CHICANO STUDIES INSTITUTE
ANNUAL REPORT
2010/11
University of California, Santa Barbara

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# Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI Mission Statement</td>
<td>p. 1</td>
</tr>
<tr>
<td>Director's Statement</td>
<td>p. 1-4</td>
</tr>
<tr>
<td>Other Projects and Activities</td>
<td>p. 4-6</td>
</tr>
<tr>
<td>Organization Chart</td>
<td>p. 5</td>
</tr>
<tr>
<td>Research Summaries and Awards</td>
<td>p. 7-11</td>
</tr>
<tr>
<td>Principal Investigators and Co-Investigators</td>
<td>p. 11</td>
</tr>
<tr>
<td>Publications Issued</td>
<td>p. 12</td>
</tr>
<tr>
<td>Statistical Summary</td>
<td>p. 13</td>
</tr>
</tbody>
</table>

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CSI Mission Statement, 2010/11

The Chicano Studies Institute at UC Santa Barbara facilitates interdisciplinary and field-specific research as scholars and students from all disciplines pursue work that helps policy makers, fellow researchers, educators, service providers and the interested public better understand the most pressing issues pertaining to Chicana/o and Latina/o populations. Addressing topics such as community formation, academic achievement, health education, cultural literacy, and math/science proficiency from a variety of disciplinary perspectives, the rich collaborations at the Institute cultivate a better understanding regarding the ways that local, state-wide, national and international forces interact, often times with profound impact. Of crucial importance is the Institute’s role in training future generations of scholars equipped to tackle these fundamentally important issues.

CSI Director’s Statement, 2010/11

The Chicano Studies Institute (CSI) supports a wide variety of research focusing on Chicano and Latino populations. In keeping with UCSB’s mission as a land-grant institution, the CSI focuses considerable attention on local and statewide issues involving health, immigration, education, employment, and services, but much of the work at the institute also engages these and related issues from regional, national and international frames of reference. With the dramatic demographic changes that have impacted California and the United States, policy makers, administrators and the general public are recognizing a growing need for data and informed analyses regarding Chicano/Latino communities. With forty faculty affiliates and a large body of graduate and undergraduate student affiliates, the CSI is uniquely prepared to investigate these issues and provide much needed data. Given the participation of scholars from across the campus, the unit offers a crucial venue for interdisciplinary collaborations. In addition, the overwhelming majority of the unit’s research funding supports graduate and undergraduate research assistants who are receiving invaluable training from leaders in their respective fields of study.

Even in the current fiscal situation, the CSI was able to maintain a robust array of research, programming and outreach activities during the 2010-11 academic year. Our affiliates submitted 19 grant proposals, with amounts requested ranging from $1,500 to $2,762,000. While the return on the efforts was modest (awards totaling approximately $70,000, not counting MOU funding received), the largest proposal, submitted by Professor Laura Romo to the NIH, received strong encouragement for resubmission. Of note, 10 out of 15 of the proposals were funded, placing the proposal success rate at 67%. Three major research collectives at the CSI have continued aggressive grant seeking during the year, including the immigration group, the health education group, and the youth violence group. The latter signed an MOU with a local non-profit organization that is functioning as the lead agency in Santa Barbara for coordinating research on, and interventions regarding, gang violence. Several graduate students affiliated with these 3 projects received dissertation fellowships for the year that are being administered by the CSI. A new project, focusing on approaches to inequities and underdevelopment in the Americas, also received a grant supporting a 2-day international conference (more below). The
CSI Director’s Statement continued

CSI also notes that its multi-year support of innovative science and math education research, a project led by Dr. Gerardo Aldana, fed a successful NSF grant entitled Animal Tlatoque: Using Cultural Themes to Engage Middle School Students in Computer Science (administered by UCSB’s Center for Computing Education and Diversity). This award of more than $500,000 extends from 2010 to 2013.

The CSI stands out for its commitment to community-oriented research, and one measure of the unit’s success may be found in the community partnerships that it sustained in 2009-2010. These include collaboration with:

1) La Casa de la Raza
The CSI and La Casa continued working together closely on gang intervention projects. In addition, the CSI serves as a principal partner in an on-going needs assessment project that focuses on living conditions and educational resources on Santa Barbara’s Eastside.

2) The Santa Barbara School District
The CSI continued its long-term partnership with the schools as they evaluate programs and interventions regarding youth violence. The CSI also continued its support of the Teatro program for high school students. This program provides students with opportunities to write, design and perform dramatic pieces about their communities.

3) Southern California Community Colleges
The CSI continued its support of Dr. Tara Yosso’s highly successful Semillas Conference, which brings more than 100 potential community college transfer students to UCSB annually to exchange ideas and information regarding Latinos, higher education and self-empowerment. The event regularly draws students from East LA Community College, Ventura Community College, and Oxnard Community College.

The CSI also sponsored or co-sponsored research activities speaking to a wide array of fields. This is possible because the unit’s affiliated faculty and students represent an impressive range of departments and programs on campus. Through these activities, the CSI maintained a important presence at UCSB. One way that this presence is felt is through the CSI’s internal awards program. In 2010-11, the CSI ran four competitions: faculty research awards; graduate student research awards; undergraduate research awards; and conference awards. All together, the CSI distributed $58,500 to 41 applicants from 11 different departments or programs in the HFA division, the Social Sciences division and the GGSE (6 awards to faculty, 25 to graduate students and 7 to undergraduates – both student categories set records for the total number of awards in a given year). In sum, the CSI has been successful in supporting centerpiece research efforts and a range of additional projects; all of this work combined testifies to the unit’s broad impact on campus.

The CSI was particularly grateful that Dr. Romo served as the Associate Director during 2010-11; her greater involvement in the unit brought new opportunities to develop partnerships both on and off campus. She also devoted particular attention to the development of a health studies project designed in part to give undergraduates deep and sustained research experience.
CSI Director’s Statement continued

Many of the accomplishments described here were possible because the CSI has been generously supported by both the Office of Research and the Executive Vice Chancellor’s Office. All of us affiliated with the CSI deeply appreciate the commitments made to the unit, especially the resources allowing the CSI’s competitive seed awards. The unit continues to adapt to the staffing cut made necessary by a permanent funding reduction in 2009-10; this cut has reduced the services that the CSI can provide to its affiliates and it is our hope that additional cuts of this sort may be avoided in the future, and that the staffing can ultimately be replenished when budgets allow. The need for research focused on Latino communities simply cannot be doubted, especially given the demographic shifts that have redefined the state. In the meantime, the CSI staff and leadership look forward to working with UCSB’s administrators to identify creative tactics allowing us to keep the operation as strong as possible during the economic crisis. As we undertake this work, we underscore again that the CSI plays a crucial role in terms of facilitating graduate training (and graduate financial support) across the campus. While the CSI does not distribute more traditional forms of support (TA-ships), it does in effect “top-off” the funding and employment of students in ways that they identify as absolutely crucial. These students receive training, thanks to our collaborative research projects, that is sometimes difficult to come by in their home departments. Many of our graduate affiliates report that their work with the CSI plays a key part in preparing them for their future employment. The CSI recognizes the significance of this contribution, and directs its funding in accordance. As we have noted before, approximately 85% of the grant funding received by the CSI has been redistributed to student

continued on page 4
CSI Director’s Statement continued

research employment. In sum, the CSI serves a unique role on campus, and with partners off campus, to provide ground-breaking research and training for researchers in development.

Other Projects and Activities

I. Academic Projects
Thirty affiliated faculty engaged in research projects sponsored by the CSI during 2010-11. The CSI also sponsored or co-sponsored a wide variety of programming during the academic year. In addition to funding numerous lectures, workshops and roundtables, the CSI provided significant support for several timely conferences and events, including:

1) Reimagining the Hemispheric South Conference
On January 20th and 21st, 2011, the CSI hosted an international conference. Co-organized by the Chicano Studies Institute and the Center for Black Studies Research, the event provided an opportunity for scholars and the interested public to extend contemporary analyses of the global south by exploring the rapid transformation of many relationships, communities, and alliances within the Western hemisphere. The concept of the hemispheric south foregrounds the manner in which imperial, colonial, and nationalist projects, along with predatory forms of capitalism, have shaped definitions of hemispheric “southernness” in terms of distinct poverty (including constructions of indigeneity and the rural), wealth (including natural resources and beauty), and culture (including ideas of authenticity). Taken together, the 24 conference presentations demonstrated the ways that the hemispheric south has unfolded as a powerful facet of the social imaginary, a facet of significant material and political consequence.

2) Latino Education and Advocacy Day Summit Conference
On March 28, 2011, UCSB co-hosted the one-day summit which convened key stakeholders via webcast and in-person attendance. The participants included teaching professionals and educators, researchers, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, families, civic leaders, activists, and advocates. Several senior representatives of the Obama administration presented as well as California higher education leaders. The participants shared their analyses of educational issues that impact Latinos and strategies to improve Latino education outcomes.

3) 13th Annual Colloquium on Mexican Literature: The Inevitable: Independence and Revolution
On November 4-6, 2010, UCSB hosted an international conference commemorating the bi-centennial of Mexican Independence (1810) and of the centennial of Revolution (1910). These two broad themes informed explorations of literature and history, as well as analyses of a variety of other arts and disciplines (painting, photography, cinema and others).

continued on page 6
ORGANIZATION CHART
CHICANO STUDIES INSTITUTE, 2010-2011

Michael Witherell
Vice Chancellor
Office of Research

Carl Gutiérrez-Jones
Director
Chicano Studies Institute

ORU Advisory Committee (2010/11)
Maria Herrera-Sobek, Committee Chair,
Chicana and Chicano Studies
Gerardo Aldana,
Chicana and Chicano Studies
Victor Rios,
Sociology
Laura Romo,
Gevirtz Graduate School of Education
Denise Segura,
Sociology
Cristina Venegas,
Film and Media Studies

Chicano Studies Institute Staff
Theresa Peña, Business Officer
Jázmin Gómez, Financial & Publications Assistant
Other Projects and Activities continued

4) Luis Leal Award for Lifetime Accomplishment in Chicano Literature
The CSI co-sponsored the Luis Leal Award for Distinction in Chicano/Latino Literature, which was presented to Jimmy Santiago Baca on October 13, 2010.

5) Chicana and Chicano Studies Dept. Colloquium Series
The CSI co-sponsored this year long series of lectures, panels and workshops devoted to a wide variety of pressing research themes and issues.

II. Research Experience for Students
The CSI employed 10 undergraduate students and 19 graduate students during 2010-11 (in Research Assistant or similar positions). These students are pursuing degrees in a wide range of programs and departments, with the largest concentrations this year representing Chicana and Chicano Studies, and GGSE. This employment provides crucial financial support, but also gives the students invaluable interdisciplinary mentoring opportunities. The Director also continued to serve as the Faculty Advisor for UCSB's Latina/o graduate student organization, entitled Colectiva.

III. Public Service Activities
As noted in the Director’s Statement, the CSI developed or sustained a wide variety of partnerships with community organizations. In addition to the efforts already cited, the CSI co-sponsored Project Excel (co-organized by Dr. Julie Carlson), which provides academic mentors for African American youth.

IV. Other Activities
The CSI continued to publish the only Spanish-language journal devoted to Chicano/Latino literature and literary criticism, Ventana Abierta. The journal maintains a robust international subscription list, and produced a double issue commemoration the life work of Professor Luis Leal during 2010-11. In addition, the CSI continued to expand its eScholarship offerings. The CSI documents located at the eScholarship repository tally significant hits and downloads, providing a free and high-profile means of distributing original, groundbreaking research.

As noted, the CSI provides seed funding to the campus through four annual competitions. All of the conferences and events listed above received support through the CSI conference grant competition.

2010/11 CSI FACULTY AWARDS
Mary Bucholtz, Professor (Linguistics)
Mario T. Garcia, Professor (Chicana & Chicano Studies)
Jin Sook Lee, Assoc Professor (Gevirtz Grad School of Education)
Patricia Marin, Assoc Researcher (Gevirtz Grad School of Education)
Victor Rios, Assoc Professor (Sociology)
Ines Talamantez, Assoc Professor (Religious Studies)

2010/11 CSI GRADUATE AWARDS
Eddy F Alvarez (Chicana & Chicano Studies)
Jose Anguiano (Chicana & Chicano Studies)
Michelle P Baca (Chicana & Chicano Studies)
Nicholas F Centino (Chicana & Chicano Studies)
Carisa Prieto Cortez (Chicana & Chicano Studies)
Maria Elena Cruz (Gevirtz Grad School of Education)
Jerry Flores (Sociology)

continued on page 7
2010/11 CSI Awards continued

Aldana, Gerardo, Faculty Outreach Grant - Chancellor’s Outreach Advisory Board - Calpulli Ce Akatl: Culturally Relevant and Experiential Pedagogy Based Stem Outreach in an on-line Instructional Environment, 5/2010 - 6/30/2012 - $8,505. Construction and local implementation of a web site dedicated to culturally relevant Science, Technology, Engineering, and Mathematics (STEM) outreach activities. The web site will provide an On-line Instructional (OI) environment for the implementation into educational settings of learning modules that combine Mesoamerican cultural activities with modern science and math curricula.

Aldana, Gerardo, Pearl Chase Grant - Academic Senate - U Chan Otot Chak E’: K Through 12 Science Literacy Through Culturally Relevant Astronomy, 5/1/2010 - 8/31/2011 - $12,000. This project seeks to increase the science literacy of Santa Barbara area Chican@, Latin@, and Native American K-12 students. U Chan Otot Chak E’ will bring together UCSB faculty and students with local K-12 students through schools, community centers, and after-school programs to engage a ‘learning module’ that integrates a planetarium exposure to astronomy with ancient Mesoamerican cultural activities. A core of the learning module will be constructed and then adapted according to audience level.


CSI Awards Administered, 2010-2011

Jonathan Daniel Gomez (Sociology & Black Studies)  
Amber Rose González (Chicana & Chicano Studies)  
Danielle Alicia Guzman (Gevirtz Grad School of Education)  
Melissa Guzman (Sociology)  
Sara Veronica Hinojos (Chicana & Chicano Studies)  
Carlos Jimenez (Film and Media Studies)  
Monica Lomeli (Sociology)  
Patrick A Lopez-Aguado (Sociology)  
Gisselle Lopez-Tello (Gevirtz Grad School of Education)  
Jessica Sophia L Lyman (Chicana & Chicano Studies)  
Tomás Madrigal (Anthropology)  
Andrea M McComb (Religious Studies)  
Ricardo Elias Ortega (Chicana & Chicano Studies)  
Steven Osuna (Sociology)  
Marla A Ramirez (Chicana & Chicano Studies)  
Adrianna M Santos (Chicana & Chicano Studies)  
Rachel R Sarabia (Sociology)  
Jessie D Turner (Chicana & Chicano Studies)

2010/11 CSI CONFERENCE AWARDS

Teresa Figueroa (Chicana & Chicano Studies)  
Sara Veronica Hinojos (Chicana & Chicano Studies)  
Ricardo E Ortega (Chicana & Chicano Studies)

2010/11 CSI UNDERGRADUATE AWARDS

Jose A Cambero (Chicana & Chicano Studies)  
Amy Andrea Martinez (Sociology / Feminist Studies)  
Jeanette Martinez (Asian American / Chicana & Chicano Studies)  
Alexis Nicole Meza (History / Latin American & Iberian Studies)  
Melissa Yvette Perez (Film & Media Studies / Feminist Studies)  
Lissette Pinedo (Chicana & Chicano Studies)  
Luis Angel Trujillo (Chicana & Chicano Studies / Black Studies)

Chicano Studies Institute 2010/11 Annual Report
Barvosa, continued
In this project, I draw from Chicana feminist theories of mestiza consciousness (Anzaldúa 1987) to deepen our understanding of how the socially constructed content and interconnections among the multiple social identities of Latinos, results in many configurations of identities that sharply contradict traditional assimilationist assumptions propounded by Samuel Huntington (2004).

Carrasco, Thomas, Graduate Student - Chicana and Chicano Studies, UC Mexus - George Lipsitz, Faculty Advisor - Oppositional Performance: A Social-Historical Analysis of the Avante-Garde Comedy Troupe Chicano Secret Service, 7/1/2010 - 6/30/2012, $11,759
As racially aggrieved populations have little in formal political resources, cultural practices become important sites of mobilization and contestation against the abuses of social power that affect their communities. During the political insurgencies of working class people of color in the 1960s, the emergence of a Chicano/a theater movement developed at least 17 theater groups in California that unfortunately came to an end by the 1990s. While much scholarship has interrogated the history of Latina/o and Chicana/o theatre and cultural production in general, little has been done to understand how avant-garde performance troupes organized culture and created social criticism during the moment of radical institutional changes in the late 80s and early 90s.
Simultaneously groups like Culture Clash, Chicano Secret Service, Guillermo Gomez Peña, and El Vez emerged during this moment of neoliberal transformation to fill the institutional void left by an earlier generation of Chicana/o cultural producers. Taking this history as a point of departure, I am developing a social, historical, political analysis of the cultural practices, productions and critiques of this new performance bloc. Specifically, at the height of neoconservative-neoliberal ascendancy, three Chicano student activists established Chicano Secret Service (C/S/S) at UC Berkeley in 1988. C/S/S is a comedy troupe that employed performance, satire, rasquachismo and new media to produce alternative spaces of cultural and political criticism.

Fuentes, Francisco, Graduate Student - Chicana and Chicano Studies, UC Mexus - Ralph Armbruster, Faculty Advisor – Christian Youth Culture and Chicano Communities at the San Diego - Tijuana Border, 7/1/2010 to 6/30/2012, $11,650.
The purpose of the current qualitative study is to explore the ways in which young evangelicos of Mexican-origin understand and practice their religious and racial identifies, while contending with the reality of rising social polarization along the U.S. - Mexico Boarder. Emphasis is given to the impact on race relations by religion in non-religious spaces.

Gonzalez, Amber Rose, Graduate Student - Chicana and Chicano Studies, UC Mexus - Chela Sandoval, Faculty Advisor - Dissertation research/ “Another City is Possible: Mujeres de Maíz, Spiritual Activism, and the Cultivation Sacred Spaces in Los Angeles”, 1/1/2011 to 6/30/2011, $1,500.
Inspired by the Zapatista uprising of 1994, Xicanas Felicia Montes and Claudia Mercado founded the inter-generational, multi-ethnic Women of Color artist collective Mujeres de Maiz (MdM) in 1997. Since its inception, MdM hosts an annual event to create an empowering space on the eastside of Los Angeles that highlights women’s expressive visual and performance art bringing together women off many sexualities, nations, and ages committed to social justice. My dissertation research relies on a
CSI Awards Administered continued

Gonzalez, continued
mixed methods approach, grounded in qualitative methods. Primary data will be gathered using participant observation and ethno documentary photography at the Mujeres de Maíz planning meetings and the festival itself as well as conducting one-on-one interviews with MdM members and women of color who attend the 2011 festival.

Scholars interested in the study of citizenship and immigration as a domain of human experience have primarily focused on the bureaucratic and legal elements of immigration struggles. What these understandings have yet to address is how immigrant religious/spiritual communities have provided a domain for developing and practicing a range of dimensions of cultural citizenship. This study seeks to explore the following questions: How do Mexican immigrants negotiate and claim spaces of identity, representation, and community within poor, racialized communities in the US? How Mexican immigrants negotiate and claim spaces of identity, representation, and community within poor, racialized communities in the US? How do Mexicans construct meaningful notions of self and alternative meanings of citizenship, particularly within the “spiritual codes” established by their religious communities? This dissertation builds upon scholarship related to religious communities and civic engagement, particularly research documenting the central role that religious institutions have historically played in integrating new immigrants to US city life. Classic works on immigrant religious communities focus on European immigrants and elucidate how religious institutions make available certain economic and social resources. My dissertation departs from this paradigm by focusing on the informal processes by which Mexican immigrants in the San Joaquin Valley come to view themselves as members of a particular community (rather than temporary visitors) and thus begin to view themselves as citizens (or possible citizens).

LaMon, Shelley, Graduate Student, UC Mexus - Juan Vicente Palerm, Faculty Advisor - Desde el Sur al Norte: The New Migration of Highland Maya from Chiapas to the United States, 7/1/2010 - 12/31/2010, $1,500.
Exploratory trip to San Cristóbal, Chiapas to carry out exploratory research for four weeks. The preliminary investigation will contribute to preparedness for dissertation research, which will examine migration flows from the highland Maya communities of Chiapas to the United States.

Lopez-Aguado, Patrick, Graduate Student, Sociology, UC Mexus - Victor Rios, Faculty Advisor - The Collateral Consequences of Mass Incarceration on Urban Youth Cultures, 1/1/2011 - 6/30/2011, $1,500.
This project examines the collateral consequences of mass incarceration on urban youth cultures in California’s Latino/a communities. More specifically, I analyze how the divisive social organization imposed upon prisoners influences the street cultures that develop in criminalized communities. Cholo/a youth commonly incorporate the ideologies and iconographies of prison groups into their own cultural presentations. Studying how this appropriation unfolds is necessary if we are to understand what role our justice system plays in producing cholo/a identities that are regulated as criminal. Using ethnographic methods and a multi-generational narrative analysis, my dissertation examines how youth in a poor Chicano/a
community learn about cholo/a subcultures, and how this knowledge impacts their situated understandings of the neighborhood and the prison. Knowing to what extent the collateral consequences of mass incarceration affect Latino/a youth will challenge criminologists, urban ethnographers, and policy-makers to refine their arguments about the presume criminality of poor youth of color.

Maksimow, Maritza, Graduate Student - Anthropology - UC Mexus - Juan Vicente Palerm, Faculty Advisor - Exploring the Borderlands: Seeking a Binational Perspective of the Alta-Baja California Borderlands, 1/1/2010 - 6/30/2010, $1,500.

Exploratory trip to research institutions specializing in U.S. - Mexico Studies on both sides of the California border. This research will strengthen my preparedness for my dissertation research, which seeks to provide a truly binational analysis of the development of the Alta-Baja California borderlands, while using ethnographic data to showcase the vital role borderlanders have played in the region’s economic development and complex social history. The goals of the proposed project are to: locate necessary resources from archives and special collections; identify conceptual linkages between American and Mexican borderland scholars; and foster academic binational networks with researchers across disciplines and borders.

Romo, Laura, UC Mexus - Empowered to Choose: A mother-daughter intervention to reduce sexual risk in Mexican American Teens, 7/1/2010 - 6/30/2011, $15,000.

Research suggests that Latina mother-daughter communication regarding STI/HIV transmission and pregnancy prevention can protect adolescents from negative sexual health outcomes (Dutra et al 1999; Hutchinson et al 2003). Yet, STIs/HIV transmission prevention intervention programs designed specifically for Mexican-origin mothers and daughters are almost nonexistent, despite cultural norms and values unique to this population that create barriers to open parent-adolescent communication about these topics.

The main objective of proposed study is to design and test the effectiveness of a mother-daughter communication training program on Latina adolescents’ knowledge and attitudes related to sexual health. In the proposed research, 60 Latina immigrant mother-daughter dyads will participate in an intervention in which mothers and daughters jointly take part in a program encompassing information about pregnancy and STI/HIV prevention, and safe dating practices.

Findings from this study will contribute to HIV and pregnancy prevention by developing an empirically-validated culturally congruent pregnancy and STI/HIV prevention intervention programs for adolescent girls of Mexican origin. The research will provide information about the value of including mothers in the sexuality education of their adolescent daughters and their impact on their daughter’s knowledge and attitudes. The proposed research will contribute to important public health outcomes (HIV and unintended pregnancy) and address basic research questions regarding communication between Mexican immigrant mothers and their U.S.-raised daughters using mixed methodology.
CSI Awards Administered continued

Romo, Rebecca, Graduate Student - Sociology - UC Mexus - Denise Segura, Faculty Advisor - Between Black and Brown: Blaxican Identity in the United States, 7/1/2010 - 6/30/2012, $12,000.

Inspired by the changing face of the racial demographics and the increase of self-identifying multiracial people, this dissertation research focuses on the racial and ethnic identity of the offspring of Black-Chicana/o unions. My dissertation is based on in-depth interviews and focus groups with 40 multiracial “Blaxican” individuals. This study historically grounds the unique position of Blaxicans as “dual-minority” multiracials within a racial order established through the legacies of conquest, slavery, colonization and mestizaje.

Several factors contribute to Blaxican identity formations including: socialization, school experiences, peer groups, and neighborhood context; phenotype; Spanish language proficiency; and “Black-Brown” divisions that exist in their communities of origin and in the media.

Serna, Cristina, Graduate Student - Chicana and Chicano Studies - UC Mexus - Horacio Roque Ramirez, Faculty Advisory - Deconstructing the Nation: Queer and Feminist Artists in Mexican and Chicana/o Social Movements, 7/1/2010 - 6/30/2012, $12,000.

At stake in this research are questions about the role of artists in lesbian, queer and feminist struggles for self-definition and autonomy and how discourses invoked in opposition to colonialist, heteronormative, and patriarchal systems of power shift across racial, cultural, class, and national borders. This project will demonstrate the common contexts that link lesbian, queer, and feminist Mexican and Chicana/o social justice struggles across the border in addition to the distinct histories and social realities that give rise to and sustain these movements. To this end, I employ a multi-methodological, interdisciplinary approach that applies methods from Sociology, Art History, and Cultural Studies.

CSI Principal Investigator List, 2010-11

Aldana, Gerardo, Associate Professor, Chicana & Chicano Studies
Barvosa, Edwina, Associate Professor, Chicana & Chicano Studies
Carrasco, Thomas, Graduate Student Chicana & Chicano Studies - Advisor George Lipsitz, Professor
Fuentes, Francisco, Graduate Student, Chicana & Chicano Studies - Advisor Ralph Armbruster, Associate Professor
Gonzalez, Amber, Graduate Student Chicana & Chicano Studies - Advisor Chela Sandoval, Associate Professor
Guzman, Melissa, Graduate Student, Sociology - Advisor Denise Segura, Professor
LaMon, Shelley, Graduate Student, Anthropology - Advisor Juan Vicente Palerm, Professor
Lopez-Aguado, Patrick, Graduate Student, Sociology - Advisor Victor Rios, Associate Professor
Maksimow, Maritza, Graduate Student, Anthropology - Advisor Juan Vicente Palerm, Anthropology Professor
Romo, Laura, Associate Professor Gevirtz Graduate School of Education
Romo, Rebecca, Graduate Student Sociology - Advisor Denise Segura, Professor
Serna, Cristina, Graduate Student, Chicana & Chicano Studies - Advisor Horacio Roque Ramirez, Assistant Professor
Format citations as standard for your discipline.

BOOKS
Ventana Abierta # 29-30 (Double Issue) En rendido homenaje a Luis Leal (1907-2010)

JOURNAL ARTICLES
REFEREED:

CONTRIBUTED:

REPORTS AND REPRINTS ISSUED UNDER YOUR UNIT'S COVERS
Show author, title, press run, and production costs
(You need not include production costs on the Web
but this information is required for hard copy submitted to the Office of Research

OTHER
# Statistical Summary for: Chicano Studies Institute

## 1. Academic personnel engaged in research:

- **Faculty**: 26
- **Professional Researchers (including Visiting)**: 1
- **Project Scientists**: 
- **Specialists**: 
- **Postdoctoral Scholars**: 
- **Postgraduate Researchers**: 1

**TOTAL**: 27

## 2. Graduate Students:

- **Employed on contracts and grants**: 7
- **Employed on other sources of funds**: 12
- **Participating through assistantships**: 
- **Participating through traineeships**: 
- **Other (specify)**

**TOTAL**: 19

## 3. Undergraduate Students:

- **Employed on contracts and grants**: 8
- **Employed on other funds**: 2
- **Number of volunteers & unpaid interns**: 

**TOTAL**: 10

## 4. Participation from outside UCSB: (optional)

- **Academics (without Salary Academic Visitors)**: 
- **Other (specify)**

## 5. Staff (Univ. & Non-Univ. Funds):

- **Technical**: 2
- **Administrative/Clerical**: 

## 6. Seminars, symposia, workshops sponsored

**Proposals submitted**: 6

## 7. Number of different awarding agencies dealt with*

**Number of extramural awards administered**: 7

## 8. Dollar value of extramural awards administered during year**

**Dollar value of other project awards ****

## 9. Number of Principal Investigators***

**Number of other projects administered**: 13

## 10. Total base budget for the year (as of June 30, 2011)

**Dollars value of awards for year (10/11 Total)**

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* Count each agency only once (include agencies to which proposals have been submitted).

** If the award was open during the year, even if for only one month, please include in total.

*** Number of PIs, Co-PIs and Proposed PIs (count each person only once.)

**** Other projects - such as donation, presidential awards, fellowships, anything that isn’t core budget, extramural, or intramural.

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Statistical Summary 10_11