

Instructional Related Activities
Report Form

SPONSOR	DEPARTMENT
Kathleen Contreras (School of Education) Jose Alamillo (Chicano Studies)	Chicano Studies, School of Education, History, & English

ACTIVITY TITLE	DATE (S) OF ACTIVITY
CHICANO STUDIES LITERARY EVENT	Nov. 27, 2012 (Juan Felipe Herrera) Dec. 4, 2012 (Sergio Troncoso)

PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

In the fall semester of 2012, two literary artists delivered powerful lectures to CSUCI students, from four departments--Chicano Studies, Education & English and History. Students dialoged with the following noted Latino authors:

Nov. 27, 2012: Juan Felipe Herrera: California's 2012 Poet Laureate, a professor of creative writing at UC Riverside, and named by Gov. Brown as the **2012 California's poet laureate** provided insight, informative, and culturally relevant material to our CI students. Herrera, author of 28 books including the National Book Critics Circle Award, a Guggenheim fellowship in poetry in 2010 and recently elected to the Board of Chancellors for the Academy of American Poets, led several student sessions: 1). History of the 60's class; a Chicano Studies class on immigration, and a creative writing workshop for bilingual teachers. The total number of students reached was 70 who benefitted not only from his lectures, but also practiced creative writing exercises.

Dec. 4, 2012: Sergio Troncoso: Author of *The Last Tortilla and Other Stories*, winner of the *Premio Aztlán* book award, *Crossing Borders*, and *The Wicked Patch of Dirt*, both nominated as Best books for 2011, by the Hispanic Reader lead several student sessions. Graduate of Harvard and Yale University, he is the author of novels which explore the boundaries of living and thriving in two worlds successfully. His lecture titled, "*Crossing Borders: From Ysleta, Texas to Harvard University: Lessons Along the Way*" reached approximately 50 students, including a mini-session for CI student leaders on campus.

The following **learning outcomes** were reached:

Chicano Studies:

- Analyze **the literary expression** of Chicanas/os and Latinas/os.

Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.

- **100** (Chicana/os in Contemporary Society), **200** Diversity in the Latina/o Communities, **331** (Transborder Perspectives in Chicana/o Studies), **350** (Chicana/o History and Culture), **364** (Chicana/o English), **383** (Chicana/o Latina/o Identity and Empowerment)

English learning Outcomes

- Stress interdisciplinary, service learning and the **multicultural, global perspectives**.
- Prepare students to **express themselves effectively in written** and spoken form and to apply multiple theoretical perspectives.

(**ENGLISH 353**: Hispanic/Hispanic American Literature, **ENGL 462** Poetry Writing; **ENGL 260** Perspectives in Creative Writing; **ENGL 311** Bilingual Literary Studies/Estudios literarios.

Education Learning Outcomes Students prepared for **diversity of languages and cultures** in and among children and families.

EDUC 445: Chicano Child & Adolescent; **EDML 563 & 564**: Bilingual Pedagogy;

3: WHAT WE LEARNED

Both authors acted as mentors, positive role models, and educated leaders in their respective literary fields. Students and faculty participated in book discussions, Q & A sessions, and poetry & creative writing sessions. Highly participatory and engaging sessions for all. Cross-disciplinary learning was evident.

We appreciate the IRA support on behalf of the 120 CI students who participated. In addition we appreciate the support of *Project ISLAS* who bought 10 copies of Sergio Troncoso's books to students leaders on campus who participated in his leadership session.

**Please attach assessment forms from students, list of attendees, peoplesoft program report

E-mail to the Dean's Office
30 days after activity