



NATIONAL  
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HUMANITIES

## **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Landmarks guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *California Dreamin': Migration, Work, and Settlement in the "Other" California*

Institution: CSUB Auxilliary for Sponsored Programs Administration

Project Director(s): Adam Sawyer, Oliver A. Rosales

Grant Program: Landmarks of American History and Culture

*California Dreamin': Migration, Work, and Settlement in the 'Other' California*

Landmarks of American History and Culture

National Endowment for the Humanities

Submitted by:

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**NARRATIVE**

**Nature of the request**

From the exhausted hope of the Joads to the tenacity of Cesar Chavez; from the austere Garveyian self-reliance of Allensworth to the lyricism of the Bakersfield Sound, very few locales have captured the promise, struggles, and artistry of Rural America more than California's San Joaquin Valley. At this crucial American crossroads of urban-rural divides and racial reckoning, the San Joaquin Valley demonstrates the extent that the historic, literary, and musical wealth of Rural America has been stitched together by a truly multi-ethnic and multi-racial mosaic of Americans united in their pursuit of the American Dream. Alas, it is in the resuscitation of these precious sites--and their use in K-12 education-- that we see all that Rural America and the United States of America writ-large has been and can still be.

*California Dreamin': Migration, Work, and Settlement in the 'Other' California* is a first time Landmarks of American History and Culture that will bring place-based humanities learning to life for K-12 teachers through a curated, guided, and first-hand experience within numerous historic and cultural landmarks of the San Joaquin Valley. Connected to themes of multi-ethnic and multi-generational migration and rural agricultural labor, this application

focuses on increasing the humanities knowledge and place-based pedagogical methods of K-12 educators--especially those serving rural communities--related to migration and rural agricultural labor. It is targeted for educators across the K-12 pipeline with alignment to the Common Core State Standards (CCSS) through the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and relatable to the history of migration and agriculture, modern United States history, and current national discourse around race and urban-rural divides. Subtopics include United States labor and civil rights history, multiethnic and American cultural history, the farm worker movement, environmental studies, literature, and the arts. The program includes site visits to historical landmarks associated with the Cesar Chavez Special Resource Report published by the National Parks System (2013) all of which illuminate the migratory and labor experiences of a multigenerational, multi-ethnic, and multi-racial ensemble of Rural Americans. *California Dreamin'* will appeal to teachers across the nation interested in integrating rural historical landmarks into their teaching and curriculum while considering the ties that bind rural Americans across time, space, and identity. The end result will help teachers expand their capacity to create a more perfect union and democratic society through substantive first-hand experiences within iconic rural landmarks and their relevance to K-12 teaching.

### **Intellectual content and significance**

In recent national discourse, much has been made of the divide between urban and rural and the social chasms between White and non-white Americans. News media and literature have portrayed a predominately White Rural America crying for help and attention despite being a life blood in terms of food supply and cultural heartland. Political pundits speak in monoliths of the “working-class White vote,” “the Black vote,” and “the Latino vote.” *California Dreamin'* employs the stance that what unites Americans greatly surpasses our apparent divisions. Using

California's San Joaquin Valley—the so-called “other California”<sup>1</sup>--as a case study, our course of study will show that the challenges and opportunities faced by labor in rural America's “Factories in the Field” share commonalities with those in urban centers. Moreover, rather than being White monoliths, rural spaces--much like our cities--have gathered an interracial and interethnic mosaic of migrants across generations drawn to its promise. As these rural Americans of various hues, traditions, and faiths have pursued this unique version of the American Dream in the “Other California,” they have weathered the inevitable ups and downs through music, religion, labor movements, and good old-fashioned grit, leaving behind an enormously rich humanities-based legacy of historical sites, literature, and distinctive musical style known as the “Bakersfield Sound.” Participant teachers will take away substantive guided experiences in these historic sites, providing a deepening of humanities knowledge with an eye towards their application in practice across national context. In addition, it is our hope that engagement in these sites will support their resuscitation and preservation for future generations.

*A Brief History of the Region and Landmark Sites*

Migrant agricultural labor history is by its nature ephemeral and itinerant. Since the late nineteenth century, California's San Joaquin Valley has been a place where diverse peoples have settled, worked, and carved out an existence in the fields through farm labor. Migration to the San Joaquin Valley grew dramatically in the 1930s during the Dust Bowl era as well as the post-World War II years, including white Okies, African Americans, Filipinos, Yemeni, and ethnic Mexicans. “The San Joaquin Valley, an empire in itself,” wrote Carey McWilliams in his

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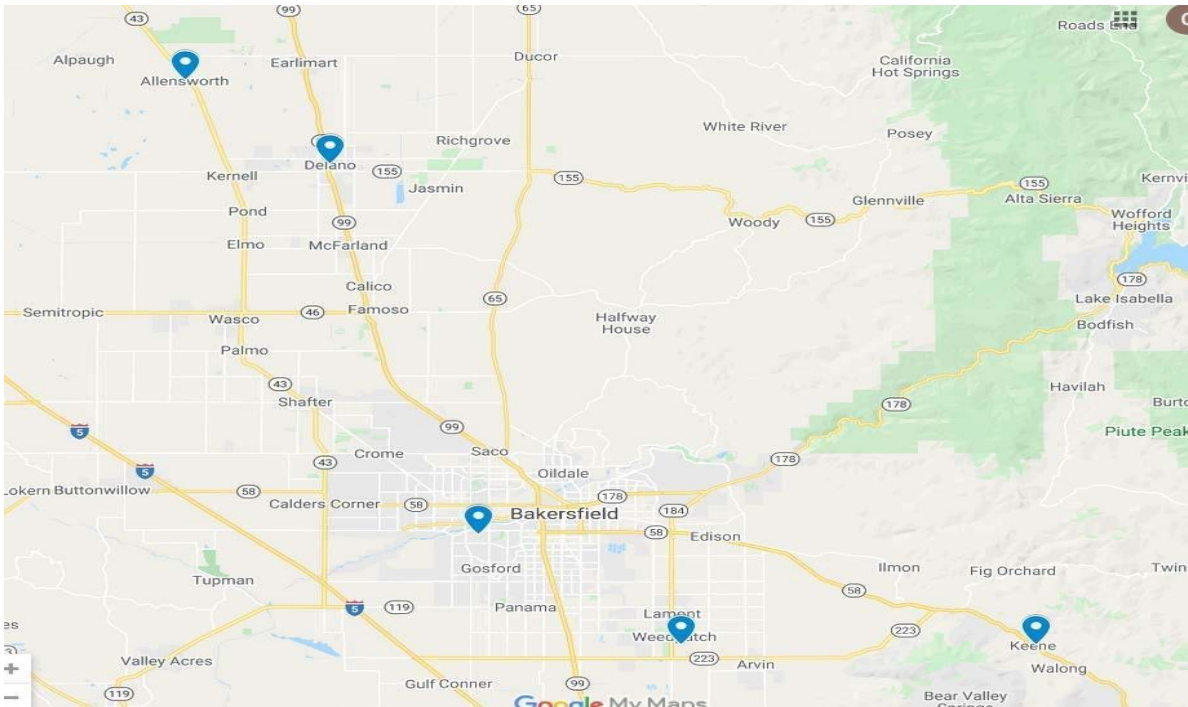
<sup>1</sup> This moniker, first offered by the author Gerald Haslam (1990) is meant to contrast the rural Central Valley from the more affluent, high-profile, and urbanized centers of coastal California.

seminal text *Factories in the Field*, “withhold[s] many secrets from casual inspection.” *California Dreamin’* utilizes rural landmarks related to multiethnic migration, settlement, labor and civil rights history to unearth these stories and fully address the unique contributions of rural California to United States history since 1865.

*California Dreamin’* focuses on a variety of historical sites in the southern San Joaquin Valley related to migration and agricultural labor. The Cesar Chavez Special Resource Study (National Parks Service 2013) framed a context of historical significance to many sites located in the San Joaquin Valley. *California Dreamin’* adopts a long view of the story of rural migration and agricultural labor within a comparative multiracial and multicultural framework. Given the migratory and dispersed nature of agricultural settlements, several site locations have been chosen to capture the diversity and scope of this rural agricultural past, including: 1) Forty Acres, Agbayani Village, Filipino Hall, Larry Itliong gravesite, and Our Lady of Guadalupe church located in Delano, California; 2) the National Cesar Chavez Center, or La Paz, located in Keene, California; 3) Sunset Labor camp located in Arvin, California; and 4) Allensworth State Historical Park. These four historical landmarks are located within 30-45 driving minutes of CSU Bakersfield, the host location for this grant application. Each landmark site offers insight into the history of multiracial and multiethnic agricultural migration, labor, settlement, and struggles for self-determination and equality in rural California.

Creativity/Engagement/CANVAS: The creative component to *California Dreamin’* includes working with K-12 educators to develop collaborative, interdisciplinary, and multigrade level approaches to engaging the historical and literary histories of each site. This will be done cooperatively in small groups and include active and ongoing participation digitally within a CANVAS course shell for the project. The engagement and dialogue experience come from a

mix of K-12 educators interacting with historical sites, cultural bearers, and humanities and education experts on-site and through collaborative learning seminars. CSU Bakersfield and the project directors will develop a CANVAS site and google site for *California Dreamin'* and include information about the general application, background information regarding visiting scholars and historical landmarks, and finally serve as a repository for open-source content (CANVAS commons) created by teacher participants for *California Dreamin'*.



*Map showing landmark historical sites in relation to CSU Bakersfield*

**Allensworth, California:** Allensworth State Historic Park is located in southern Tulare County and is the only specific African American historical state park in California. Settled in the late nineteenth and early twentieth centuries, Allensworth represents a landmark settlement for African American rural migration to the American West. In regards to African American migration in the twentieth century, there is much emphasis on urban migration streams, or the so called “great migration” from the rural south to the urban north. The history of Allensworth

sheds important light on the significance of rural-to-rural African American migrations in the American West. The founding of Allensworth occurred within a larger historical context related to black self-determination, Garveyism, and Jim Crow racial segregation in the United States.

**Arvin, California:** The historic Sunset (Weedpatch) Labor camp located in Arvin, California was the setting for John Steinbeck's novel *The Grapes of Wrath*. The history of the Sunset Labor Camp illuminates the importance of migrant agricultural labor, predominantly from the southern states of Texas, Oklahoma, and Arkansas. The Sunset Labor camp is still a functioning labor camp for migrant workers and more recently for housing-challenged women and their children. In addition, the site is of great cultural and historical significance for the larger southern diaspora related to Okie migration, country music, and agricultural labor.

**Delano, California:** Delano has a number of historical sites associated with international migration and agricultural labor history. The sites chosen specifically take advantage of on-going work by the Filipino American National Historical Society (FAHNS). The latter organizations' Delano chapter has been active in conducting public history tours of sites, especially focused on the seminal role of Filipino American farm labor within this history. Specific sites to be visited include the historic 40 acres location (original home of the United Farm Workers), Agbayani Village (historic retirement home of the Filipino "manong" generation of farm workers), Our Lady of Guadalupe Church (location of vote for Delano Grape Strike), Larry Itliong gravesite, and Filipino Community Hall (original headquarters of Delano grape strike and boycott). These sites collectively highlight the role of interethnic and interracial collaboration within the American labor and civil rights movement.

**Keene, California:** The National Cesar Chavez Center located in Keene, California, just east of Bakersfield, is a place of historical significance. Part of the National Parks Service, the Chavez

Center, or “La Paz” as it is also known, became the administrative headquarters of the United Farm Workers in the 1970s. Today, La Paz is a national landmark for the public to learn more about migrant labor, the Delano Grape Strike and Boycott, as well as the broader history of agricultural labor and rural struggle for labor and civil rights. La Paz will provide an engaging learning experience for participants to learn more about the national and international significance of California’s rural farm worker movement.

### **Relevance and applicability for the K-12 curricula**

“Place-Based Education” (also known as “Pedagogy of Place”) has gained traction in recent years amongst educators as a way to make learning more meaningful to students through a focus on their local social context and environment. This curricular and pedagogical methodology allows educators—as the thinking goes—to engage more deeply with students who, in turn, better internalize the learning process. This internalization of learning not only keeps students engaged and passionate about the materials being covered in class, but also helps them to develop a greater concern and connection to what they witness in their immediate environment.

*California Dreamin’* cultivates this place-based approach while drawing connections between seminar content to the principles of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Given the adoption of the C3 framework by 41 states (plus the District of Columbia and four national territories), this natural alignment will draw relevance for educators across the country. In addition, the emphasis of the C3 on connecting content in history, geography, civics, and economics to English Language Arts standards across grade levels will allow for interdisciplinary inquiry applicable to teachers across the schooling pipeline. Over the course of the seminar, teachers will reflect upon the guiding questions of the day as



related to each historic site while drawing linkages to the “inquiry arc” of the C3 Standards and the “critical questions” to be posed to students within classroom instruction. Our team of humanities and educational experts with teaching experiences across the educational pipeline will allow for a flexible grouping of seminar participants within multiple collaborative spaces. Alas, some teachers may find it useful to work with those from similar grade levels; others by content area; and yet others by geographic region. While guiding questions will focus to a great extent on questions relevant to the San Joaquin Valley, they will also be extended so that participants can draw connections between the local, national, and international resonance of these topics.

### **Program of study**

The structure of the workshop will include visitations to historic landmarks within the San Joaquin Valley, lectures and group seminars with visiting scholars, and small group collaborative work geared toward drawing connection to the C3 Standards and classroom application through OER Canvas Commons. Cultural bearers and historical preservationists will guide learning through site visits by teacher participants. CSU Bakersfield Historical Research Center will assist by providing curation of open access digital archival materials relevant to each site visit. Project directors will lead seminar discussions focused on historical and literary readings related to landmark sites. The various topics and themes emphasize migration to the San Joaquin Valley from the late nineteenth through the twentieth century, as well as sub themes related to each site visit. Guiding themes include racial segregation and the black freedom struggle; whiteness, migration, and cultural production; interethnic relations, labor, and transnationalism; and the rural labor and civil rights movement. Pre-reading of background articles related to place-based education, culturally sustaining work, as well as historical writing

related to the San Joaquin Valley will be distributed to participants in advance. Readings will include Carey McWilliams's *Factories in the Field*, John Steinbeck's *The Grapes of Wrath*, and youth authors Pam Muñoz Ryan's *Esperanza Rising*, and Dawn Mabalon and Gayle Romasanta's *Journey For Justice: The Life of Larry Itliong*. Various scholarly articles will also supplement readings (outlined in Attachment # 3). Participant learning outcomes include document/source analysis strategies, interdisciplinary approaches to humanities content, oral history methods, as well as digital humanities approaches to student-centered learning.

Schedule:

**Sunday: Welcome:** This day will include arrival to CSU Bakersfield campus lodging and a welcoming reception. Introductory remarks will be given by Project Directors Dr. Adam Sawyer and Dr. Oliver Rosales. A reception will be held at the Walter Stiern library Dezember Reading room sponsored by the School of Social Sciences and Education, including invited university administrative guests and congressional representative offices. Program activity will include a documentary screening of the NEH-funded documentary *Adios Amor: The Search for Maria Moreno* and dialogue event with filmmaker Laurie Coyle.

**Monday: Allensworth:** On Monday, a north Kern County trip will include a historical site visit to Allensworth State Park. Historical and cultural interpretation will be provided by the Friends of Allensworth. At Allensworth participants will tour historic buildings on site with docent guides and cultural bearers, engaging the following guiding question: How is the history of Allensworth representative of both the virulent history of Jim Crow discrimination in California, while at the same time, serve as a testament to the remarkable achievements of black men and women in American public life? Digital archive materials related to African American migration to the San Joaquin Valley will be presented via CANVAS by CSUB archivists complementing

the site visit, further contextualizing the scope and diversity of African American rural migration in the American West. Following the site visit, the afternoon will include a presentation and seminar with Dr. Rosa Manzo of UC Merced. Participants will read foundational articles on place-based pedagogy in preparation. In addition, Project Director Dr. Adam Sawyer, Educational Specialist Dr. Timothy Monreal, Tulare County Educator and Master Teacher Noemi Reyes-Garcia, and other faculty members from the CSUB Teacher Education Department will join the group for a conversation on connecting place-based teaching to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards across grade levels and content areas. Participants will complete a Day # 1 reflection activity via CANVAS.

**Tuesday: Sunset Labor Camp:** On Tuesday, the team will depart for Sunset Labor Camp and arrive by 8:30 AM. At Sunset Labor Camp, participants will tour the historic facility with interpretation provided by the Dust Bowl Historical Preservation Committee, as well as examine historical artifacts and displays. Author Robert Price will deliver an onsite lecture on the Bakersfield Sound based on his book *The Bakersfield Sound: How a Generation of Displaced Okies Revolutionized American Music* (Heyday Books 2016). Participants will also tour the current migrant labor camp operated by the Kern Housing Authority. The guiding question engaged by participants includes: How do the cultural histories of black and white southern migrants to the San Joaquin Valley converge, diverge, and intersect? Participants will be provided a sack lunch on-site as they engage in a larger discussion with cultural and historical interpreters and the project team on the learnings of the day and implications for classroom practice. After lunch, participants will return to CSUB for a tour of college archives & special collections with university archivist Chris Livingston. A culminating activity will be a listening

and discussion session on the Bakersfield Sound with Robert Price. Participants will complete a Day # 2 reflection assignment via CANVAS.

**Wednesday: Delano:** On Wednesday morning, the team will depart at 7:30 AM to visit various sites in Delano related to farm labor history, including, Forty Acres, Agbayani Village, Our Lady of Guadalupe Church, Filipino Hall, and Larry Itliong grave site. Participants will begin at the Bakersfield College Delano Campus for a screening of the 30-minute documentary *Delano Manongs* (PBS 2014) by filmmaker Marissa Aroy. Thereafter, a morning tour of historic Delano will commence with historical and cultural interpretation provided by the Filipino American National Historical Society. Historical artifacts, physical structures, art, photographs, and digital archives will be examined related to each site. The guiding question(s) for the site visit includes: How does the Filipino “manong” generation experience compare/contrast with other migrant farm laborers and why is the “manong” experience less well-known in the United States? The tour will be followed by a no-host lunch in downtown Delano. After returning to CSUB, a late afternoon seminar will feature visiting scholar Christian Paiz of UC Berkeley where they will have a chance to reflect on the site visit and the connection between humanities content and classroom instruction.

**Thursday: Nuestra Señora de la Paz (National Cesar Chavez Center):** The team will depart for the National Chavez Center and arrive by 8:30 AM. Greeting and introductory remarks will be provided by NPS representatives and Cesar Chavez Foundation. Participants will tour the historical facilities and artifacts on display, as well as screen a documentary film available only on site. A guided tour provided by the Cesar Chavez Foundation will allow participants to learn more about the history of the site. The guiding question(s) for the site visit includes: *What strategies of resistance did farm workers adopt during the civil rights era? What role did multi-*

*ethnic coalition building play in the farm worker movement?* Lunch will be provided on site. Participants will return in the afternoon to CSUB for an interactive digital archives workshop featuring UC San Diego's Farmworker Movement Documentation Project and NEH-funded Digital Delano: Preserving an International Community's History. Participants will have a short break and reconvene for carpool transit to the historic Basque area of Bakersfield for an evening no-host dinner at Woolgrowers, a historic Basque restaurant in Bakersfield.

### **Friday: From Field to Practice: Collaborative Presentations:**

Participants will gather in the morning for a campus workshop, group work time, and public symposium. Working in small groups developed over the course of the week, participants will collaboratively share reflections from the week, including responses to daily guiding questions, general reflections, linkages drawn to the C3 inquiry arc for classroom instruction, and finally ideas for sustainability through Canvas Commons. Symposium guests will include CSUB faculty, local educational leaders, and Congressional office representatives who will remain for a campus sponsored reception to mark the closure of the seminar.

### **Project team and participation**

As project director, **Dr. Adam Sawyer** will handle institutional matters at CSUB and leverage his expertise in teacher education, ensuring robust applicability of humanities content to the C3 teaching standards across multiple grade levels and national contexts. As project co-director, **Dr. Oliver Rosales** will serve as the principal humanities content advisor and bring historical expertise to the subject matter related to the landmark sites. K-12 educational specialist, Dr. Timothy Monreal and educational consultant **Noemi Reyes** will assist teacher participants in connecting the content and guiding questions related to each landmark field site to

the inquiry arc of the C3 standards as well as geographic and grade-level considerations for classroom application.

Designed as a learning experience for this individual, a student assistant will assist in all logistics associated with project implementation during the 2021-22 academic year and the summer period. Historical and cultural interpreters will serve an important role during landmarks visits and teacher engagement, specifically representatives from the Friends of Allensworth Committee, Allensworth State Historic Park, Filipino American Historical Society Delano Chapter, Cesar Chavez Foundation, National Chavez Center, and Dust Bowl Historical Foundation. CSUB Walter Stiern Library Special Collections archivist **Chris Livingston** will implement an archives showcase and utilization workshop for teacher participants. CSUB Librarian **Andrea Anderson** will provide web development. Visiting scholars will assist in providing deep humanities content engagement and learning through seminars and teacher interaction. **Dr. Christian Paiz** is Assistant Professor of Ethnic Studies at UC Berkeley and working on a book project on the impact of grassroots organizing in southern California related to the farm labor movement. **Laurie Coyle** is an award-winning documentary filmmaker and director of *Adios Amor: the Search for Maria Moreno*, a recent documentary funded by NEH that uncovers the story of a forgotten labor and civil rights heroine from the San Joaquin Valley. **Dr. Rosa Manzo** is a Research Affiliate at UC Merced and is an expert on Mexican immigration, education, and placed-based learning in California's Central Valley.

### **Audience**

The anticipated audience for the workshop includes teachers from throughout the K-12 pipeline with varying levels of professional experience. We are especially interested in recruiting ethnically diverse teacher cohorts from multiple regions throughout the United States,

particularly--but not limited to--rural geographic locations that may have strong connections to the migration, labor and civil rights movements under examination. The historical and interdisciplinary humanities focus on agricultural labor will also garner wide appeal.

### **Project impact and dissemination**

The sustainability factors of *California Dreamin'* are multifaceted. CSUB and Bakersfield College are developing collaborative networks with respect to teacher training, as well as creating a learning community focused on rural California and agricultural history to meet humanities standards focused on California and multiracial history. It is our intention to leverage the national-level participation in California Dreamin' to build and connect this local effort to a national consortium of IHE and K-12 educators devoted to both the preservation of rural landmarks, and their meaningful incorporation into k-12 teaching.

The main engine of this consortium-building will be the creation of the google website and OER Canvas Commons course shell, which will offer digital sustainability for the project and a communication hub so that future educators can access resources related to the historical landmarks and all derivative C3-aligned lesson plans and units. At the local level, *California Dreamin'* will further cultivate ongoing relations between Bakersfield College and CSU Bakersfield with respect to expanding the capacity of both institutions to leverage place-based education and partnership with the project's four local landmarks within the greater pipeline of teacher training. We will share these efforts with our national partners--while encouraging them to share their local efforts-- by way of the Google website and Canvas course site.

### **Institutional context**

Centrally located on a 375-acre site in the southern San Joaquin Valley, California State University, Bakersfield is a continuously growing comprehensive regional university that is

committed to transforming the lives of its students and community through its established excellence in academia, diversity, service, and community engagement since its founding in 1965. The faculty across the WASC Senior College and University Commission (WSCUC) fully accredited University is world-class, with nearly 75% holding terminal degrees in their respective fields. A Hispanic Serving Institution, CSUB serves more than 11,000 students at either the main campus in Bakersfield or CSUB Antelope Valley and counts over 50,000 alumni from its four schools: Arts and Humanities, Business and Public Administration, Natural Sciences, Mathematics and Engineering, and Social Sciences and Education. The University offers undergraduate, graduate, post-graduate and credential programs, and a doctoral program in Educational Leadership (Ed.D).

The majority of seminar style meetings and collaborative work will take place at CSUB's Stiern Library and other campus venues. Participants will receive a guided tour and access to historical archive materials related to San Joaquin Valley history. Estimated housing costs at the CSUB dormitories during the summer period include a \$50 nightly rate per person for a suite (two rooms per suite), or \$300 for 6 nights per person (Sunday through Saturday). Meal options for site visits will be provided for participants prior to committing to the program and will include an option for a campus meal card or reimbursements based on university per diem rates. The university is also located near a marketplace shopping center that includes several eating locations for breakfast, lunch, and dinner. Should pandemic quarantining extend into 2022, the project directors are prepared to adopt socially distant learning platforms and public health protocols to minimize social contact through the program.



*California Dreamin'*: Migration, Work, and Settlement in the 'Other' California

Landmarks of American History and Culture

National Endowment for the Humanities

**Attachment # 2: Work Plan**

<b>Date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Project Team Participants</b>
October 2021	Coordination with NEH office	Orientation meeting with NEH office (Washington, D.C.)	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> </ul>
December 2021	Web Infrastructure Development	Creation of google site website to house/market project @ HRC CSUB Website	<ul style="list-style-type: none"> <li>● Historical Research Center (HRC) @ CSUB</li> <li>● Sawyer</li> <li>● Rosales</li> <li>● Student Assistant</li> </ul>
December 2021- March 2022	Outreach/Marketing	Marketing of NEH application to prospective teachers	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> </ul>
February-March 2022	Application to K-12 Curriculum Coordination	Zoom meetings with Education Specialist and Consultant to discuss building of digital resources related to place-based teaching and the C3 Standards Inquiry Arc	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Reyes</li> <li>● Monreal</li> <li>● Rosales</li> </ul>
March 2022	Teacher Cohort Selection	Screening of applications	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> <li>● Screening Committee</li> </ul>
March-June 2022	Orienting Teacher	Creation of CANVAS	<ul style="list-style-type: none"> <li>● Sawyer</li> </ul>

	Cohort	page; curating of digital content and learning modules; optional zoom orientation	<ul style="list-style-type: none"> <li>● Rosales</li> <li>● Student Assistant</li> </ul>
March-June 2022	Coordinating Scholarly Visitors & Cultural Interpreters <sup>1</sup>	Individual meetings (Zoom) with visiting scholars related to guest talks & seminar participation	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> <li>● Student Assistant</li> <li>● Coyle</li> <li>● Price</li> <li>● Paiz</li> </ul>
	Coordinating Cultural Interpreters	Individual meetings (Zoom) with cultural interpreters related to guided tour	<ul style="list-style-type: none"> <li>● Friends of Allensworth</li> <li>● Dust Bowl Heritage Comm.</li> <li>● FANHS</li> <li>● Cesar Chavez Foundation</li> </ul>
June 2022	Program Implementation	First Teacher Cohort	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> <li>● Monreal</li> <li>● Reyes</li> <li>● Manzo</li> <li>● Student Assistant</li> </ul>
July 2022	Program Implementation	Second Teacher Cohort	<ul style="list-style-type: none"> <li>● Sawyer</li> <li>● Rosales</li> <li>● Monreal</li> <li>● Student Assistant</li> </ul>
August 2022	Feedback	Administer & Gather Exit Survey	<ul style="list-style-type: none"> <li>● Sawyer</li> </ul>
September-October 2022	Final Report	Draft Final Report	<ul style="list-style-type: none"> <li>● Sawyer</li> </ul>

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<sup>1</sup> Contracted funds for visiting scholars and cultural interpreters are tracked via specified account codes within the financial system and are reviewed, approved and processed by at least 3 different departments before payment is made.

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**Attachment # 3: Program of Study and Detailed Reading List**

SUNDAY:

3:30-5:00 Registration

5:00-5:30 Welcoming Remarks by Project Directors and Dean of Social Sciences and Education

5:30-6:30 Screening of *Adios Amor: The Search for Maria Moreno*

6:30-7:15 Discussion with Filmmaker Laurie Coyle

MONDAY:

**Landmark Sites:** Allensworth State Historic Park

**Theme:** African American Migration in the American Far West; Agriculture; Racial Segregation

**Guiding Questions:** *How is the history of Allensworth representative of both the virulent history of Jim Crow discrimination in California, while at the same time, serve as a testament to the remarkable achievements of black men and women in American public life?*

**Reading:** Michael Eissinger, "Growing Along the Side of the Road: African American Settlements in Central California, *Journal of the West*"; "African American Boosterism, Agriculture, and Investment in Allensworth and Little Liberia" in *Seeing El Dorado: African Americans in California*; "The Best Proposition Made to Negroes in the State": Building an All-Black Town," in *West of Jim Crow: The Fight Against California's Color Line*.

- 7:30 Depart CSU Bakersfield
- 8:15 Arrive at Allensworth State Historic Park
- 8:30 Welcome by Friends of Allensworth
- 9:00 Guided Tour of Historic Allensworth
- 11:45 Lunch on site & Group Discussion
- 1:30 Depart to CSU Bakersfield
- 3:30 Collaborative Teaching Workshop w/Rosa Manzo, Timothy Monreal, Noemi Reyes & CSUB Department of Teacher Education Faculty
- 5:30 Adjourn

TUESDAY:

**Landmark Sites:** Sunset Labor Camp (Arvin, CA)

**Theme:** Okie migration, agricultural labor, culture and music

**Guiding Questions:** *How do the cultural histories of black and white southern migrants to the San Joaquin Valley converge, diverge, and intersect?*

**Reading:** Excerpts from Gabriel Thompson, *America's Social Arsonist: Fred Ross and Grassroots Organizing in the Twentieth Century*; James Gregory, *American Exodus: The Dust Bowl Migration and Okie Culture in California*; Robert Price, *The Bakersfield Sound: How a Generation of Displaced Okies Revolutionized American Music*

- 7:30 Depart CSU Bakersfield

- 8:00 Arrive at Sunset Labor Camp
- 8:15 Presentation by Dust Bowl Historic Preservation Committee
- 9:15 Tour of Historic Grounds
- 10:30 Presentation by Robert Price on the Bakersfield Sound
- 11:45 Lunch on site & Group Discussion
- 1:15 Depart to CSU Bakersfield
- 3:00 Tour of Physical Special Collections with Chris Livingston
- 4:00 Listening/Discussion Session with Robert Price
- 5:15 Adjourn

### WEDNESDAY

**Landmark Sites:** Agbayani Village, Forty Acres, Larry Itliong Gravesite, Filipino Hall, Our Lady of Guadalupe Church (Delano, CA)

**Theme:** Labor and Civil Rights Movement, Farm Labor, Interracial Coalitions

**Guiding Questions:** *How does the Filipino “manong” generation experience compare/contrast with other migrant farm laborers and why is the “manong” experience less well-known in the United States?*

**Reading:** Excerpts from John Dunne, *Delano: The Story of the California Grape Strike*; Gayle Romasanta and Dawn Mabalon, *Journey For Justice: The Life of Larry Itliong*

- 7:30 Depart CSU Bakersfield
- 8:00 Arrive at Bakersfield College Delano Campus

- 8:15 Welcome Remarks by Bakersfield College Rural Initiatives Director
- 8:30 Introduction by Filipino American National Historical Society (FANHHS)
- 8:45 Screening of *Delano Manongs*
- 9:15 Begin Guided Tour of Delano sites with FANHHS
- 12:00 No Host Lunch (downtown Delano)
- 1:30 Depart to CSU Bakersfield
- 3:30 Afternoon Seminar with Christian Paiz
- 5:30 Adjourn

#### THURSDAY

**Landmark Sites:** National Chavez Center (La Paz) (Keene, CA)

**Theme:** Labor and Civil Rights, Farm Labor, Interracial Coalitions

**Guiding Questions:** *What strategies of resistance did farm workers adopt during the civil rights era? What role did multi-ethnic coalition building play in the farm worker movement?*

**Reading:** Excerpts from: Matthew Garcia, *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement*; Miriam Pawel, *The Crusades of Cesar Chavez*; LeRoy Chatfield, *To Serve the People: My Life Organizing with Cesar Chavez and the Poor*; Christian Paiz, “To hold up the sky: Coachella Valley freedom dreams during the United Farm Workers Movement”

- 7:30 Depart CSU Bakersfield
- 8:00 Arrive at La Paz

8:15 Presentation by National Parks Service  
8:30 Screening of on-site documentary  
9:00 Tour of National Chavez Center  
10:15 Guided tour of grounds by Cesar Chavez Foundation  
11:45 Lunch on site & Group Discussion  
1:30 Depart to CSU Bakersfield  
3:30 Workshop on Digital Archives with Historical Research Center  
5:15 Adjourn  
6:00 Depart to no-host dinner

FRIDAY:

8:30 Morning Seminar with Project Directors  
10:00 Small Group Activity  
11:30 Adjourn for lunch  
1:00 Public Symposium  
3:00 Closing Reception