

Instructionally Related Activities Report Form

SPONSOR: Julia Ornelas-Higdon

PROGRAM/DEPARTMENT: History

ACTIVITY TITLE: "East LA Interchange" Documentary Screening and visit from Producer & Film Maker, Betsy Kalin (IRA Proposal #844)

DATE (S) OF ACTIVITY: March 8, 2017

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)
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B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C. IMAGES FROM ACTIVITY:

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/titles.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This activity included a screening of the documentary “East LA Interchange” as well as a q&a discussion with producer and director, Betsy Kalin. The documentary explores the multicultural and multiracial history of Boyle Heights in Los Angeles. The event occurred on March 1, 2017 in El Dorado Hall. The participants included roughly 80 individuals from various History, Chicano/a studies, English, University Studies and Psychology courses. Additionally, 5 faculty members (History, English, and Sociology) and two staff members attended the event.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The documentary’s focus on racial and cultural diversity as well as immigrant history builds upon CSUCI’s Multicultural Mission Pillar. The film also draws from various disciplinary elements, including history, political science, sociology, Chicano/a Studies, ethnic studies, and environmental studies, which supports CSUCI’s Interdisciplinary Mission Pillar.

HIST 369: Professor Ornelas-Higdon and Professor Block

- a. The documentary evaluates California’s policies towards racialized minority groups.
- b. “East LA Interchange” examines immigration in the context of California’s political growth in the 20th century.
- c. The film explores the regional and hegemonic development of California’s railroads and freeways on California’s diverse populations.

HIST/ENGL 334: Professor Ornelas-Higdon and Professor Guzman

- d. “East LA Interchange” unveils the multicultural narratives of Southern California.
- e. Kalin’s work explains the contributions of diverse immigration to the Los Angeles region and analyzes the nuances associated with cultural and racial identity formation.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

During the discussion of the film, students were inspired to find commonalities of multiculturalism and resistance against environmental racism and discrimination in their own communities.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY’S WEAKNESSES?

To ensure ample time for the screening and discussion, this event was scheduled outside of class time, which meant that some students enrolled in HIST/ENGL/CHS 334 were unable to attend. While they were able to watch the documentary on their own, they did miss the conversation with the filmmaker.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?



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C H A N N E L

Perhaps find a better venue. While ample, the communal space in El Dorado Hall is a high traffic area. I would also work harder to promote the event, particularly via CI social media.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

While this event was logistically challenging, my students' reaction to the film reminded me of the value of bringing voices from outside campus to enrich our students' learning experiences. The referred back to the documentary and to their discussion with Ms. Kalin throughout the term.

This was my first IRA application, so the entire process (from application to execution) was new to me. Early planning was instrumental to the success of this event, as was advertising it widely to encourage attendance from across campus. I also became aware of the various campus channels necessary to promote an event via printed flyers but also via different electronic channels, including email and social media.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Students were very positive in providing feedback about this event and in their conversation with the director. Many students commented on how they found the themes in the documentary relevant to their own histories and geographies. For example, one student shared that her family was from Boyle Heights and recounted her mother's story of growing up in Boyle Heights during the 1940s and 1950s. Other students identified themes that related to their own experiences in their hometowns, such as activism against environmental racism in Oxnard. Other student from Richmond, CA identifying her community's struggle against oil refineries in the bay area and the community in Boyle Heights' struggle against pollutants in their soils. Students feedback encouraged instructors to continue to use this documentary in history courses.

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

\$1500 for speaker/documentary fee; \$100 for printing and advertisement of event.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attachment, which includes students, faculty, and staff who attended the event as well as the course for which they attended. Please note that we had about 25 individuals arrive late who did not sign in. I estimate that with the late attendees, we had roughly 75-80 individuals participate in this event.

C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION

See attachment, which includes photographs from the event as well as the flyer advertising the program.

IRA: List of Attendees

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This list includes students, faculty, and staff who attended the event as well as the course for which they attended. Please note that we had about 25 individuals arrive late who did not sign in. I estimate that with the late attendees, we had roughly 75-80 individuals participate in this event.

1. Clayton Morris, HIST 369
2. Daisy Rivera, CHS 499
3. Leslie Lopez, no class listed
4. Casey Almanza, Modern Latin America
5. Piper Anthony, ENGL 334
6. Lucero Nava, CHS 334
7. Maria Moreno HIST 369
8. Anel Gomez HIST 334
9. Tim McCown, HIST 334
10. Isela Muñoz, HIST 334
11. Kimberly Gomez, HIST 369
12. Rosario Cuevas, Staff
13. Jessica Roque, HIST 369
14. Rachel Soper, faculty
15. Kimberly Fuentes, HIST 402
16. Patricia Ch. Esparza, HIST 361
17. Eden S. Arguello-Cooper, ENGL 334
18. Leigha Nuttall, HIST 369
19. Dulce Pimental HIST 369
20. Kylie Bohnsack, HIST 334
21. Judy Kanashuro, PSYCH 383
22. Katherine Martizne, UNIV 399
23. Steven Correia, UNIV 399
24. Meghann Tauch CHS
25. Raquel Vallejo CHS 334/HIST 361
26. Alicia Saldana CHS 383/HIST 361/EDUC 617
27. Claudia Arriaga, HIST 361
28. Joanna Valencia, HIST 361
29. Silvia Gutierrez, HIST 361
30. Jackie Espinoza, HIST 361
31. Corina Martinez, CHS 334

32. Cynthia Lopez, HIST 361
33. Yesenia Centeno, HIST 361
34. Alfonso Mendoza, HIST 361
35. Danna Hernandez HIST 361
36. Yvette Hernandez HIST 361
37. Juan Sebastian Navarro
38. Esmeralda Cetz CHS 383
39. Patrisia Saenz CHS 320
40. Marie Francois faculty
41. Frank Barajas faculty
42. Andrea Ruiz HIST 361
43. Oswaldo Hernandez HIST 369
44. Samantha Mendoza HIST 361, 462, 369
45. Daniel Wilson HIST 361
46. Jessica Hernandez HIST 361
47. Molly Cook HIST 271
48. Grant Crater HIST 361
49. Andrea Romero HIST 361
50. Kayla Prosser HIST 369
51. Broc Gerritson HIST 369
52. Elena Pena HIST 271
53. Lourdes Pence HIST 271
54. Deborah Tejeda HIST 271
55. Rigoberto Vazquez CHS 334
56. Chris Vazquez CHS 334
57. Alex Ibarra HIST 361
58. Becca Marquez CHS 334



CSUCI PRESENTS

EAST LA INTERCHANGE

FREE FILM SCREENING
& DISCUSSION WITH DIRECTOR BETSY KALIN



EL DORADO HALL

WEDNESDAY, MARCH 8, 4-6PM



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THE UNIVERSITY ENCOURAGES PERSONS WITH DISABILITIES TO PARTICIPATE IN ITS PROGRAMS AND ACTIVITIES. IF YOU ANTICIPATE NEEDING ANY TYPE OF ACCOMMODATION OR HAVE QUESTIONS ABOUT THE PHYSICAL ACCESS PROVIDED, PLEASE CONTACT DISABILITY RESOURCE PROGRAMS AT (805) 437-3331 OR ACCOMMODATIONS@CSUCI.EDU AS SOON AS POSSIBLE BUT NO LATER THAN 7 BUSINESS DAYS PRIOR TO THE EVENT.

EAST LA INTERCHANGE



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