

Instructionally Related Activities Report Form

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DEPARTMENT: CHICANA/O STUDIES PROGRAM, EDUCATION AND UNIVERSITY PROGRAMS

ACTIVITY TITLE: LECTURE & FILM SCREENING

DATE (S) OF ACTIVITY: Feb. 21 from 5-7pm at Broome Library 1360.

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments (see below)
- 2) A list of attendees complete with each student major and expected graduation date, and (See attached documents)
- 3) Images demonstrating student participation (up to 6 images)
- 4) A summary of expenses (see attached documents)

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.

ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

The event was guest speaker and film screening. Professor Rudy Acuña made a presentation based on his new book, *The Making of Chicana/o Studies: In the Trenches of Academe*. Following his presentation we screened the film, *Precious Knowledge*, which provided much-needed information regarding the banning of Chicano/a Studies and Ethnic Studies programs in Arizona. There was also a book signing and Q & A after his talk and screening. The event took place on Feb. 21 from 5-7pm at Broome Library. There were over 100 people that attended both events.

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

CHS 100 (Chicana/os in Contemporary Society)

- Evaluate the roots of Chicano culture
- Identify important political, economic, social and historical movements, which have affected Chicano society

- Define concepts of traditional and contemporary Chicano/a family values
- Describe existing Chicano traditions in the fine arts.

CHS 331: Transborder Perspectives in Chicana/o Studies)

- Develop critical thinking that expands the students' understanding of Chicana/o Studies as it applies to the different regions in the United States as well as to the Americas.
- Develop skills to integrate a gender analysis to Transborder Perspectives as an integral component of Chicana/o Studies.
- Articulate the relationship to regional, national, and international components of Chicana/o Studies in various areas of research such as history, cultural production, and labor migrations.

491 (Theoretical Perspectives in Chicano/a Studies);

Students from this class read his book prior to his visit and asked questions that related to the reading.

- Examine and critically analyze the nature of post-modern theory with respect to contemporary intellectual frameworks.
- Survey the major social theories that have informed the making of knowledge with respect to the Chicana/Chicano community and the development of Chicana/o studies as a discipline;
- Explore the major social theories and critically analyze the impact on the Chicana/Chicano community;
- Describe the major social theories as they pertain to a diverse society stratified by race, class, language, nationality, gender & sexuality.

THE UNITED STATES SINCE 1877 (HIST 271)

-Explain the social and political complexities of ethnic urban communities

CALIFORNIA HISTORY AND CULTURE (HIST 369)

- Examine California's political growth in the 20th century.
- Compare California's progressive movement to that of the nation at large.
- Compare the geographic, cultural, and economic similarities and differences between northern and southern California.

HIST 402 to HIST 402 CHS 402 SOUTHERN CALIFORNIA CHICANO HISTORY AND CULTURE

- ANALYZE THE SIGNIFICANCE OF CULTURAL EXPRESSION IN THE REGION.
- DETAIL THE SIMILARITIES AND DIFFERENCES AMONG STUDENT MOVEMENTS.

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

THE OVERWHELMING ATTENDANCE OF CI STUDENTS, FACULTY, AND STAFF AS WELL AS THE OUTSIDE COMMUNITY IN OUR SERVICE AREA WAS A CENTRAL STRENGTH. A MAJORITY OF STUDENTS FROM CI COURSES IN CHICANO/A STUDIES, HISTORY, SOCIOLOGY AND UNIVERSITY COURSES. MANY IN THE AUDIENCE WERE CSUN (THEN SAN FERNANDO VALLEY STATE COLLEGE) STUDENTS OF PROFESSOR ACUÑA GOING BACK TO THE LATE 1960S.

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

A WEAKNESS IN THE PROGRAM WAS THE LACK OF SPACE IN THE BROOME LIBRARY TO ACCOMMODATE THE LARGE CROWD THAT WAS IN ATTENDANCE.

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

A BIGGER VENUE WOULD BE LOCATED.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

THERE IS A THIRST FOR KNOWLEDGE REGARDING THE HISTORY AND CULTURE OF PEOPLE OF MEXICAN ORIGIN.

BELOW IS ONE STUDENT'S ASSESSMENT OF THE EVENT:

My name is Ana Castro and I am a Chicano Studies and Sociology major, I graduated in May of 2013 and I was in attendance at the Rudy Acuña event. The activity related not only to Chicano Studies courses but also to Sociology courses. Acuña's lecture told of the past struggles to implement certain curriculum and programs into schools and how this continues to play out in the present era i.e. what has occurred in Arizona with the ethnic studies program. It goes to show that there are certain academic standards that are not welcoming of critical perspectives. I appreciated the opportunity to learn from and meet Acuña because his lifelong dedication to social justice issues. He has opened doors and inspired many students into working for the betterment of the community. Several of his students from decades ago were present at this event as well as many younger students and community members. This is telling of the interest in Acuña's work in Chicano history, social justice, and culturally relevant issues. Some of the courses that I've encountered these topics in are, Social Movements, Working Class Narratives, Contemporary Sociological Theory, Chicano art history, Chicano Child and Adolescent, etc. I feel that this event definitely pertained to much coursework I've encountered at CSUCI and I would definitely attend future similar events if offered. A major strength of bringing Rudy Acuña to campus is that students and community members who had read numerous books of his were able to ask him important questions and were also able to hear what the Chicano movement was like by a key person who lived through it. To learn about and read Acuña's work and then meeting and speaking with him really offered me a solid educational experience. As far as weakness I would say more time was needed in the library room, perhaps a 3 hour event would've been better because the audience had many questions and comments. Also the space was not adequate for the number of people in attendance; in fact, several people were seated on the floor or stood up the entire time. A space with more seating capacity should be considered in the future. I learned that Rudy Acuña inspired and touched numerous people throughout his life and he continues to do so today. His work continues to draw crowds as evidenced at this event, I am no longer a student at CI but I am still interested in assuring that events like this one continue to be held.