



**CENTER FOR
REGIONAL STUDIES**



ANNUAL REPORT

Center for Regional Studies
University of New Mexico
Fiscal Year 2024 (July 2023- June 2024)

ANNUAL REPORT
CENTER FOR REGIONAL STUDIES
FISCAL YEAR 2023–2024

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The Center for Regional Studies (CRS) is a multidisciplinary outreach center designed to enhance the work of the University of New Mexico (UNM) through student fellowships, faculty research, program funding, digital media and other projects with an emphasis on activities that increase our understanding of New Mexico, the Southwest, Indigenous communities, the U.S. Mexico Borderlands, and the Americas. Our mission is to discover new areas of research and the best methodological practices for uncovering this new knowledge. CRS research is sustained by the scholarly inquiry of faculty mentors who in turn guide students they instruct and supervise on specific projects.

Mission Statement

- To discover, create, preserve, disseminate, and promote a culture of broad inquiry throughout and beyond the UNM community. CRS advances UNM's mission of developing the global perspective of its students through a variety of academic and research opportunities led by expert faculty as they work to generate and create new and valuable sources of knowledge.
- To contribute to the comprehensive opportunities offered at UNM with a focus on New Mexico and Southwest studies.
- To foster the teaching, learning, research, and public service goals of UNM through linking resources to people and communities throughout New Mexico.

CRS Staff

Dr. Lloyd L. Lee, Director
Aracely “Arcie” Chapa, Manager of Multimedia Services
Alisha Fitzgerald, Program Coordinator

CRS Advisory Board

The purpose of the CRS advisory board is to provide technical, scholarly, educational, and fundraising advice. The board also assists with the design of programs and strategic planning. Board members were selected based on their diverse expertise with the goal of strengthening the work of CRS in matters related to regional studies and CRS’s mission. The CRS advisory board was composed of the following nine individuals during FY24.

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Durwood Ball, PhD

Associate Professor: History Department
Director & Editor: *New Mexico Historical Review*

Subhankar Banerjee, MS

Founding Director: Center for Environmental Arts & Humanities
Professor: Department of Art

Wendy Shelly Greyeyes, PhD

Associate Professor: Native American Studies
Co-Editor: *Indigenous Studies in Community Building*, UNM Press

Michelle Hall Kells, PhD

Professor: Department of Chicana and Chicano Studies

Natasha Howard, PhD

Assistant Professor: Geography & Environmental Studies
Assistant Professor: Department of Africana Studies

Stephen P. Hull, MA

Director: University of New Mexico Press
Professor of Practice: College of University Libraries and Learning Sciences

Baker H. Morrow, FASLA

Professor of Practice: Landscape Architecture Program, School of Architecture & Planning
Landscape Architect, Author

joni m palmer, PhD, APA, ASLA

Project Director: Southwest Environmental Finance Center, Center for Water and the Environment
UNM Teaching & Research Faculty: Department of Community & Regional Planning
Department of Geography & Environmental Studies

Carla M. Sinopoli, PhD

Director: Maxwell Museum of Anthropology
Professor: Department of Anthropology

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CRS Programs and Initiatives

The Center for Regional Studies is a UNM Research and Public Service Project (RPSP) and has complied with RPSP mandatory reporting. RPSP reports are filed with the UNM Government and Community Relations Office. CRS develops its annual budget as an allocation plan to carry out major programmatic initiatives for the ensuing fiscal year that begins every July 1st. CRS provides funding for specific projects, excluding the operating or recurring costs of academic units or other organizations. CRS allocates a large share of its budget to research and other scholarly activities in support of student, faculty or staff projects that show potential for publication or will result in other tangible deliverables.

- **Graduate Students** - CRS awards graduate thesis and dissertation fellowships in the form of scholarships and assistantships.
- **Faculty** - Funding is provided for projects initiated by UNM faculty, postdoctoral, and research scholars.
- **Archival** - CRS supports the acquisition, preservation, and accessibility of archival materials.
- **Dissemination** - CRS promotes the distribution of books, journal articles, exhibitions, public presentations, films, and lectures produced under its auspices.
- **Multimedia Projects** - CRS facilitates the production, presentation, and distribution of documentary films and oral histories. CRS encourages and stimulates projects grounded in collaborative partnerships and on extended fieldwork that utilizes photography, film/video, audio, narrative writing and other creative media to capture and convey contemporary memory, life, and culture.

CRS Mainstay Programs (Research Account 412000)

CRS carries out its work largely through four mainstay initiatives whose goals, objectives, and achievements in FY24 are described in the following section of this report.

I. Graduate Student Fellowships

CRS graduate student fellowships are provided in the form of scholarships, research or project assistantships, internships, or faculty project-related student employment.

CRS Fellowships

CRS sent out a call for proposals to graduate students, whose research aligned with the CRS mission, to participate in an open competition for its 2023-2024 graduate fellowship award cycle.

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In FY24, CRS provided \$100,000 in scholarships to twenty-one graduate students enrolled in various departments and programs listed with their mentors and research topics in the table below. The Ph.D. students received \$5,000 and the M.A. students received \$4,000.

Name	Department	Project Title	Degree Program	Mentor
Josue Aciego	Anthropology	<i>"Are They Indians?" Indigenous Erasure and Resilience in Western El Salvador</i>	PhD	Les Field
Emily G. Arasim-Darby	Community & Regional Planning	<i>Revitalizing Rural New Mexico Community Stores For Food Justice, Economic Development & Community Health</i>	MCRP	Moises Gonzales
Javier Astorga Villarroel	Latin American Studies	<i>The Presidio-Complex: A Genealogy of Coercion in 18th-Century Maps, Plans, and Sketches of Spanish Fortifications at Imperial Borderlands in North American and the Caribbean</i>	PhD	Maria Lane
Erin Berkowitz	Museum Studies	<i>Uncovering Over 140 Years of Herbarium Specimen Data to Examine the Impacts of Climate Change on Alpine Plant Phenology in the Southern Rocky Mountains</i>	MA	Hannah Marx Loa Traxler
Rachel Bordeleau	MFA Studio Art, Art & Ecology	<i>Stories of Plant Migrations along the Middle Rio Grande Bosque</i>	MFA	Jeanette Hart-Mann
Meghann Chávez	History	<i>Beauty and the Market: Beauty Salons, Neoliberalism, and Female Political Activism</i>	PhD	Elizabeth Hutchison
Michael Flaherty	Political Science	<i>From Taboo to Normal: Agenda Setting and the UAP Case</i>	PhD	Michael Rocca
Gustavo Garcia	Chicana/o Studies	<i>The Ungovernable Sounds of Zapotec Rebels: Hip hop, Ska, and Son Jarocho</i>	PhD	Irene Vasquez
Margo Gustina	Economics	<i>Optimizing Library Service for Resilient New Mexico Communities</i>	PhD	Jingjing Wang
Julie Jaramillo	Educational Psychology	<i>The Effect of College Readiness Activities on College Enrollment Among Low-Income Hispanic Students in New Mexico</i>	PhD	Yu Yu Hsiao
Mishelle Jurado	Language, Literacy, and Sociocultural Studies	<i>Critical Narrative Inquiry of High School Spanish Language Arts Teachers in Dual Language Programs</i>	PhD	Carlos Lopez Lieva
Bryana Olmeda	Biology	<i>A comprehensive floristic study of the vascular plants of the Brokeoff Mountains, Otero County, New Mexico</i>	PhD	Hannah Marx
Tosin Olofinsao	Economics	<i>Optimal Reuse of Treated Municipal Wastewater in Drylands: A Multi-Sector Dynamic Analysis</i>	PhD	Jingjing Wang
Alexander Pearl	American Studies	<i>Legacies of the Duran Consent Decree</i>	MA	David Correia

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Name	Department	Project Title	Degree Program	Mentor
Marsella Perez Macias	Latin American & Iberian Institute	<i>Living Roots: Agave & Bacanora Cultures Impacted by Denomination of Origin Regulations</i>	MS	Ronda Brulotte
Brandy Reeves	English Language and Literature	<i>Sandra Cisneros and Motherhood: Examining the Sandra Cisneros Papers at the Wittliff Library</i>	PhD	Melina Vizcaíno-Alemán
Emma Ressel	Art Studio, Photography	<i>Glass Eyes Stare Back</i>	MFA	Meggan Gould
Dominique Rodriguez	Chicana and Chicano Studies	<i>Spiritual Healing in the US Southwest: Traditional medicine as a practice of resistance</i>	PhD	Laura Belmonte
Andreanna Roros	Earth and Planetary Science	<i>Fate, Transport, and Impacts of Uranium-bearing particulate matter dust on the Pueblo of Laguna</i>	MS	Adrian Brearley
Anna Rotty	Art and Art History	<i>Spectrals from a shoreless sea, MFA Thesis</i>	MFA	Meggan Gould
Vittoria Totaro	Sociology	<i>Farmer Training to Grow Stability Among Shifting Landscapes</i>	PhD	Richard Wood

October 25, 2023

CRS Graduate Fellows Meet and Greet

The Center for Regional Studies hosted an in-person gathering for the 2023-2024 CRS graduate fellows so they could meet the CRS staff as well as the other fellows and exchange information about their research projects in an informal setting.

April 19, 2024

CRS Fellows Snapshot Event

CRS held a gathering of its 2023-2024 Graduate Research Fellows in the Frank Waters Room of Zimmerman Library on UNM's main campus. The CRS fellows presented "snapshots" of their research followed by Q&A from the audience which consisted of UNM faculty, staff, students, and some of the fellows' faculty mentors.

Video link: [CRS Fellows Snapshot Event 2024](#)

Library Assistantships

During FY24, CRS provided **\$78,904** to the Center for Southwest Research & Special Collections (CSWR) to support five Graduate Research Assistant positions at .50 FTE assigned as follows:

Edward Hakim Bellamy, UNM School of Law, Juris Doctor Student

Dr. Harold Bailey Collection

\$18,366

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For a second year, Hakim Bellamy continued his work at the Center for Southwest Research & Special Collections on the preservation, reformatting, arrangement, and description of the Dr. Harold Bailey collection. This collection documents the life and career of Dr. Harold Bailey, who was an educator, director of the UNM Afro-American Studies Program, president of the Albuquerque Chapter of the NAACP, and executive director of the New Mexico Office of African American Affairs. The archival collection is a significant addition to the ongoing historical documentation of the black experience in New Mexico and at UNM. Processing and describing this archival collection will make it accessible to researchers from UNM and around the world.

Madison Garay, Department of Art, Art History

CSWR Pictorial Collection

\$16,695

The CSWR Pictorial Fellowship was awarded to Madison Garay to inventory, arrange, and describe the unprocessed Jane Bernard and Polly P. Brown Route 66 Pictorial Collection and then write a finding guide for publication in NM Archives Online. During the period 2000-2003, Jane Bernard and Polly Brown traveled the full extent of Route 66 (from Chicago, IL to Los Angeles, CA) photographing and interviewing along their way. Existing CSWR collections with Route 66 content are frequently accessed, and, in anticipation of further research and celebrations with the centennial anniversary of the “Mother Road” in 2026, CSWR hopes to make this vibrant visual and audio material available to internal and external researchers.

Amber Lane, College of Arts & Sciences, Museum Studies, MA Student

University of New Mexico Archives Collection

\$8,782

Amber Lane worked on various unprocessed archival collections including those particularly related to UNM history and the diverse people who created and attended the university. The work involved processing organizational files; administrative and personal correspondence; project/event flyers, promotional materials, project files, and photographs. During a symposium in the spring 2024 semester, Amber shared what she learned about Jane Snow’s UNM Opera Legacy.

Carlyn Pinkins, History Department, Ph.D. Student

Dr. Charles Becknell, Sr., Collection

\$18,366

For a second year, Carlyn Pinkins continued working on the preservation, reformatting, arrangement, and description of the Dr. Charles Becknell, Sr., collection which documents the life and career of Dr. Charles Becknell, Sr., who was an educator, author, minister, civil rights activist, founding director of the African Studies program at UNM, New Mexico Cabinet Secretary, and

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State President of the Southern Christian Leadership Conference. Ms. Pinkins also created an online finding aid in ArchivesSpace.

Travis Thompson, Chicana and Chicano Studies, MA Student
Distinctive Native American Collections
\$16,695

Travis Thompson was hired as a graduate student assistant to work with the curator of the Native American Collections at the CSWR in generating new models of cultural management of Native American archival content. This involved identifying archival collections with Native American substance, determining the Indigenous right holders, selecting items and collections to digitize, assisting with tribal outreach, and collaborating with the Native American Studies Department's library. He gave a presentation at the end of his assistantship called, "*Repatriating Native American Recordings in the Archive: Examining the Privilege Accorded to Provenance*".

New Mexico Historical Review Assistantships

CRS provided **\$87,713** to the *New Mexico Historical Review* (NMHR) for students to work as editorial assistants for twelve months during FY24. Under the direction of Dr. Durwood Ball, NMHR Director and Editor, the fellows were trained in the essentials of scholarly editing and publishing. Throughout the 2023-2024 year, six students worked as NMHR editorial assistants.

Name	Department	Degree Program	FTE	Salary
Adam Polk	History	PhD	.50	25,227
Rachael Cassidy	History	PhD	.25	6,170
Meghann Chávez	History	PhD	.50	22,387
Emma Masterson	History	MA	.25	9,437
Edrea Mendoza	History	PhD	.25	12,246
Ariel Wiebe	History	PhD	.25	12,246
Total				87,713

II. Faculty Development Awards

In FY24, CRS granted seven faculty research development awards for a total of \$22,150.86. Faculty members from UNM departments and academic programs were encouraged to respond to a Call for Proposals for faculty research projects that would complement the mission of the Center for Regional Studies and facilitate the professional development of faculty in the following areas:

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1. **Education in New Mexico (5K maximum):** CRS encouraged proposals that would address causes and potential remedies for the low national education scores in the state of New Mexico, as well as proposals that would specifically focus on the *Yazzie/Martinez v. State of New Mexico education* case in 2018 that ruled the state, the Public Education Department, and the Secretary of Education are failing to provide Native American students, students with disabilities, English language learners, and low-income students with an adequate and sufficient education.
2. **Water, Energy, Food (WEF) Project (5K maximum):** CRS welcomed proposals that would focus on these critical areas and their impacts in the Southwest region. CRS also encouraged proposals that would examine the integration/intersection of these areas and the impact on the environment.
3. **Mental Health in New Mexico (5K maximum):** CRS encouraged proposals presenting research strategies for discovering possible ways to improve mental health in New Mexico.
4. **Independent Project (3K maximum):** Individual faculty members were invited to submit a funding request to support a new or continued research project. Projects were to be evidence-based with a preference for qualitative research in the humanities, social sciences, education, and the arts.
5. **Publication Subvention (2K maximum):** This was an opportunity to receive funding to publish research results or other creative works in electronic or print media including manuscripts submitted to and approved by the UNM Press.

Funding was awarded to the following faculty research development projects in FY24.

Name (PIs)	Project	Department/Unit	Amount
Belmonte, Laura	<i>Borderland Brutalities Manuscript Indexing</i>	Chicana/o Studies	\$650
Greenberg, Marissa	<i>Situating Shakespeare Pedagogy in U.S. Higher Education: Social Justice and Institutional Contexts</i>	English	\$1,501
Hall Kells, Michelle	<i>Public Rhetorics and Colonized Representations of Indigenous Peoples of the Gila Wilderness Bioregion</i>	Chicana/o Studies	\$5,000
Mingus, Matthew	<i>Philip Stevenson's Communist Reimagining of Gallup's Labor History</i>	History	\$1,999.86
Sánchez, Rebecca	<i>Preserving and Promoting a New Mexico Treasure: The Tierra de Encanto Spanish Reader Series at 50</i>	Teacher Education, Educational Leadership & Policy (TEELP)	\$3,000

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Shenoy, Sunaina	<i>Implementing Multi-Tiered Language Curriculum for Native American Students</i>	Special Education	\$5,000
Sosa-Provencio, Mia	<i>The Legacy of Educational Activism in New Mexico: Remembering Serna v. Portales (1974) 50 Years Later</i>	Teacher Education, Educational Leadership & Policy (TEELP)	\$5,000
Total			\$22,150.86

III. Community-Based Research Initiative

For its second year, CRS partnered with UNM’s College of Arts and Sciences (A&S) for its “Community-based Research Initiative.” The award supported UNM faculty who were working towards the development and implementation of practical and real-life solutions to the challenges facing New Mexico or Southwest communities in the twenty-first century. The project was to be co-directed by a College of Arts & Sciences department or program faculty member and a community-based partner. While keeping the project in alignment with CRS’s mission, the goal was for both partners to benefit from the research.

During FY24, CRS and A&S funded two new projects as well as continuing its financial support for the two projects it funded during FY23. CRS contributed a total of \$89,824.

UNM Faculty Members	Projects	Community Partners	CRS	A&S
New Funding				
Tiffany S. Lee Native American Studies, Chair and Professor	<i>Improving research to understand the link between holistic well-being of Diné children and families, and Diné bizaad</i>	Diné schools and communities	\$25,000	\$5,000
Lea S. McChesney Maxwell Museum of Anthropology, Curator of Ethnology	<i>Families in Pueblo Pottery: Re-Generating Art, Experience, and Practice</i>	Individuals from Pueblo communities in New Mexico, Arizona, and Texas	\$14,824	\$5,000
Continued Funding				
Melvatha R. Chee Department of Linguistics, Assistant Professor	<i>“Nihiyázhí bizaad: Investigating Navajo Child Language Development”</i>	Community partner: Saad K’idilyé Diné Language	\$25,000	\$5,000
Noah Painter-Davis Department of Sociology, Associate Professor	<i>“Re-Envisioning Diversion Through Community Engagement”</i>	First Judicial District of New Mexico	\$25,000	\$5,000
Total			\$89,824	\$20,000

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IV. CRS Funding for Special Projects during FY24

Financial assistance is offered to UNM faculty members and student organizations whose special projects coincide with the mission of CRS. Examples of special projects include book subventions (indexing, maps or colored pictures, anthologies), travel expenses, honoraria for guest speakers, oral history projects, conferences, special events, and graduate student project assistantships.

Special Projects funding in FY24 totaled \$10,800 from Index 412000.

Projects	Principal Investigators	Amounts
October 3-6, 2023 Dr. John Hopkins: Travel Expenses - Book Discussion <i>Indian Education for All: Decolonizing Indigenous Education in Public Schools</i>	Dr. Wendy Greyeyes	\$2,000
October 18, 2023 Six Honoraria: <i>Building Social Connection by Connecting with Our Lands: A Conversation with Visiting Indigenous Grandmothers</i>	Dr. Michael Lechuga	\$1,500
October 18-21, 2023 Promotion of programs the book release, <i>The Yazzie Case: Building a Public Education System for Our Indigenous Future</i> , at the 54th Annual National Indian Education Association Convention & Trade Show	Dr. Wendy Greyeyes	\$1,000
March 7-9, 2024 Dr. Robert M. Wilson’s honorarium as part of the Environmental History of Recreation, Climate Politics, and Global Warming in the American Southwest event at UNM and surrounding areas.	Dr. Maria Lane	\$800
April 20, 2024 “Ancestral Gila Homelands: Indigenous Kinship Ties and Land Ethics 2,000 Years, Before and Beyond” Keynote speakers: Dr. Priscilla Ybarra and Dr. Rachel Jackson, at the Indian Pueblo Cultural Center.	Dr. Michelle Hall Kells	\$2,000
April 28, 2024 Kiva Club – 67 th Annual Powwow at UNM - Sponsorship	Kiera Toya Alicia Gallegos	\$3,500
Total		\$10,800
May 23, 2024 Graduate Student Project Assistantship: “New Mexico Project for Equity and Inclusion in Housing” *Paid from Index 412003	Dr. Agustin Leon-Moreta	\$3,000

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Tribal/Community College Research Scholar Program Initiative in FY24 (Endowment Account 412003)

During the summer of 2023, CRS awarded a Tribal/Community College Research Scholarship to Steven A. Romero of Central New Mexico Community College in the amount of \$8,000. \$4,000 of Mr. Romero's scholarship was paid in FY23 for the month of June and the other \$4,000 was paid during FY24 for July. Funding for this initiative comes from CRS's "Endowed Spending" index.

Tribal/Community College Research Scholar appointments are available to scholars who are actively engaged in interdisciplinary research and scholarship that fits the mission of CRS. Candidates must also demonstrate that a period of residency at the University of New Mexico in Albuquerque is vital to completing the next phase of their ongoing research, scholarship, and/or community-based work. Candidates for the program are selected by their tribal or community colleges who have signed agreements to partner with CRS.

These awards go to scholars whose research, teaching, and publications address historical as well as emerging trends relating to the peoples, communities, and cultures of the greater Southwest. At the conclusion of their residency, the Tribal/Community College Research Scholars present their research to the University of New Mexico students and faculty, as well as the community, by giving a public lecture. Steven Romero's project is described below.

Steven Romero, MA

Assistant Professor of English

University of New Mexico-Valencia

Los Lunas, New Mexico

Restoration, Reparation, and the "Will to Archive": A Case Study for Digital Archival Literacy in First-Year Writing and Chicana/o/x General Education Courses

Steven Romero examined the use of digital archives in first-year writing and general education Chicana/Chicano/x Studies courses as a means of developing students' understanding and application of field rhetoric, counterstory, and intersectionality. He suggested the study and creation of digital archives in general education courses present opportunities for cultivating students' abilities to self-reflect, to work collaboratively, and to practice civic engagement. Mr. Romero spent time during his residency developing his education curriculum by integrating the use of digital archives as a foundation for student learning.

Video presentation: [Restoration, Reparation, and the "Will to Archive" by Steven Romero](#)

Link to UNM Newsroom article:

[Tribal/Community College Research Scholar: Steven A. Romero - UNM Newsroom](#)

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Native Curriculum Partnership (NCP) Initiative in FY24 (Public Service Account 412009)

In FY23, the Center of Regional Studies, the Department of Native American Studies, and the Institute for American Indian Education came together to form UNM's "Native Curriculum Partnership" (NCP). For a second year, NCP was awarded \$200,000 in Research and Public Service Project (RPSP) funding and collaborated with local tribal leaders, Native educators, and community consultants to continue the process of creating Indigenous film and curriculum materials for K-12 students in New Mexico.

Members of the Native Curriculum Partnership during FY24:

Center for Regional Studies:

Dr. Lloyd L. Lee (Director)

Aracely "Arcie" Chapa (Filmmaker & Manager of Multimedia Services)

Alisha Fitzgerald (Program Coordinator)

Native American Studies:

Dr. Tiffany Lee (Chair and Professor)

Dr. Wendy Greyeyes (Associate Professor)

Dr. Leola Paquin (Associate Professor)

Dr. Myla Vicenti Carpio (Associate Professor)

Institute for American Indian Education:

Dr. Glenabah Martinez (Director), Fall 2023

Dr. Shawn Secatero (Associate Professor), Teacher Education, Educational Leadership & Policy

Consultants:

Renata Yazzie, MA (Musicology & Piano Performance)

Natalie Martinez, PhD (Lecturer III, Language, Literacy, & Sociocultural Studies)

Graduate Assistants:

Marina Perez (Ph.D. student in Art History)

Halle Sago (MARCH student in Architecture)

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NCP Multimedia

On June 27, 2024, UNM's Native Curriculum Partnership presented an opportunity for New Mexico educators to come and explore methods of integrating Indigenous film and curriculum resources into their classrooms by attending a workshop at the Indian Pueblo Cultural Center in Albuquerque. This workshop presented educators with two film trailers, created by CRS filmmaker, Aracely "Arcie" Chapa. She and the NCP team provided ideas on using corresponding curriculum resources.

The Art and Activism Film will highlight the artistic and community work of Roxanne Swentzell. The film offers a view of Swentzell's journey as a ceramic artist and community seedkeeper. Through her community-based projects on permaculture, Swentzell demonstrates the ways Native communities can strengthen their relationships with family, community, culture, and land.

Link to trailer: [Roxanne's World](#)



The Indigenous Education Film focuses on the impact of the *Yazzie/Martinez* consolidated case ruling and demonstrates strengths in tribal education and language revitalization practices. The film will include stories from American Indian educators and their experiences teaching and learning in the Southwest.

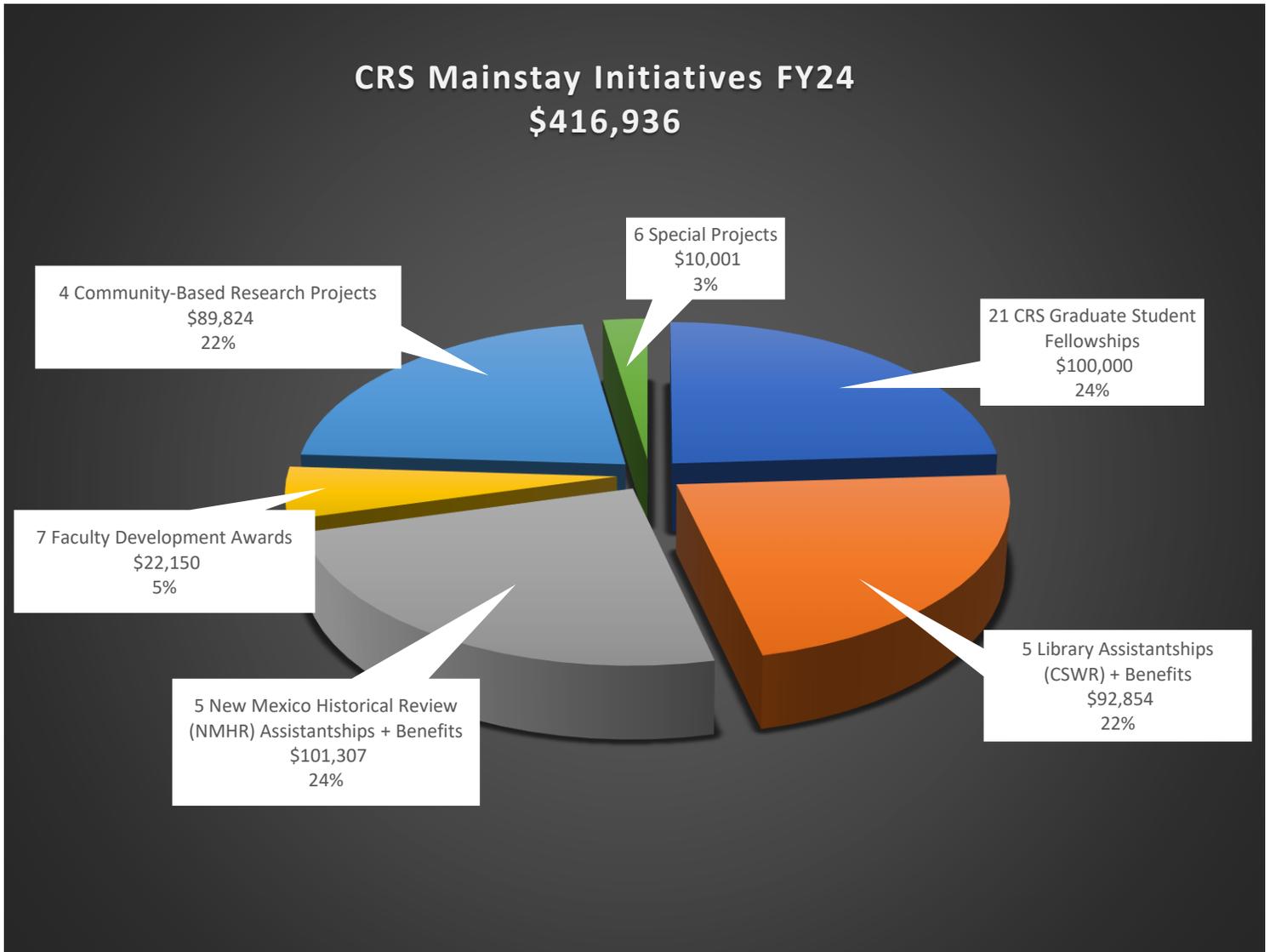
Link to trailer: [Indigenous Education](#)



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CRS Mainstay Initiatives, \$416,936 Index 412000

21 CRS Graduate Student Fellowships	\$ 100,000
5 Library Assistantships (CSWR) + Benefits	\$ 92,854
5 New Mexico Historical Review (NMHR) Assistantships + Benefits	\$ 101,307
7 Faculty Development Awards	\$ 22,151
4 Community-Based Research Projects	\$ 89,824
6 Special Projects	\$ 10,800
Total	\$ 416,936



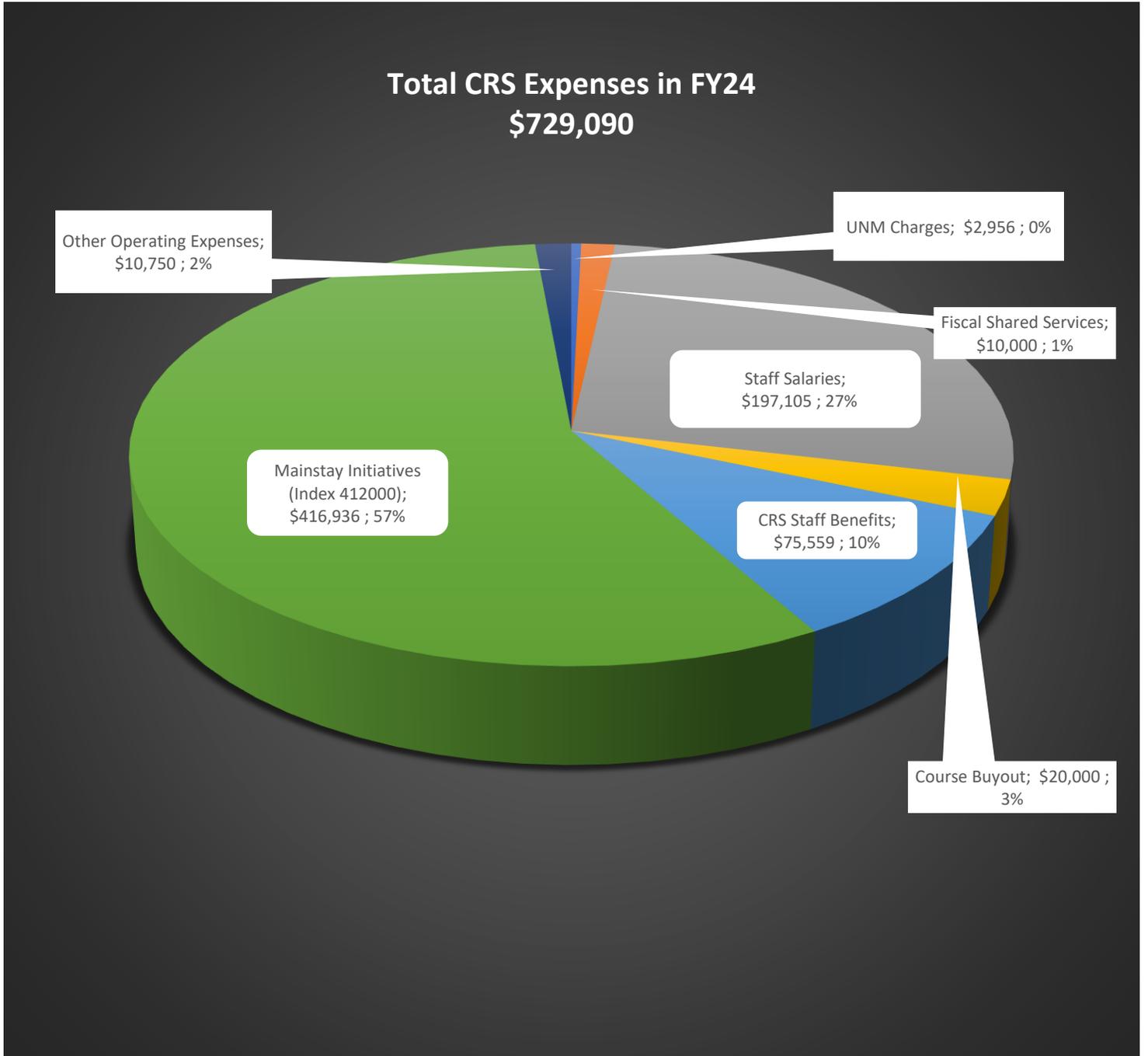
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CRS Expenses in FY24 Index# 412000

FY23 Remaining Balance	\$	178,563
FY24 State Appropriation	\$	695,700
Total Revenue	\$	874,263
UNM Charges		
\$64 Banner Tax		
\$2,892 Foundation Charge	\$	2,956
Fiscal Shared Services	\$	10,000
Staff Salaries (Lee, Chapa, Fitzgerald)	\$	197,105
Course Buyout	\$	20,000
CRS Staff Benefits	\$	75,559
Mainstay Initiatives (Index 412000)	\$	416,936
Other Operating Expenses	\$	10,750
-Office Supplies		
-Computers & Servers		
-Telephones and Services		
-Travel		
-Storage Rent		
-Director Research Funds		
-Office Assistant - Marina Perez + Benefits		
-Miscellaneous Operating Expenses		
FY23 Unspent Funds Returned by Tiffany Otero	\$	<u>(4,216)</u>
Total Expenses	\$	729,090
FY24 Remaining Balance	\$	145,173

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CRS Expenses in FY24: \$729,090 Index# 412000



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CRS Endowed Spending: \$8,039 Index 412003

FY23 Remaining Balance	\$ 283,337
Endowment Transfer for FY24	\$ 71,995
Total Revenue	\$ 355,332
Tribal/ Community College Research Scholar Program	
-Steven A. Romero, MA (July 2023)	\$ 4,000
-Total Benefits	\$ 1,039
	\$ 5,039
Agustin Leon-Moreta (May 23, 2024)	
<i>New Mexico Project for Equity and Inclusion in Housing</i>	\$ 3,000
Total Expenses	\$ 8,039
FY24 Remaining Balance	\$ 347,293

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Native Curriculum Partnership (NCP): \$160,924 Index 412009

FY23 Remaining Balance	113,063
FY24 State Appropriation	200,000
Total Revenue	313,063
Faculty Salaries	24,000
Consultant Fees	8,000
Staff Salaries	4,000
	36,000
2 Graduate Assistants	
-Salaries	22,260
-Tuition Waivers	10,845
-Benefits	9,898
	43,003
Office Supplies General	44
Business Food	3,761
In State Travel	1,748
Out-of-State Travel	5,806
Travel Gen	1,351
Workshop Participant Incentives	13,730
Promotional Expenses	2,975
Conference Fees	130
Event Fees	125
Copying Gen	132
Contract Services	49,651
Other Professional Services Gen	750
	80,203
Banner Tax (1%)	922
Foundation Surcharge (.5%)	796
Total Expenses	160,924
FY24 Remaining Balance	152,139

Appendix

Event Flyers

FY24 CRS Fellows



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Tribal/Community College
Research Scholar Presentation



Steven Romero, MA
Assistant Professor of English
University of New Mexico-Valencia
Los Lunas, New Mexico

Restoration, Reparation, and the “Will to Archive”: A Case Study for Digital Archival Literacy in First-Year Writing and Chicana/o/x General Education Courses

Steven Romero examines the use of digital archives in first-year writing and general education Chicana/Chicano/x Studies courses as a means of developing students’ understanding and application of field rhetoric, counterstory, and intersectionality. Romero suggests that the study and creation of digital archives in general education courses present opportunities for cultivating students’ abilities to self-reflect, to work collaboratively, and to practice civic engagement.



Friday | August 4, 2023 | 1:30pm

Frank Waters Room | Zimmerman Library | UNM’s Main Campus

For those unable to attend in person: <https://unm.zoom.us/j/93326830283>

Refreshments will follow.



CENTER FOR
REGIONAL STUDIES

RESEARCH SNAPSHOTS

by 2023-2024 CRS Graduate Fellows

FRIDAY, APRIL 19, 2024 | 12PM - 2:15PM

[HTTPS://UNM.ZOOM.US/J/91981001438](https://unm.zoom.us/j/91981001438)

Welcome Remarks by Dr. Lloyd Lee, CRS Director

Research Snapshots moderated by Aracely “Arcie” Chapa, CRS Multimedia Manager

Josué Aciego, Anthropology

“Are They Indians?” Indigenous Erasure and Resilience in Western El Salvador

Emily Arasim-Beltrán, Community & Regional Planning

*Revitalizing Rural New Mexico Community Stores For Food Justice,
Economic Development & Community Health*

Javier Astorga, Latin American Studies

The Spanish-Colonial Presidio: An archeology of pre-industrial fortification designs

Erin Berkowitz, Museum Studies

*Uncovering over 150 years of Herbarium Specimen Data to Examine the Impacts of Climate
Change on Alpine Plant Phenology in the Southern Rocky Mountains*

Rachel Bordeleau, Studio Art, Art & Ecology

Stories of Plant Migrations along the Middle Rio Grande Bosque

Meghann Chávez, History

Beauty and the Market: Beauty Salons, Neoliberalism, and Female Political Activism

Michael "Ender" Flaherty, Political Science

From Taboo to Normal: Agenda Setting and the UAP Case

Gustavo García, Chicana & Chicana Studies

The Rebellious Poetics of Mare Advertencia Lirika: Ungovernability, Hip Hop, and Son Jarocho

Margo Gustina, Economics

Optimizing Library Service for Resilient New Mexico Communities

Julie Jaramillo, Educational Psychology

The Effect of College Readiness Activities on College Enrollment Among Low-Income Hispanic Students in New Mexico

Mishelle Jurado, Language, Literacy, and Sociocultural Studies

Critical Narrative Inquiry of High School Spanish Language Arts Teachers in Dual Language Programs

Marsella Perez Macias, Latin American & Iberian Institute

Living Roots: Agave & Bacanora Cultures Impacted by Denomination of Origin Regulations

Bryana Olmeda, Biology

A comprehensive floristic study of the vascular plants of the Brokeoff Mountains, Otero County, New Mexico

Tosin Olofinsao, Economics

Optimal Reuse of Treated Municipal Wastewater in Drylands: A Multi-Sector Dynamic Analysis

Alexander Pearl, American Studies

Legacies of the Duran Consent Decree

Brandy Reeves, English Language and Literature

Multiethnic Southwestern Motherhood: Examining Maternity in Cisneros, Castillo, and Silko

Emma Ressel, Art Studio, Photography

Glass Eyes Stare Back

Dominique Rodriguez, Chicana and Chicano Studies

Spiritual Healing in the US Southwest: Traditional medicine as a practice of resistance

Andreanna Roros, Earth and Planetary Science

Analysis of metal-bearing particulate matter from aeolian transport at the Jackpile-Paguate Mine, Pueblo of Laguna, New Mexico

Anna Rotty, Studio Art, Photography

How We Hold the Sun

Vittoria Totaro, Sociology

Who We Are or What We Do? In-Situ Constructions of Gentrification and Land Stewardship in a New Mexican Farmer Training Program



NATIVE CURRICULUM PARTNERSHIP

Indigenous Film & Curriculum Workshop for New Mexico K-12 Educators

Thursday, June 27, 2024 | 10:00 a.m. - 2:00 p.m.
Indian Pueblo Cultural Center
Albuquerque, NM

This workshop will present educators with film trailers on Native art and education, curriculum resources, and a tour of the library and archives at the Indian Pueblo Cultural Center. We invite you to join us as we explore methods of integrating Indigenous film and curriculum resources into your classrooms!

Limited to 65 participants

Registration closes June 21, 2024
(Click here to register or scan QR code.)



For those unable to attend this workshop who would like to be added to our mailing list, please email ncp@unm.edu.

Profiles of 2023-2024 CRS Fellows

Josue Aciego



Josue Aciego is a PhD candidate in the Department of Anthropology. Josue grew up in a migrant community in the US southeast where several Indigenous Mesoamerican languages as well as Spanish were spoken. Josue's current dissertation project examines Indigenous erasure in El Salvador, a country considered bereft of Indigenous people. Recently, scholars have identified "the vanishing Indian" discourse, which purports that indigenous people no longer inhabit certain regions, as a key culprit that generates this belief. In this view, if Indigenous people no longer speak an Indigenous language, wear traditional dress, or practice a pre-Columbian religion then they are believed to have vanished. In contrast, Josue posits that rural Salvadorans at his field site express their Indigenous heritage, not through these discrete traits, but through their relationship to water and land. This relationship is dynamic, responds to a changing environment, and maintains a strong relationship with pre-Columbian land tenure.

Emily Arasim-Beltrán



Emily Arasim-Beltrán is a farmer, educator, and organizer from Northern New Mexico. She is a Candidate for a Masters Degree in Community and Regional Planning, with a focus on cultivating health and justice in rural and other disinvested communities. Emily's planning work responds to the interconnected crises of rural economic inequity; food justice and community health; climate change; and threats to agricultural land and farming traditions. Within this framework, her thesis will explore the historic landscape of the local grocery stores that have served as sources of social cohesion, health and economic life in rural New Mexico; the processes that have led to their abandonment and/or disinvestment; and pathways for community-led revitalization. Outside of the University, Emily currently serves as the Strategic Plan Coordinator for the Environmental and Economic Justice Leadership Team of Valle de Oro National Wildlife Refuge. She has previously worked for organizations including the New Mexico Acequia Association, Northern Youth Project, Communities for Clean Water, Acequia Madre de Tesuque Commission, and the Women's Earth and Climate Action Network.

Javier Astorga



Javier Astorga is doctoral candidate in the Latin American Studies program at the University of New Mexico, with concentrations in cultural geography and community planning. His areas of research interest are critical cartography, applied anthropology, and border/immigrant communities. Javier is originally from Venezuela and came to the U.S. to complete graduate studies as a Fulbright recipient. Javier's dissertation project investigates 'el Presidio', the classical Spanish fortified complex designed and projected by the Spanish Empire over the Americas, with focus on North America and the Caribbean. With research work performed in unique repositories at UNM-Zimmerman University Library, the Newberry Library (Chicago), and the Mapoteca Manuel Orozco & Berra (Mexico), Javier Astorga argues that a persistent colonial-military gazing endured beyond the monumental decay of Spanish fortifications, evolving through modern cartographical and architectural cultures that ended up shaping modern geographical imaginaries and territorialization in North America and the Caribbean.

Erin Berkowitz



Erin Berkowitz is a second-year master's student in the Department of Museum Studies. For her thesis she is investigating the long-term effects of climate change on alpine plant phenology in the Southern Rocky Mountains. Her work will utilize historical herbarium specimens, containing phenological data dating back to the 1800's, synthesized with new collections and analyzed alongside climate data to better understand the effects of climate change on vulnerable alpine habitats.

Rachel Bordeleau



Rachel Bordeleau is a third-year MFA student in the Art & Ecology program where she explores how humans construct place and the ways landscapes tell stories. Her research is currently centered on the stories told through plant migrations along the Middle Rio Grande bosque (forest). As the iconic cottonwoods of the bosque near the end of their reign, highly adaptive, invasive plants continue to establish themselves along the river's banks. These plant communities evolved in relation to and alongside human activity with the river over time, responding to increased water demands, changing climate conditions, and development. Rooted in an experiential art practice, Rachel seeks to examine the entanglements between a living past and a resilient future amid rapidly changing environmental conditions.

Meghann Chávez



Meghann Chávez is a Ph.D Candidate in the Department of History. She holds an MA in Public History from Florida International University as well as undergraduate degrees in both economics and history from the University of Colorado. Her work experience is primarily in accounting but also includes historic sites. At the University of New Mexico, her doctoral research investigates the intersections of politics, economics, and gender in Cold War Chile using the beauty salon as a focal point of activity. The beauty salon focuses attention on small business owners and communities in order to assess the ways in which popular politics, Cold War rhetoric, and economic policy collide to shape people's daily lives and choices. This research incorporates public records and periodicals as well as oral histories to gain greater understanding of how different people experienced and influenced the profound changes to institutions which occurred in their lifetimes.

Michael Flaherty



Michael Flaherty is a PhD Candidate in Political Science with concentrations in Public Policy and International Relations. Flaherty is also a Public Policy Fellow at the Wilson Center for International Scholars in Washington D.C., currently. His dissertation research in Public Policy is focused on non-incremental policy change, through the integration of the Multiple Streams Framework and Advocacy Coalition Framework. In International Relations, his research is focused on conflict with regional specializations in Europe and Africa. Mr. Flaherty employs both qualitative and quantitative methods in his research. and was selected to attend the Institute for Qualitative and Multi-Method Research (IQMR) at Syracuse University in 2023. Flaherty was previously a senior intelligence officer in the Department of Defense. He conducted extensive field work in Africa and Europe, during which time he worked closely with international organizations and foreign partners as a Special Operations Liaison.

Gustavo García



Gustavo García is a PhD candidate in the department of Chicana/o Studies. He received his BA in American Indian Studies and Chicana/o Studies at the University of California Los Angeles and an MA in American Studies at the University of New Mexico. His dissertation project *Constellations of Oaxacan Worldmaking: Resistant Cultural Expressions across OaxacaCalifornia* explores the counter hegemonic and community forms of cultural expression of Oaxacan communities. His project brings together an archive of Oaxacan Worldmaking expressions such as art, music, poetry, and zines to examine histories of colonialism and political dissent. During the CRS fellowship, Gustavo will be working on a chapter of his dissertation, "The Ungovernable Music of Zapotec Rebels: Hip hop, Ska, and Son Jarocho." This chapter delves into the counter cultural expressions and productions of artists and collectives who use music to protest settler and capitalist institutions and ideologies in Mexico and the United States.

Margo Gustina



Margo Gustina is a PhD candidate in the Department of Economics. Their dissertation, "Shelter from the Storm: Uncertainty and Public Library Value", models the value, impact, and optimization of this common infrastructure through pandemic closures, intensifying climatic stress, and shifting adaptive capacities. The results of this research will expand the small empirical literature on libraries and inform multiple policy and funding tools for library and civic planners. Margo's work is funded in part by the Institute of Museum & Library Services (grant# LG-250030-PLS-21). They are an inaugural Bowden Fellow for the University of Texas at Austin and a founding member of the Collaborative Institute for Rural Communities & Librarianship. Margo received their MA in Economics from University of New Mexico, their MS in Library and Information Science from Syracuse University, and their BS in Cultural Studies with Comparative Literature from SUNY Empire State College.

Julie Jaramillo



Julie Jaramillo is currently pursuing a Ph.D. in Educational Psychology at the University of New Mexico. She is currently researching the mechanism through which low-income Hispanic student enroll in postsecondary education. Throughout her career Julie has faithfully served students, families, educators, and administrators in cultivating a more collaborative, data-centric environment. Professionally, she leads participatory evaluation, fostering data literacy and supporting data-informed decisions among educators. Additionally, Julie has a bachelor's degree in Managing Information Systems and a Master of Science in Data Analytics. In the context of education, where the needs are limitless, but the resources are limited, data lights the way. It is this belief that keeps Julie committed to identifying ways to increase college enrollment and upward social mobility for ALL students.

Mishelle Jurado



Mishelle Jurado is a PhD ABD student in Language, Literacy, and Sociocultural Studies at the University of New Mexico and a high school Spanish Language Arts teacher (Spanla). Her scholarship is about bilingualism, bilingual teacher identity, US Spanish Language Arts Curriculum, Borderlands, and Figured Worlds. Her dissertation research utilizes critical narrative inquiry methodology to acknowledge and center the lived experiences and language practices of high school Spanla teachers in Dual Language programs. Her study is the first of its kind for US Spanla teachers. They, the teachers and researcher, theorize on what it means to be a Spanla teacher and the curriculum they create in the borderlands through their narratives. Mishelle is currently working on her IRB to begin her data collection this fall with urban and rural Spanla teachers from New Mexico. She hopes her study will provide support for current and up incoming Spanla teachers in bilingual programs in New Mexico and the US

Bryana Olmeda



Bryana Olmeda is a second year MS student in the Biology Department. They are conducting a collection-based research project highlighting the botanical diversity of the Brokeoff Mountains. The Brokeoff Mountains lie in southeastern New Mexico, west of the Guadalupe Mountains, and within the northern extent of the Chihuahuan Desert. This rugged mountain range represents several habitats within the Chihuahuan desert ecoregion. Additionally, it lies east of gypsum sand dunes, one of the most botanically diverse substrates in the state. There are currently four known rare plants found in the Brokeoff Mountains, with a high potential to uncover even more. This comprehensive floristic study of the Brokeoff Mountains will provide essential information for future ecological studies and provide a baseline understanding of the biodiversity this mountain range holds. This project unites botanical knowledge, collections-based research, and conservation practices to inform the botanical research and conservation that New Mexico greatly needs.

Tosin Olofinsao



Tosin Olofinsao is a doctoral candidate in the Department of Economics at the University of New Mexico. His research examines sustainable water resources management in drylands. In his initial research, he examined the social value of treated wastewater in different water sectors simultaneously in drylands. He promises to continue this research by estimating the social value of wastewater over time and in different climate scenarios. The results from his work can have policy and economic implications for reusing treated wastewater in the drylands and in regions with extended dry periods. Tosin is a citizen of Nigeria where he obtained B.Agric. and M.Sc., He also holds MA in Economics from the University of New Mexico. He works as a Utility Economist and as an Instructor of Economics. He hopes to share his experience with his students and make them fall in love with research in Economics. During his free time, he goes running/walking along the Rio Grande River because of his love for outdoor exercise and surface water.

Alex Pearl



Alex Pearl is a Ph.D. student in American Studies at the University of New Mexico. He holds a B.A. in Film & Media from the University of California, Berkeley. Alex is an interdisciplinary scholar whose intellectual interests emerge from his experiences working in and nearby state prisons. He studies 20th century entanglements between higher education, the carceral state, legal activism, and US militarism. As a graduate research fellow with the UNM's Center for Regional Studies during the 2023-2024 academic year, Alex is currently researching the legacy of the 1980 Duran Consent Decree in New Mexico. He teaches courses in environmental justice and theories/methods in American Studies.

Brandy Reeves



Brandy Reeves is a PhD student in the Department of English. She received her B.A. in English from Salem College and her M.A. from North Carolina State University. She studies 20th and 21st century American literature, focusing on Multiethnic American literature. She is a Graduate Assistant for the Andrew W. Mellon Extending Humanities Pathways program and has taught composition courses for the Core Writing Program. Her dissertation will focus on representation of motherhood and maternal betrayal and abandonment in Chicana/o, Indigenous, and African American texts to examine how writers attempt to challenge and revisit representations, tropes, and ideas of motherhood, social constructions of a “good” or “bad” mother, and how that distinction often leads the mother to either betray or abandon her children. With funding from the Center for Regional Studies, Brandy will visit the Sandra Cisneros Collection at Texas State University, San Marcos campus archives to examine Cisneros’ own understanding motherhood and how it impacted her writings.

Emma Ressel



Emma Ressel is an MFA candidate in the Department of Art at the University of New Mexico. She is a visual artist who primarily uses large format photography to make still life images about decay, consuming, and the intermingling of beauty and the grotesque. Her current photographic research involves inquiries into animal preservation, science processes, and biological decomposition, working with the collection at the Museum of Southwestern Biology (MSB) as a case study. Making still life compositions with specimens at the MSB, she reflects, reinterprets, and visualizes the role of the animals stored in the museum's stacks to speak to our attempts and failures to draw animals closer, preserve populations, and "save" them. Ressel earned her BA in Photography at Bard College. In 2022 she was awarded the Film Photo Award to support her continued use of large format film, and she is a 2023 Emerging Artist Member at Strata Gallery in Santa Fe.

Dominique Rodríguez



Dominique Rodríguez is a second-year doctoral student and instructor in the Chicana and Chicano Studies Department at the University of New Mexico and an instructor in the department of Languages and Culture at New Mexico Highlands University. She holds an MA in Spanish with a concentration in Hispanic Linguistics. She is a generational New Mexican whose teaching experiences include courses in Chicana history and Spanish as a heritage language. Her research interests in Chicana and Chicano Studies include examining the role of gendered power dynamics in Chicana/o/x spiritual beliefs, cultural norms, and traditional medicine practices. Her current research examines how Chicana spiritual healers in the U.S. Southwest exercise personal power in performing their identities as Queer, Trans, and/or female in their practice of Curanderismo and/or Brujería. She is particularly interested in how spiritual healing practices serve as a point of resistance to systems of oppression.

Andreanna Roros



Andreanna Roros is an MS student in the Department of Earth and Planetary Science. She received her B.S. in Geological Sciences along with a Geographical Information Systems graduate certificate from the University of Delaware. At UNM, she is currently pursuing geochemical research related to environmental contamination and working on her thesis "Fate, Transport, and Impacts of Uranium-bearing particulate matter associated with the Jackpile mine, on the Pueblo of Laguna, New Mexico." Andreanna is part of the second cohort of the Museum Research Traineeship (MRT) program, funded by the National Science Foundation, where she is learning to perform interdisciplinary research. Along with MRT, she is also a Metals Exposure and Toxicity Assessment on Tribal Lands in the Southwest (METALS) trainee which is a multidisciplinary Superfund Research Program. Roros' current research investigates the impact that the abandoned Jackpile Uranium Mine is having on the Pueblo of Laguna (POL) community. She will be deploying passive air samplers throughout the mine to collect toxic metal-bearing particulate matter dust that can travel deep into the respiratory tract and cause chronic health conditions—which has already been reported at POL. Her end goal is to be able to present and successfully communicate her research to the entire POL community.

Anna Rotty



Anna Rotty is an MFA candidate in Studio Art and Teaching Assistant at the University of New Mexico. Her studio practice and MFA thesis take the form of photographic artwork and sculptural experiences of light and water. Through visual imagery, storytelling, and writing, her hope is to draw attention to the emergency of water here in New Mexico, specifically looking at the incredible and complex history of the Rio Grande. By researching archival photographs and constructing new abstract, emotional, representations of water as both something seductive, to cherish with intense care, and as something ephemeral and in need of protection, she hopes to evoke empathy. Anna has recently exhibited at the University of New Mexico Art Museum, and had her first solo show at Strata Gallery in Santa Fe as an emerging artist member. Her project was recognized as 3rd place by the Lenscratch Student Portfolio Prize.

Vittoria Totaro



Vittoria Totaro, a 4th year PhD student in Sociology from Taos, NM, holds deep ties to New Mexican culture. She obtained a Bachelor's degree in English and Foreign Languages in 2011, and a Master's degree in Public Administration in 2018, both from UNM. Her thesis spotlights the utility of farmer training programs in New Mexico, where new farmers face challenges like aridification, economic instability, and neoliberal policy. She scrutinizes the impact of these programs on traditional farming communities, unveiling beneficiaries, responsibilities, and vested interests. Drawing perspectives from 14 farmers, administrators, and community members, her thesis probes the consequences of the Grow the Growers training initiative in Albuquerque's South Valley. Employing political ecology and critical race theory, particularly "racialized political ecology," her work reveals the dual role of the farmer training in preserving traditional farmland and engaging with gentrification processes.