

Instructionally Related Activities Report Form

SPONSOR: Nicholas Centino

PROGRAM/DEPARTMENT: Chicana/o Studies

ACTIVITY TITLE: Vanessa Sanchez & La Mezcla CSUCI Residency

DATE (S) OF ACTIVITY: October 23-24, 2019

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:

This fall, **The Vanessa Sanchez & La Mezcla CSUCI Residency** hosted Dancer, Choreographer, Educator, Vanessa Sanchez & select members of her San Francisco-based troupe, La Mezcla, for a two-day residency offering workshops and performances to the CSUCI campus community.

Vanessa Sanchez is a Chicana Native dancer, choreographer and educator based in San Francisco focusing on community arts education and multi-cultural dance forms. She holds a degree in Dance and Child Development from San Francisco State University and is trained in traditional music and dance from communities of color including Tap dance, Son Jarocho, Afro-Cuban and Afro-Brazilian styles. Her work has been shown on stages throughout the United States, Mexico and Portugal. Sanchez is a 2019 Dance/USA Artist Fellow and the recipient of the New England Foundation for the Arts National Dance Production Grant.

Her troupe, **La Mezcla** is a multi-disciplinary rhythmic ensemble whose work is rooted in Chicanx, Latinx and Indigenous cultures and social justice. Founded in 2014 by Vanessa Sanchez, La Mezcla utilizes culturally-based music and dance in a contemporary context to tell the untold stories of marginalized communities of color on stage. Through elaborate rhythmic arrangements and choreography, performances by La Mezcla cross musical genres and dance styles.

On October 23rd, Sanchez and her performers offered a Son Jarocho dance and music workshop. Son Jarocho is a regional folk musical and dance style from Veracruz, a Mexican state along the Gulf of Mexico. It evolved over the last two and a half centuries as a culturally resilient art form drawing upon African, Indigenous and Spanish roots.

The workshop taught students core dance steps and musical rhythms of the dance as well as educated the students on Son Jarocho's rich history. This workshop was co-hosted by Heather Castillo of Performing Arts.

Following this workshop, Sanchez led an advanced tap class for performing arts/dance students. In developing the class, Sanchez drew upon her eclectic skill set and background to provide a multiculturally informed workshop for CSUCI students. The workshop challenged and informed students as well as provided best practices and tips for those seeking careers in the field of dance.

On October 24th Sanchez provided a lecture and demonstration featuring excerpts of their recent performance of **Pachuqusima**, an all-female exploration of the untold story of Chicanas during the 1940s Zoot Suit Riots through Tap dance, Mexican Zapateado, Son Jarocho, Jazz music, spoken word and archival video.

The presentations were interwoven into my three course offerings this semester and hosted during the normally scheduled class times to ensure accessibility for my students, including Chicana/o Studies 100: Introduction to Chicana/o Studies, Chicana/o Studies 331: Transborder Perspectives, and Chicana/o Studies/Psychology 383: Latina/o Identity and Empowerment, as well as my OLLI Course offering: Latina/o Popular Culture. Additionally, this program was planned in collaboration with the Michelle Serros Living Community to enhance the educational experience of students living on campus. An excel sheet of participating classes has been attached as well as 46 collected surveys submitted voluntarily by participants.

One of the most difficult challenges that faced this program was finding an appropriate venue. Thankfully with Prof. Castillo's involvement we were able to secure facilities in Malibu hall, but CUSCI has a severe lack of multipurpose space that can facilitate workshops and performances of this kind.

Additionally, this program took place during the height of the Tick Fire, which negatively and unexpectantly affected turn out. However, as evidenced by the evaluation surveys, response to the activities were overwhelmingly positive with many participants giving the presentation and participant involvement a score of 5 out of 5 (I collected roughly 40 out of the 60 people that attended). Evaluations are attached. Some comments include, (it was) powerful, (I) was amazed by the performers" and "I learned a lot more about the history of Chicanas...I feel more inspired to attend events and feel empowered." Highlighted clips are available to view here:
https://youtu.be/DIK2KY_ZWUY

Lastly, this program did not go over budget and stayed within the allotted \$7500.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

See attached.

C.IMAGES FROM ACTIVITY:

Attached.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This fall, **The Vanessa Sanchez & La Mezcla CSUCI Residency** hosted Dancer, Choreographer, Educator, Vanessa Sanchez & select members of her San Francisco-based troupe, La Mezcla, for a two-day residency offering workshops and performances to the CSUCI campus community.

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workshop challenged and informed students as well as provided best practices and tips for those seeking careers in the field of dance.

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

The presentations were interwoven into my three of my course offerings this semester and hosted during the normally scheduled class times to ensure accessibility for my students, including Chicana/o Studies 100: Introduction to Chicana/o Studies, Chicana/o Studies 331: Transborder Perspectives, and Chicana/o Studies/Psychology 383: Latina/o Identity and Empowerment, as well as my Olli Course offering: Latina/o Popular Culture. Additionally, this program was planned in collaboration with the Michelle Serros Living Community to enhance the educational experience of students living on campus. An excel sheet of participating classes has been attached as well as 46 collected surveys submitted voluntarily by participants.

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

As evidenced by the evaluation surveys, response to the activities were overwhelmingly positive with many participants giving the presentation and participant involvement a score of 5 out of 5. Evaluations are attached. Some comments include, (it was) powerful, (I) was amazed by the performers” and “I learned a lot more about the history of Chicanas...I feel more inspired to attend events and feel empowered.” Highlighted clips are available to view here: https://youtu.be/DIK2KY_ZWUY

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

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

This event would have benefited from a traditional (non-black box) theatre.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

One of the most difficult challenges that faced this program was finding an appropriate venue. Thankfully with Prof. Castillo's involvement we were able to secure facilities in Malibu hall, but CUSCI has a severe lack of multipurpose space that can facilitate workshops of this kind.

(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)

Evaluations are attached. Some comments include, (it was) powerful, (I) was amazed by the performers" and "I learned a lot more about the history of Chicanas...I feel more inspired to attend events and feel empowered."

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

this program did not go over budget and stayed within the allotted \$7500.

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

**C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR
SUBMISSION**