

Instructionally Related Activities Funds Request Spring 2020

▼ Submitter

Submitter Name

Veronica Valadez

Submitter Email

veronica.valadez818@myci.csuci.edu

▼ 1. Basic Details

Activity Title

Four Winds Institute: Honoring Indigenous Ways of Being, Learning, and Teaching

Activity/Event Date

April 18, 2020

Date Funding Needed By

April 1, 2020

Previously Funded?

- ☐ No
☒ Yes

▼ Previously Funded Proposal

Semester/Year

Originally Fall 2018, but was postponed to Spring 2019 due to fire

Proposal # (if known)

#1052

Report submitted for previously Funded Activity?

- ☐ No
☒ Yes

Please upload a copy of the report

[1052-indigenous-peoples-day.pdf](#)

Additional Report #1

Additional Report #2

Additional Report #3

Additional Proposers

Nicholas Centino, Chicana/o Studies

Academic Program/Center/Organization Name

Chicana/o Studies

Estimated total Course Fee revenue

n/a

Amount Requested from IRA

\$10,500

Estimated Number of Students Participating

150-200

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

Previously known as "Indigenous People's Day" (typically held in the Fall), this year's event will be called "Four Winds Institute: Honoring Indigenous Ways of Being, Learning, and Teaching" to be held in the Spring of 2020.

The purpose of this event is to bring together and educate the CI community, K-12 educators, administrators, students and others about the Indigenous heritages of the Americas in order to foster Indigenous cultural proficiency as California moves towards making Ethnic Studies a graduation requirement. Our goal is to help students and educators embrace and reconnect with their Indigenous roots while understanding the importance of an education that is inclusive of Indigenous epistemologies and pedagogies.

A number of Indigenous elders from the local Chumash community will open the day with a traditional "welcome ceremony" and Chumash Intertribal Songs. The opening ceremonies will be followed by a keynote speaker, who would also be a representative from an Indigenous community, and who will share insight and knowledge of what it means to be Indigenous in modern times. There will be a panel discussion by activists/educators involved in the Ethnic Studies Movement from Arizona and California. Workshops will be facilitated by Indigenous leaders on subjects such as Indigenous epistemologies, pedagogies, traditions, identity, social justice movements and grassroots organizing.

Various Indigenous dance groups from the Santa Barbara, Ventura, and Los Angeles areas will be invited to dance for this event. The presentations/workshops will take place indoors, while the performances (Chumash singers/dancers and Aztec dancers) will take place outdoors.

This event will function as a platform for an important interdisciplinary and multi-cultural dialogue and exchange between students, educators, administrators, Native singers, dancers, Indigenous elders, artists, workshop facilitators, faculty, and community members. It is important to exhibit, learn about, and examine the contributions made by Indigenous peoples of this continent with respects to their yearning for greater personal integrity as Natives, empowerment, their quest for social justice, and historical and cultural recognition.

The visiting Indigenous elders, leaders, workshop facilitators, artists, dancers, and singers are intellectuals and cultural activists whose work embody theories of resistance and visionary ideals of social change. This kind of critical discourse offers students, faculty, and community members a wonderful opportunity to learn about Indigenous cultures, while learning about the critical role culture and identity play and can play in Ethnic Studies Programs, social justice movements, and in understanding the importance of working towards preserving Indigenous cultures and traditions. This includes helping Chicana/o students embrace and reconnect with their own Indigenous cultural roots as they begin to see themselves as members of a larger Indigenous community.

NOTE: As mentioned on the first sentence, this event was formally known as Indigenous People's Day and was typically held in the Fall. Last year we had to postpone the event due to the Woolsey fire, and rescheduled the event which took place on January of 2019. Spring semester ended up working out much better for this event, which is why we've decided to hold it in the Spring of 2020. We can no longer call it "Indigenous People's Day" because that day is celebrated in October. However, the purpose and concept remain the same.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

Administrative Time

Planning day's itinerary/program/workshops - 2-3hours

Writing and sending invitation letters to presenters/performers - 2 hours

Sending, collecting, and submitting 204 forms - 2-3hours

Designing, printing, and distributing (online and otherwise) flyers and programs - 3-4 hours

▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

Courses associated with this event will be:

CHS 100 - Introduction to Chicana/o Studies

CHS 401 - Latina/o Workers in the Global Economy

CHS 430 - Research in Chicana/o Studies

For each class, instructors inform students about the event at the beginning of the semester and list it in the course syllabus. Students will be introduced to the themes and topics of the institute as they relate to the course throughout the semester. Both instructors teach from an indigenous perspective and feel it is important for students to understand how indigeneity has historically played a role in the lived experiences of Chicana/os and Latina/os in identity, education, politics, labor/global economy, etc.

CHS 100 Learning Outcomes:

Evaluate the roots of Chicanx culture: Native Mexican and European elements.

Identify important political, economic, social and historical movements, which have affected Chicanx society.

Define concepts of traditional and contemporary Chicanx family values.

Describe existing Chicanx traditions in the arts.

Develop critical thinking and analytical skills.

Develop and enhance writing and research skills.

CHS 401 Learning Outcomes:

- Analyze the historical and contemporary challenges facing Latino and Latina workers in the age of the global economy and information society.
- Compare and contrast the transformation of work and employment in Mexico, Canada and United States.
- Examine cross-border labor organizing among workers and labor unions in North America.
- Analyze through research a specific area related to the workers, labor movement, labor unions, free trade agreements and worker struggles in the global economy.
- Examine the recruitment processes, immigration policies, urban planning, and marketing strategies in relation to Latina/o workers participation in high-technology regions of California

CHS 430 Learning Outcomes:

- 1) Understand the the theoretical and methodological issues in Chicana/o Studies
- 2) Demonstrate research competence in the various methods in studying race, ethnicity, gender and sexuality
- 3) Explain the different forms of qualitative and quantitative data
- 4) Write a literature review and research proposal

▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.
Please note that a report will be due at the end of the semester.

Description of Assessment Process

We will be using the evaluation form provided on the IRA webpage as well as a more details evaluation created by us. Additionally, students will be expected to write a 2-3 page reflection paper on the event to include pictures. Evaluations will also be given to attendees other than students.

▼ **5. Activity Budget**

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[IRA Proposal 2020 Four Winds Institute.xlsx](#)

▼ **6. International Trips**

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

- 1. Complete Center for International Affairs/ UNIV 392 proposal
- 2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
- 3. as well as a copy of the course syllabus

Center for International Affairs Budget

Copy of Center for International Affairs Proposal

Course Syllabus

Certification

☐ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▼ **7. Sources of Activity Support**

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

There are no other sources of funding, but we will have a number of volunteers helping organize and oversee the event.

▼ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

The intended audience is students, faculty, K-12 educators and administrators, and community members. Marketing to students will involve including this event in our course syllabi, sharing flyers with students, and intertwining the themes and concepts of the event throughout our instruction leading up to the event. Students will be expected to attend and write a 2-3 page reflection paper about the event as a required assignment.

Digital flyers and programs will be shared throughout campus via emails and posting online, as well on our social media platforms.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

▼ 9. Approval and Acknowledgement

Program Chair/Director

Barajas, Frank

Dean

Wyels, Cynthia (Arts & Sciences)

Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):

(Just a note, I believe the current Dean is Vandana Kohli, but that option is not available on the drop down menu above)

Conditions and Considerations

- ☒ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☒ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☒ **Field Trip:** Sponsor must comply with all policies found at:
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☒ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☒ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☒ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☒ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☒ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement



I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

▼ Chair Review

Recommendation



I recommend approval of the IRA Funds Request described on this page



I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Frank Barajas

Nov 4 2019

▼ Dean Review

Recommendation



I recommend approval of the IRA Funds Request described on this page



I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Cynthia Wyels

Nov 22 2019