



Life after 2012!

EDITORIAL BY AÍDA HURTADO

Estimados Colegas,

As predicted by our colega Professor Gerardo Aldana, according to the Mayan calendar 2012 was not the end of the world. Instead, 2012 may be the dawn of a new beginning. The editors and staff of the newsletter decided that it was time to review our recent successes to start anew in the 2013-2014 academic year.



Aída Hurtado

■ This is the 10th issue of the Department's quarterly e-newsletter. The founding editor was Professor Gerardo Aldana, who produced the first newsletter during the Spring quarter 2010. Professor D. Inés Casillas and Professor and Chair Aída Hurtado were co-editors.

■ Professor D. Inés Casillas became head editor in Fall 2011 and Professors Aldana and Hurtado remained as co-editors. Several graduate students joined the newsletter team and were instrumental to its growth: William Calvo, Amber Gonzalez, Sara Hinojos, and Adrianna Simone.

■ We have continued to host the very successful colloquium series "Take a Sip of Knowledge," with 101 presentations to date. Professor and Chair Aída Hurtado, Professor Mario Garcia, and Professor D. Inés Casillas have organized the colloquium series.

■ As featured in this newsletter, Professor Miroslava Chavez Garcia will join the department as a full professor in Fall 2013.

■ Our very own Professor Gerardo Aldana has been promoted to full professor beginning July 1, 2013.

■ We are looking forward to a new hire during the 2013-2014 academic year focusing on Chicana/Latino Art History, Digital Production, Media and Art Studies (see job announcement on page 5).

■ Our graduate students continue to thrive with four more passing the Master's Comprehensive Exam in Chicana and Chicano Studies: Janett Barragan, Sebastian Ferrada, Adrianna Simone and Silvia Villanueva.

■ The graduate program continues to produce outstanding doctoral graduates with five more entering the ranks of Ph.D.'s in Chicana and Chicano Studies: Eddy Alvarez, Nicholas F. Centino, Amber Rose González, Ricardo Ortega, and Cristina Serna.

■ Our undergraduates also continue to excel with 63 majors in Chicana and Chicano Studies graduating this year and three outstanding honors students completing their undergraduate honors thesis and featured in this newsletter: Nancy Gomez, Francisco Jasso, and Janet Nava.

All in all, the Department of Chicana and Chicano Studies continues to thrive and move forward with many successes in all areas of our endeavors. Let's start the new Mayan calendar count with renewed vigor and hope. ☿

Welcome our New Faculty member

Miroslava Chávez-Garcia

Professor Chávez-Garcia's appointment in the Department of Chicana and Chicano Studies begins on July 1, 2013. A faculty member since 2000 in the Chicana and Chicano Studies Department at the University of California, Davis, where she has served as Chair since 2011 to the present, Professor Chávez-Garcia has proven to be a productive and original scholar, with groundbreaking contributions to the fields of history, Chicana and Chicano studies, ethnic studies and most recently, policy studies in the juvenile criminal justice system. Her work is grounded in empirical, historical research and in policy related issues. She is a highly recognized and respected scholar, both nationally and internationally, and is the recipient of various fellowships and grants in recognition of her research.

(Continued on page 5)

■ Also check our interview with Prof. Chávez-Garcia in our Faculty Spotlight section on page 2

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Faculty Spotlight:

MIROSLAVA CHÁVEZ-GARCIA

BY D. INÉS CASILLAS

Q: *You'll be adding some exciting courses to our curriculum, many of them about Latino youth and youth of color.*

A: I enjoy learning and teaching about the experiences of young people of color because they face special circumstances or issues that we don't always consider or rather, that, as adults, we've forgotten. I'm interested in understanding how young people's lives are shaped by structures such as the family, community, and society in general. It's interesting to see how many factors in their lives are beyond their control. At the same time, it's exciting to see how young people find creative ways to take some control and resist the structures that impinge on their lives. There are so many hidden histories that are still crying out for recovery, as we often say, "from the dustbins of history."

"it's exciting to see how young people find creative ways to take some control and resist the structures that impinge on their lives."

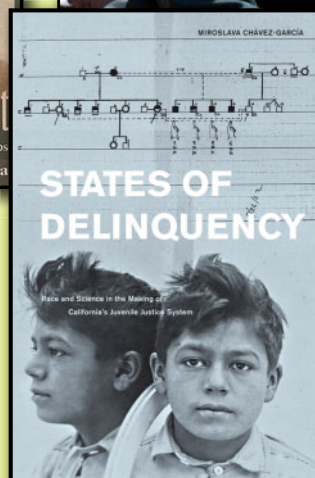
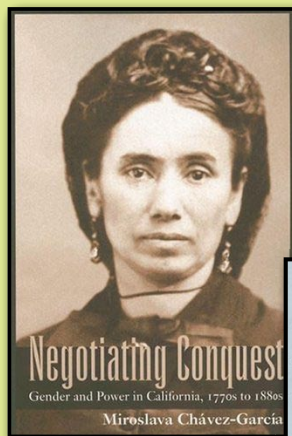
Q: *Is there a non-academic book you're reading right now?*

A: I wish! I finished *Life of Pi* a few weeks ago and absolutely loved-loved it! I even re-read the end. I want to read many other "fun" books soon and I have a feeling it will happen sooner than later.

Q: *You're an avid runner. When did you start running? Do you have your sights set on a particular race?*

A: I began running when I was in high school and wanted to lose a significant amount of weight. I kept running, off and on, through college, when

I joined the rowing team (crew) at UCLA. I realized then that, if I wanted to be competitive, and make the first boat (that is, be among the top of my team), I had to figure out how to pull my weight in the boat and the only way to do that was to drop more weight. Running helped me maintain my weight and brought me immediate satisfaction, something you don't always obtain in academia. In grad school, running became even more important, as my one place I could escape the academic world and take on a different identity. When I joined a running group in Santa Monica, the "LA Leggers," I was just a runner to everyone there. It was a great psychological escape and allowed me to assume the identity of a runner. I ran four marathons during grad school and finally grew to love running. I've kept running since then, running through my pregnancies and completed a few more marathons and many other races.



MIROSLAVA CHÁVEZ-GARCÍA.

Running, I've found over the years, parallels writing in so many ways. You can't conquer it all in one day, you have to keep working at it every day,

you have to have patience, and finally, at some point, you realize the gains. The rewards, then, become so much sweeter!

Q: *Do you have a ritual or routine you do before a writing session?*

A: It's been a while since I've had time to write but usually I set up a routine where the first thing I do in the morning (after my run and shower!) is write. My "best" writing time is in the morning and I also force myself to turn off my email and not answer the phone. Writing, as you might know, is such a lonely process and is one of the most difficult things to do (because you must isolate yourself to get anything done). ☼

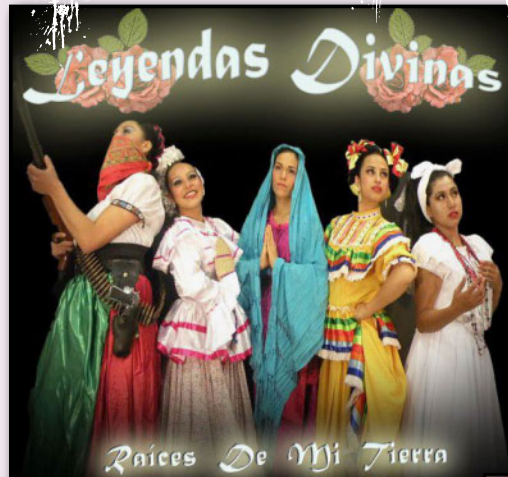
Undergraduate Profile: RAICES DE MI TIERRA



Raíces de Mi Tierra (Raíces) strives to preserve, teach, and expose the beauty of the Mexican Folkloric dances and traditions through performances, workshops, and youth outreach programs. Raíces has engaged the Santa Barbara community with dances ranging from all the states of México for the past 23 years. Raíces has an open door policy to anybody who wants to learn how to dance regardless of dance experience.

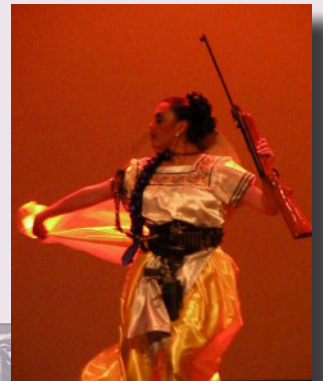
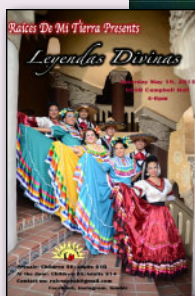
Raíces also has a history of presenting innovative choreographies that uncover critical intersections and analysis of Mexican culture. This past March, Raíces presented an original choreography and one of the first lesbian themed dance pieces at the Statewide Annual Danzantes Unidos Festival in Fresno, California. This contemporary work was welcomed by the folkloric community and talked about as part of the “new generation” of folkloric dance.

This year Raíces presented their show “Leyendas Divinas” at UCSB Campbell Hall on Saturday May 18th. Leyendas Divinas (Divine Legends) showcased the stories of five iconic women. ☸



May 18th
@ UCSB Cambell Hall (4-6pm)
Pre-sale: Children \$6 & Adults \$10
At the d
& Adluts

Contact
raicesuc
Facebook
Instagram



LEYENDAS DIVINAS

La Llorona: A racialized myth that creatively explains Afro-Indigenous-Spanish Mestizaje.

La Novia: A celebration of institutionalized marriage and hetero-normative gender roles.

La Adelita: A display of socio-economic class struggle and gender bending roles women possessed in the 1910 Mexican Revolution.

La Virgen de Guadalupe: A reinterpretation of Juan Diego's story faced with

the virgin/whore dichotomy in Mexican society.

La Mujer de Colores: A taboo story and symbolic representation of Lesbianism and love for women. ☸

Chicana/o Studies Scholars

on the Job Market Near You

EDITED BY AMBER ROSE GONZÁLEZ



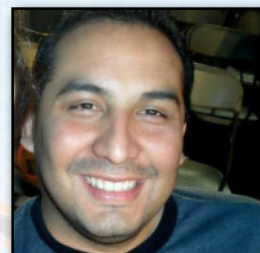
■ EDDY FRANCISCO ÁLVAREZ JR.

Hometown: North Hollywood, CA
Dissertation: "Space, Identity and Memory in Queer Brown Los Angeles: Finding Sequins in the Rubble"
Chair: Ralph Armbruster-Sandoval
Areas of expertise: Los Angeles Studies, urban space, oral history, gender, sexuality and queer studies, Jotería Studies, US third world feminisms



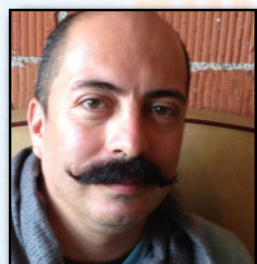
■ NICHOLAS CENTINO

Hometown: Lompoc, CA
Dissertation: "Atomic Chicana/os: Cultural Memory and the Raza Rockabilly Scene of Post-Industrial Los Angeles"
Chair: D. Inés Casillas
Areas of expertise: Chicana/o and Latina/o popular culture, cultural processes, ethnography



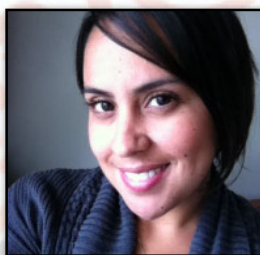
■ RICARDO ORTEGA

Hometown: Calexico, CA
Dissertation: "Guided by Great Feelings of Love: Using Photovoice and Critical Pedagogy to Document the Life Experiences of Undocumented Latino/a Students in Higher Education"
Chair: Tara Yosso
Areas of expertise: education policy, undocumented students, cultural studies, sexual deviancy, criminalized youth



■ WILLIAM CALVO

Hometown: South Phoenix, AZ
Dissertation: "Monsters of (Late) Capitalism: Border Legends, Border Epistemologies"
Co-chairs: Maria Herrera-Sobek and Francisco Lomelí
Areas of expertise: comparative ethnic and gender studies, decolonial border studies, Chicana/o visual and material culture, border folklore, alternative epistemologies, border monsters, Jotería Studies



■ AMBER ROSE GONZÁLEZ

Hometown: Alhambra, CA
Dissertation: "Urban Indigeneity, Transracial Feminisms, and Sacred-Creative Spaces in Los Angeles"
Chair: Chela Sandoval
Areas of expertise: Chicana and Native American feminisms; Chicana/o cultural studies; women of color aesthetics and expressive culture; community arts and activism; gender and sexuality studies; oral history; participatory action research



■ MARLA RAMÍREZ

Hometown: Long Beach, CA
Dissertation: "Illegality Contested: Early Twentieth Century U.S. 'Mexican Repatriations' and the Politics of Immigration Law"
Chair: D. Inés Casillas
Areas of expertise: legal history of Mexican immigration, repatriation narratives, gendered migrations, oral history methodologies, undocumented immigrant youth

(Scholars... from previous page)



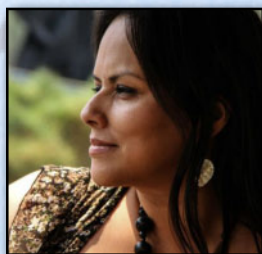
■ **ADRIANNA MICHELLE SANTOS**

Hometown: San Antonio, Texas

Dissertation: "Consensual Texts: Reading Chicana Survival Narratives"

Chair: Maria Herrera-Sobek

Areas of expertise: Chicana/o culture in the U.S. with an emphasis on literature, media, pop culture, woman of color feminisms, critical race, gender and sexuality, pedagogy, and violence against women



■ **CRISTINA SERNA**

Hometown: East Los Angeles (Boyle Heights), CA

Dissertation: "Deconstructing the Nation: Queer and Feminist Art in Mexican and Chicana/o Social Movements"

Chair: Chela Sandoval

Areas of expertise: Chicana/Latina cultural studies, U.S. third world/ woman of color feminist theories, queer of color critique, Chicana/o & Latina/o art, transnational gender and sexuality studies. ☿



UNIVERSITY OF CALIFORNIA
SANTA BARBARA

DEPARTMENT OF CHICANA AND CHICANO STUDIES

ASSISTANT PROFESSOR POSITION

www.chicst.ucsb.edu

Chicana/Latino Art History, Digital Production,
Media and Art Studies

The Department of Chicana and Chicano Studies at the University of California, Santa Barbara invites applications for a tenure-track, Assistant Professor position in the area of Theory, Practice, and History of Chicana/o and Latina/o Art, Digital Production, Media and Art Studies. Specializations may include, but are not limited to Chicana/o and Latina/o Art and Indigeneity, Mestizaje, Queer and/or Feminist art. An ability to apply diverse methodologies and a manifest interest in interdisciplinary studies is recommended. Completion of the Ph.D. by time of appointment is required.

Appointment is full-time in Chicana/o Studies effective 7/1/14.

Applicants should send a **letter of application, curriculum vitae, samples of published articles and/or portfolio, sample chapters of the dissertation, recent teaching evaluations, and request that three letters of recommendation** be sent directly to:

**Joann Erving, Business Officer,
Department of Chicana and Chicano Studies,
University of California, Santa Barbara, CA 93106 – 4120.**

The deadline for application submission is **October 25, 2013** for primary consideration. However, the position will remain open until filled. For additional information contact **Joann Erving, Business Officer, at (805) 893-8807 or orjerving@chicst.ucsb.edu.**

UCSB is an Equal Opportunity/Affirmative Action Employer.

(New Faculty ... from first page)

Most recently Professor Chávez-Garcia has established herself in a new area of historical research focusing on race and juvenile justice in the late nineteenth and early twentieth centuries. Her most recent book is an excellent example of her approach to the study of history infused with social science with a strong nod towards policy studies. In ***States of Delinquency: Race and Science in the Making of California's Juvenile Justice System*** (University of California Press, 2012) Professor Chávez-Garcia interrogates how in the early 1900s the application of "scientific" theories of delinquency, intelligence, and heredity in the then

emerging fields of psychology, education, eugenics, and criminology, resulted in criminalizing and racializing incarcerated youths of Color. Professor Chávez-Garcia's earlier work on gender, patriarchy, and power in the transition from Spanish/Mexican to American society in nineteenth-century California also made a significant impact in the fields of history, Chicana/o studies, and feminist studies. Her book ***Negotiating Conquest: Gender and Power in California, 1770s to the 1880s*** (University of Arizona Press, 2004) is informed by legal and social history highlighting the ways in which Mexican women made use of the legal system to secure property and civil rights. ☿

Celebrating our Chicana/o *Studies Honors Students*



JANET NAVA

Honors Thesis Title: “An Analysis of Public Intervention: Redefining Intervention for Youth in the Criminal Justice System”

Faculty Advisor: Ralph Armbruster-Sandoval, Associate Professor in Chicana and Chicano Studies

Hometown: National City, California

Major(s): Sociology and Chicana and Chicano Studies with a Minor in Applied Psychology



NANCY GOMEZ

Honors Thesis Title: “High School Experiences and Resources that Contribute to the Academic Success of Latinos in Higher Education”

Faculty Advisor: Aída Hurtado, Luis Leal Endowed Chair in Chicana and Chicano Studies

Hometown: Ojai, California

Major(s): Psychology and Chicana and Chicano Studies



FRANCISCO JASSO

Honors Thesis Title: “Civic Integration Without Intercultural Engagement: Analyzing the Casualties of Multicultural Backlash”

Faculty Advisor: Edwina Barvosa, Associate Professor in Chicana and Chicano Studies and Feminist Studies

Hometown: Santa Rosa, California

Major(s): Political Science and Chicana and Chicano Studies. ☿

C/S... con orgullo!

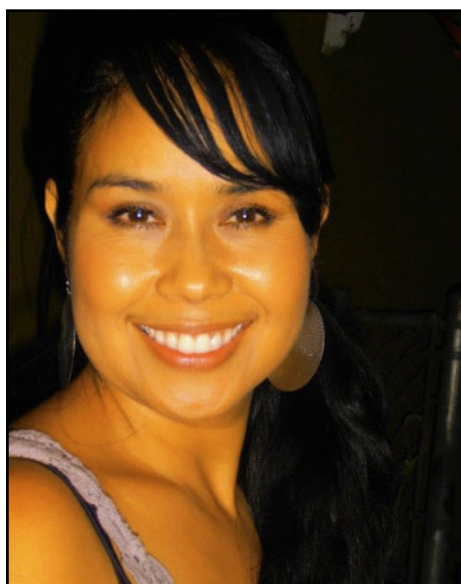
Featured Alumni

Margarita Mosqueda

EDITED BY SARA V. HINOJOS

Margarita Mosqueda was born in Michoacán, Mexico and arrived in the U.S. at the age of fourteen with her younger sister and mother, who she considers her hero. Despite life obstacles she strived to reach her goals and made her family proud. She graduated from San Marcos High School in

Santa Barbara and completed her undergraduate and first Masters at UCSB in Education. She received her second Masters in Marriage and Family Therapy at California Lutheran University. She is currently a teacher at the Rio School District in Oxnard, CA.



Q: Why did you major in Chicano Studies as an undergraduate?

A: I never intended to major in Chicano Studies, however, after I took a course, I realized that I wanted to major in Chicano Studies. Since that day, I knew that people who look like me could become whatever they wish and achieve whatever they want. The only reason I am who I am, and where I am is because of the positive influences it had on me; it reinforced my heritage, culture and reaffirmed who I was. It also gave me a voice and inspired me to continue with La Lucha. Chicano studies changed my life.

Q: How has Chicano Studies influenced your current career choices?

Chicano Studies gave me my identity and cultural background. I learned about Mexican heroes and people who

made a difference in my culture. Before Chicano Studies I was lost without a history. It opened many doors. The everyday experiences of La Causa, the mere idea of belonging and being part of something bigger than I was, had a great influence in my life.

Q: Can you describe the significance of the work you do with the Dual Immersion Academy (DIA) at the Rio School District?

A: This program empowers students and families by teaching them in two languages. Dual Immersion at Rio Real encourages parent involvement and has high expectations for all students while at the same time teaching them about their culture and cultures around the world.

Q: I know that one of the activities through the DIA is that you take students and their families to visit college campuses, why do you do it? What are their reactions?

The field trips were not originated by DIA, rather I wanted to provide students with an opportunity to experience being in an institution of higher learning. I want my students to have the opportunities and experiences that I never had. For instance, I never had the opportunity to visit a college until I got accepted. I still remember the first time I walked into a Chicano Studies class and saw a Latino professor. It was an experience that changed my life and my view of higher learning. I was surprised to know that many of our Latino parents had never had the opportunity of visiting a college campus. It is my belief that if I want parents to

support children with their education, they need to know that there are others like them. Parents are very grateful for this experience.

Q: What is one of your favorite things about your job?

I love everything about my job. I am one of the luckiest teachers on earth. I get to empower young minds and help shape them into something beautiful. Working with my community is a way for me to give back, even though most times I feel I learn more from them. In my experience, I always have the most amazing parents willing to go above and beyond for their children. Guiding and showing parents how to better navigate the education system is part of my daily dealings with parents. I love seeing parents and children smile ready to tackle the world with great aspirations to achieve their dreams. Teaching is such a powerful position that has long lasting effects in the life of students. It is my goal to influence every student that crosses my path to achieve all their dreams and aspirations. ☘

Newsletter Contact Information

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

Remembering Sal Castro...



Sal Castro (center) with some of our graduate students during a visit to the Department of Chicana and Chicano Studies, UCSB. (L to R) Jose Anguiano, Francisco J. Galarte, William Calvo and Nicholas Centino

BY ESTER N. TRUJILLO

In 1968, thousands of high school students in East Los Angeles engaged in civil disobedience in response to racially-charged disciplinary practices. Then teacher at Abraham Lincoln High School (HS), Sal Castro, encouraged students to develop a critical consciousness about their material conditions and led them to form a plan to enact social change.

Despite attending nearby Woodrow Wilson HS, it was not until college that I learned about Sal Castro, the East L.A. Blowouts, and the histories of resistance that occurred in my own school. In an Introduction to Chicana/o Studies class at UCLA, I read Jesus Salvador Trevino's book *Eyewitness: A Filmmaker's Memoir of the Chicano Movement*, and for the first time I saw a familiar place in a textbook.

I met Sal at UCSB when he was invited to guest-lecture for our "Introduction to Chicana/o History" course.



Altar created by our graduate student Rosie C. Bermudez in memory of Sal Castro

He came to UCSB every fall to talk to undergraduates about the history of segregation in urban schools and to encourage them to attend graduate school and become teachers. During these lectures, he told the 530-student class that education was their greatest tool and privilege. With that privilege, he added, came the responsibility to teach others to develop a critical consciousness.

During a 2011 tour of Mario Garcia and Castro's co-authored book *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*, Sal joked with me about the rivalry be-

tween Lincoln HS and my alma matter, Wilson HS. He would turn to a more serious tone before mentioning to me that he believed the F.B.I. infiltrated student activist groups at Wilson HS in 1968 in order to thwart their plans. He would end his jest by exclaiming that he was cool with me, even though I went to Wilson HS. His spirited humor and passion for teaching and learning will continue to reverberate in my work. Sal Castro, presente! ☾

Link to original essay, <http://gradpost.ucsb.edu/life/2013/4/24/a-reflection-on-sal-castros-legacy.html>

“come and take a sip of knowledge.”

Our presentations
from this Spring 2013:



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 101 presentations providing an intellectual space to share research, participate in fruitful discussions, and foster community.



Open House and Pachanga
June 15th, 2013

CLASS OF 2013

Department of Chicana & Chicano Studies
UC Santa Barbara

Mosher Alumni House
4:00 - 6:00 pm
(Pachanga to follow)