican-American Studies in High Schools.**

Room: ACAD-132

The voice of students is not often heard in discussions of public education. As professors, teachers, administrators, and community members we have the tools to expand the traditional idea of education, but might not have insight on what a modern student needs and wants. The purpose of this roundtable is to let the students, those who are the recipients of the knowledge advocates have fought to give them, provide insight on what they like, dislike, want, and need in their Ethnic Study classes.

Mission High School seniors currently taking Mexican-American Studies Dual? will offer their opinions on how they have learned best, what is lacking, and how this course has affected their sense of place and identity. MHS juniors have not had the opportunity to take this course yet and are advocating for a strong Ethnic Studies program. They will offer their thoughts on why they are interested in taking a Mexican-American Studies course and address the need for programs in Texas high schools from the perspective of students who have not been able to take this class.

**Presenter(s):** Hayley Guerra; Clarissa Lopez; Sarah Lopez; Kobe Marquez; Ariana Navarro; and Erick Sandoval, Mission High School seniors who are currently taking the Mexican-American Studies Dual course; Stefanie Florez; Ninette Garcia; and Sonia Conde, Mission High School juniors; Facilitators: Victoria Rojas, Social Studies Teacher, Mission High School; Trinidad Gonzales, History Instructor, Department of History, South Texas College

**Mexican American Women of the twenty first Century: A Roundtable Analysis of how the role of the Mexican American women was developed and her evolution into the twenty first century, and how she will be or has been affected to the on going borderland violence.**

Room: CMED-205

Violence along the border and United States has caused attention around the world since officials have declared war against drugs.

Our goal is to expose and gain a fresh perspective on the controversial role of women in not only Mexican American Society, but as well as the borderland societies and how the surrounding world constantly reshapes them due to their interactions and attitudes.

**Presenter(s):** Valerie Cerda, Cynthia Solis, Diana Valencia

**Panza Poderosa: An introduction to Panza Fusion, a performance genre, combining the ancient art of belly dance with Tejana culture and social justice.**

Room: ACAD-126

Zombie Bazaar Panza Fusion will discuss the different aspects of the dance genre created by Giomara Bazaldua, director and choreographer of the company. Group will discuss how Panza Fusion has added movimiento to the social justice movement in San Antonio, through a diverse dance catalogue that dives into immigration, the rights of the LGTBQ, and womyns issues.

A short workshop on movement will also be facilitated a by Zombie Bazaar in order to allow the freedom for everyone to move together and bond through the energies created when a group dances together. The presentation will also include a live performance of "Polly", a serious piece that centers on womyns issues and the struggles womyn have over the ownership of their bodies.

**Presenter(s):** Giomara Bazaldua, Zombie Bazaar; Martha Saenz Buchanan;

Paloma Sifuentes; Michele Nicole Simpson; Marisa Gonzales; Stefany Nightly; Victoria Garcia-Zapata Klein

**The Condor & The Eagle: An Epic Tale of Tar Sands Resistance. (Environmental Justice Track)**

Room: CMED 202/204

The storyline of the documentary *The Condor & The Eagle* is an intertwined journey of individuals who, in their own way, take a stand against corporate pollution; organizing their local communities, traveling to South America and meeting with Indigenous communities impacted by the same industrial corporations. One of the main characters is Houston's own Bryan Parras, the HighTechAztec, who will provide an overview of the environmental work conducted by T.E.J.A.S. in Houston's Manchester Barrio and around the world.

**Presenter(s):** Bryan Parras, HighTechAztec

**The Afro-Cubano experience in Houston & Beyond**

Room: ACAD 139

Houston is as diverse as the Latino experience itself. Find out more about some of the points where the African American and Latino cultures join, and find out more about as dramatized by the book *Black Cuban, Black American*. A memoir by Evelio Grillo.

**Presenter:** Jose Grinan, anchor man, KRIV-TV

## **The Mexican in the Motel: Locating the Border through ‘Greaser’ Performance in Orson Welles’ Touch of Evil**

Room: CMED 209

“The Mexican in the Motel: Locating the Border through ‘Greaser’ Performance in Orson Welles’ Touch of Evil,” focuses on the issues of racial performance and power and how they are enacted on the border and in the motel. The motel, or the motor hotel, represents the influence of technology, commerce, and travel in the U.S. West. The motel and the highway can be seen as co-dependent systems. Orson Welles’ Touch of Evil combines the space of the motel and the U.S.-Mexico border in order to narrate their performative qualities, displaying the motel as a space where power and intimidation reach their peaks. This is accomplished through performances of racial and gender identities.

**Presenter(s):** Monica Montelongo

## **Broadening the Definition of Professional Fields: New Industries, New Work, New American Dream**

Room: ACAD 161

New technologies have created new fields and colleges and universities are just catching up. Here is a way to speed up the process for Latino youth.

**Presenter(s):** Larry Buchanan

## **New Multimedia - Opening Doors to Community & Higher Education**

Room: ACAD 136

Whether your goals are recruitment, engagement or research, digital media offers tremendous reach with little investment. Discover which tools offer the best results from communications professionals.

**Presenter(s):** Liana Lopez, Librotradicante Lilo, producer for the NP Radio Show, Rice University Social Media Specialist; Sandra Fernandez (Lopez Negrete Communications Social Media Account Supervisor); (pending) Ana Roca-Castro (LATISM Founder.)

## **SESSION VI 10:30 – 11:45 A.M.**

### **Murals and Chican@ Identity: a panel on murals in different spaces and their necessity.**

Room: ACAD 139

This is a panel examining the cultural importance of muralismo to the Chican@ identity in two different and distinct spaces: Barrio Logan, City of San Diego, California and La Marcha de la Humanidad, University of Houston, Texas. We are willing to be incorporated into another panel and/or accept a paper with a related focus.

**Presenter(s):** Reyes Ramirez, Texas State University; Manuel Galaviz, University of Texas- LILLAS

### **The Team-Based Learning Approach to Anaya’s Bless Me, Ultima. (Teaching M.A.S. Track)**

Room: ACAD-139

This presentation examines the theory and strategies I use for teaching Rudolfo Anaya’s Bless Me, Ultima in a team-based learning environment with sophomore literature students at UT Pan American. Teaching the novel using activity-based learning approaches provides a student-centered means to understand the novel. I explain the strategies for designing a course through hands-on learning and interaction among teams to provide community-based learning.

**Presenter(s):** Dr. Shawn Thomson Assoc. Professor of English at the U.T. Pan American



**Mexican-American Memoir; & Looking Twice: Community Stereotypes in Americo Paredes's "George Washington Gomez." (Student Track)**

Room: ACAD-161

This first part of this panel is composed of Dr. Guajardo's best students from his Minority Memoir course in the English Department at the University of Houston. Each address salient issues in contemporary Chicano/a memoir. Although undergraduates, they are mostly graduating seniors who are on their way to grad school.

**Presenter(s):** Dr. Paul Guajardo, Assistant Professor, University of Houston, "Crossing Borders: The Americanization of Reyna Grande in *The Distance Between Us*"; Theodore Giraud, University of Houston, "The Psychological Stress of Mexican Immigrant Children in Reyna Grande's *The Distance Between Us*"; Delana Williams, University of Houston, "Reyna Grande's *The Distance Between Us*, and Jimmy Baca's *A Place to Stand*" Ndid Anofienem, University of Houston

In "George Washington Gomez"—written in the 1940's by Americo Paredes, Paredes pioneered a discussion of border community's perspectives of those on the other side. Through his traveling in Asia, Americo Paredes obtains greater perspectives allowing him to critique those with narrowed ideologies as ridiculous, especially when utilizing religious justifications. Paredes could see the ideological errors of both sides of the border conflict, demonstrating the falsity of extremes in right versus wrong stereotypes, which are neither true nor accurate, but rather are characteristic of bullying ideology from a dominant cultural group.

**Presenter(s):** William Guajardo. Brigham Young University, Senior in English Literature

**MAS at Laredo Community College**

Room: ACAD 138

In 2007, Rene Montemayor, foreign languages department chair at Laredo Community College (LCC), proposed that a center for Mexican American studies be established at the college. Meanwhile Carlos Nicolas Flores, English instructor, examined the possibilities of establishing a Teatro chicano. Teatro chicano de Laredo (TCdeL) flourished the direction of Flores. After six years of stellar reviews, TCdeL has demonstrated the value of Mexican American studies program to Laredo; and under the leadership of Dr. Vincent Solis, the new LCC Vice-President of Instruction and Student Services, the effort to establish the first center of Mexican American students has been renewed.

**Presenter(s):** Carlos Nicolas Flores (chair), Rene Montemayor, Dr. Fred Solis Jr. and Dr. Vincent Solis.

**Innovations and New Releases in Mexican American Fiction for Young Adults. (Teaching M.A.S. Mas Track)**

Room: ACAD 143

This talk presents books released in 2013 through 2015 that are written by Mexican American authors and targeted for young adult (YA) readership. The presentation gives accessible "book talks" on new fiction for middle school and high school levels and provides handouts so audience members can consider acquiring books that pique their interest. Texas authors receive particular emphasis. Teachers and librarians must keep aware of recent YA releases from multiple publishers so they can make these books available for teen readers and that both familiar and lesser-known Mexican American writers merit attention.

**Presenter(s):** Amy Cummins, Assoc. Professor of English, University of Texas Pan American-Rio Grande Valley

## **Maya Vs Arizona: Update on The Court Case Challenging Arizona's Prohibition of Mexican American Studies.** (*Librotraficante Studies Track*)

Room: ACAD-126

Our Librotraficante Studies track features an update on the recent court case where 17 year old Chicana, Maya Arce, challenged Arizona's discriminatory HB2281 which was used to ban Mexican American Studies. Several of the Librotraficantes were present, and we are scheduling Skype appearances by Maya Arce, the plaintiff, and some of the original MAS teachers from Tucson Unified School District.

A decision is not due for 30-180 days, but we are the first conference to begin to digest this moment in history.

**Presenter(s):** Tony Diaz, El Librotraficante; Bryan Parras, HighTechAztec; Lupe Mendez, Librotraficante Lips Mendez; Liana Lopez, Librotraficante Lily, Skype interviews with Maya Arce, and teachers from the original Tucson MAS program.

## **Community and Identity in Contemporary Chican@/Latin@ Teatro.**

Room: CMED-202/204

This panel features four presentations bound together by the complexities of Chican@ and Latin@ identity and experience as seen in contemporary teatro and performance. Trevor Boffone's paper focuses on the connection between Tejana identity and location, patria, place, and land base in Virginia Grise and Irma Mayorga's *The Panza Monologues*. Rita Urquijo-Ruiz's paper explores how San Antonio native Adelina Anthony's *La Chismosa* is our "Queer Aztlán's" barrio intellectual, "welfare mother" radical, and mitotera who uses her comedic tongue as her primary tool for empowering herself and her community. Mariana Alegría's work focuses on Cherrie Moraga's *Hungry Woman: A Mexican Medea* through a queer Chicana feminist lens to examine the play's use of female iconography and the different theatrical strategies Moraga delivers in order to approach the various interstices lesbian Chicanas inhabit today. Finally, Marci McMahan's paper suggests that the translingual and transcultural realities of the Latina/o community in the Valley shape a vibrant theater history that (re)maps both US and Latina/o theater histories in powerful ways, including challenging monolithic definitions of US nationhood and ethnic identity.

**Presenter(s):** Trevor Boffone; Rita Urquijo-Ruiz; Mariana Alegría; Marci McMahan

## **The Neoliberal Consensus in the Community College: Prosperity, Politics, and the Place of Chicana/o History in a New Era of Inequality.**

Room: ACAD-132

Community college students are impacted by a series of very important political and historical developments. They are post-Liberal Consensus, post-Civil Rights Movement, post-Cold War products. In the vacuum of a coherent leftist or liberal ideological alternatives, Neoliberalism gained political popularity beginning in the 1970s. Today, Neoliberalism has saturated domestic policy and social thought—explaining inequality as the product of personal faults not larger structural failures and that freer markets lead to freer people. The social saturation of neoliberal thought extends not only into political commentary but commercials and Hip Hop songs. Community college students (born roughly between 1989-1998) have been raised in this new era of inequality, but have not been taught or presented ideological alternatives. This paper will explore responses of community college students that reflect the influence of neoliberal thought and will focus on personal experiences teaching Chicana/o History as a counterbalance to that influence.

**Presenter(s):** Aaron E. Sanchez, Mountain View College

### **Celebrate Latina Poets: Elisa A. Garza and Natalia Trevino.**

Room: ACAD-136

Enjoy this poetry reading by two potent and brilliant voices from Texas.

**Presenter(s):** Elisa A. Garza, University of Houston Downtown, is the author of the 2 chapbooks *Familia* and *Entre la claridad*; Natalia Trevino is the author of the collection *Lavanda La Dirty Laundry*.

### **Instruction on Chicano Activism & Application of Community Organizing Skills Utilizing Assignments.**

Room: ACAD-163

The presentation provides an instructional approach that educators can utilize in delivering curriculum to teach students about Chicano activism and its application in the present era. It includes community organizing content, which is augmented with content on Chicano activism generated from analysis of the Movement. Learning from the content is expected to be integrated by students in the development of assignments which are utilized to prepare them to engage in activism in communities and human service organizations. It includes organizing models, strategies, tactics and skills in relation to Chicano activism methods.

**Presenter(s):** Dr. Noe Ramirez, Associate Professor, University of Texas Pan American; Mr. Dennis Garza, Lecturer, UTPA English Department

### **Writing from the Margins: In the Classroom and Beyond Our Community.**

Room: CMED-101

Our classrooms and writing industry lack diversity. They limit access and support to Chicano/as and Latino/as, mainly those with a 2nd identity—women, queer and non-traditional academic. We are on the rise, yet only 3% of children's books are written by Latinos, 88% of books reviewed by The NY Times are by whites and in 2014 The New Yorker revealed such issues in the Master in Fine Arts (M.F.A.) in Creative Writing programs. The panelists will discuss their path through higher education, M.F.A. programs, community activism, cultural empowerment and writing—pairing their experiences with stories of alienation, innovation, and publication.

**Presenter(s):** Tim Z. Hernandez, Assistant Professor University of Texas El Paso, Moderator; Julieta Corpus, M.F.A. Candidate, University of Texas-Pan American; Sarah Rafael García, M.F.A. Candidate/Barrio Writers Founder, Texas State University; Lupe Mendez, M.F.A. Candidate, University of Texas at El Paso; Mónica Teresa Ortiz, M.F.A. Graduate, Editor of Poetry, Raspa Magazine;

### **Engendering Queer Tejan@ Spaces in Performance and Literature.**

Room: CMED-209

“Engendering Queer Tejan@ Spaces in Performance and Literature” proposes to explore the contours and geographies of queer Tejan@ cultural production, and aims to create a dialogue around such spaces and their possibilities regarding queer “worldmaking,” borrowing from the late José Esteban Muñoz. Engaging diverse methodologies, including literary theory, ecocriticism, testimonio, and performance art, participants, namely, undergraduate and graduate students from the UTPA and Trinity University, will discuss—and perform—the cultural politics, multiple identities, and utopian desires animating what we tentatively call “queer Tejan@ spaces.” As well, participants will foreground how queer Tejan@ cultural producers both repurpose hegemonic genres and institutions to carve out space for artistic expression and community building.

**Presenter(s):** Dr. Cathryn Merla-Watson, Moderator; Mary Chapa; Jason Flores; Ashley Martinez; Gladys Ornelas; and Saakred

**Turn Me Loose: Jordanized (Re)Presentations of Texas-Mexican Conjunto Accordion Performance.**

Room: ACAD-134

This paper explores the perceived stylistic limitations of conjunto music through the reading of Esteban “Steve” Jordan’s unique style of conjunto accordion performance. Through the employment of Jorge Portilla’s philosophical methodology of *relajo* as an analytical lens, I attempt to read Jordan’s (re) presentation of conjunto accordion performance as a (re)imagining of a traditional art form and the continuation of innovation within the genre. This study also aims to re-situate Jordan’s artistry and musical contributions, and to use his musical experiment as a lens through which to explore broader issues within the field of humanities related to tradition, heritage, cosmopolitanism, and modernity.

**Presenter(s):** Iliana Vasquez, University of Texas at Austin

**Finding ourselves to help others on the path to empowering their community: Reflections of faculty in a First Year Experience Course.**

Room: CMED-205

The discussion examines three themes among three University of Texas-Pan American lecturers. Through our epistemological frames we privilege our own educational passage through the academy and how our individual paths have all converged at the same destination - reflecting on our roles as members of the academy implementing culturally relevant pedagogy for the purpose of encouraging our students to be of and for community.

**Presenter(s):** Ernesto Ramirez, Mexican American Studies - University of Texas Pan American; Michelle Alvarado, Learning Framework – University of Texas Pan American; Jose Saldivar, Learning Framework – University of Texas Pan American

**The Optics of the Xerí Codex in The Hungry Woman: A Mexican Medea.**

Room: CMED-206

As Cherrie Moraga never considered herself to be postcolonial but still deconstructs colonization, her play *The Hungry Woman: A Mexican Medea* through its title juxtaposes two aesthetical extremes: one patriarchal and the other matriarchal. This contrast calls for an investigation as to how Moraga paints the stage with her own ideals. If the patriarchal the Golden Rule consists of  $2x+1$  proportions, how does Moraga use proportion to develop a plot line, characterization, and symbols? This paper will investigate the matriarchal archetype, stereotype, and interpretation in Moraga’s play to put into practice as much of her *Xerí Codex* as possible and to question the view of Chicana feminism, as per Moraga.

**Presenter(s):** Stalina Villarreal, Houston Community College, Southeast

**The Importance of Education Through the Arts in Latin Communities: A Focus on an Un-talked About Topic in the General Latin Community/First Generation Latin American Families**

Room: ACAD 130

A reflection on growing up in America as a First Generation Latino and how Art is not talked about amongst us. Being a first born-American, Art has come later in my life. Coming from a war-torn country- my family’s mission was to work and for us not to suffer. There was no room for Art. To share the experience of the absence of Art in my generation’s discussions and life-style- I would like to share with you a talk about Educating the Latin Community & Youth from now on about the importance of Art. Please join us in this beautiful speech by Carolina Alvarez and local Latino Artists friends alike.

**Presenter:** Carolina Alvarez, University of Houston Downtown, Entrepreneur & Local Radio Show Host at KPFT 90.1 FM