GRADUATE ABSTRACTS

The Audacity to Live
Alondra Adame

The Audacity to Live investigates the different intersections of identity for a queer Chicanx writer. I explore my relationships with gender, sexuality, ethnicity, and more through the form of the personal essay. In this collection of essays, I navigate and critique higher education as a first-generation student, write an encouraging and heartbreaking letter to my teenage self, contemplate my identity as a nonbinary pansexual woman, and more. In the accompanying Critical Introduction, I discuss the craft of the personal essay, authors and influences such as craft writers Brenda Miller and Suzanne Paola as well as personal essay practitioners Jennine Capo Crucet and Cathy Park Hong, and market considerations. The form of the personal essay provided an ideal framework for creating meaning out of my personal experiences through analysis and reflection. Most of the essays in *The Audacity to Live* jump around chronologically but are threaded together by the character of Alondra who is always vividly recounting a memory, providing cultural analysis, or looking forward to future possibilities. While the personal essay aims to highlight select moments in scenes and includes a narrator and reflection as a memoir might, it also asks the writer to contextualize their experiences and analytically address larger questions about culture and society. The character of Alondra and her thoughts, memories, desires, and complaints from young adulthood are tools to reflect a complex narrator that provides critical analysis of current societal and cultural issues such as racism, homophobia, ableism, and more.

Nuestras Experiencias Como Bilingues en Agencias de Protección de Niños
Vania S. Buck

Bilingual social workers are essential in serving families whose first language is Spanish and who seek services from agencies designed to primarily serve the dominant culture in the United States. In child welfare, families who are monolingual in Spanish primarily depend on bilingual social workers who are responsible for providing appropriate language services required by federal law. Yet, bilingual child welfare social workers often face difficulty translating professional terminology and child welfare jargon due to the lack of training, professional development, or support from their agencies. There is minimal research on the type of support bilingual social workers in child welfare receive and need to adequately serve families such as Spanish-speaking ones or how the lack of training affects outcomes of Latinx families in child welfare. To explore the experiences of bilinguals – in English and Spanish – in child welfare, I conducted a qualitative cross-sectional study and used virtual interviews with 13 social workers throughout California. The study aimed to identify the positive and challenging experiences bilingual social workers live through when serving Spanish-speaking families. I designed the study to bring awareness to child welfare agencies by discovering the areas where bilingual social workers need the most support. This study revealed that positive experiences among bilingual social workers consisted of connections and support provided directly or indirectly by their agencies such as outside translation services, translated materials, and access to bilingual supervisors. Challenges, as described by participants, were the extra

tasks bilingual social workers carry and the lack of Spanish-speaking professionals in the field. Analysis of the data revealed a need for informational, emotional, and tangible support from child welfare agencies to better prepare bilingual social workers in their success in providing appropriate services to their Spanish-speaking families. Acknowledging and addressing the challenges bilingual social workers face when serving monolingual families will better prepare and support them in their practice; it will in return contribute to better outcomes among the Latinx community involved in the child welfare system. My research will add to the minimal literature in this area and bring attention to this social justice issue.

What's in a Name? A Study of Community Voicing and Place Naming Decision-making in Response to a Social Movement
Sheila Mary Burke

In the summer of 2020, amid social unrest related to the Black Lives Matter movement and civic debate regarding public symbols, activists throughout the US demanded removal or renaming of monuments and public spaces. Monuments honoring Confederate symbols, colonialism, and white privilege came under fire in response to increasingly overt racism in American discourse. These calls were not without controversy. Some community members view removal and renaming as reactionary and lacking a thoughtful process. They believe monuments and place names should be maintained. Still, there is a growing call to remove or rename - and do so responsibly by engaging with the public. This case study follows the removal of the name "Sir Francis Drake" from a northern California high school. My goal in this study is not to debate Drake's merits (which are widely disputed) or to provide an opinion regarding removal of symbols; rather I provide an evaluation of community engagement and communication methods used by civic leaders in the renaming process. I will provide an assessment on the level of legitimate community voicing in the decision-making process, identify which stakeholder voices were considered, and explore how much leverage community leaders should have when it comes to treasured places – all in an attempt to answer the question, how do community decision-making processes enable and constrain community voicing in the context of a social movement? I deployed multi-methodological, interpretive approach to research, exploring the history of place naming and renaming, and retracing the details related to this specific project through public listening sessions, press coverage and one-on-one interviews with multiple stakeholders. Additionally, I have applied Freedman's stakeholder theory as the standard for community engagement. In consideration of this social movement focused on symbols of oppression and racial inequality, I recommend updates to Stakeholder theory to better center historically marginalized voices. Findings indicate that acceptance of change was impacted by the degree community members were authentically involved in the decision-making process. By disregarding stakeholder input, civic leaders eroded trust and negatively impacted public acceptance of change. This study can inform civic leaders communication methods in matters of public interest.

The Struggle is Real: The Imposter Syndrome and the University Experience of Black Female Students at Chico State
Cara Campbell

The study investigated impostor syndrome symptoms and examined daily experiences among Black female students, who attend a

predominantly White university in Northern California. The Impostor Syndrome "phenomenon" is a psychological pattern that creates feelings of self-doubt, lack of belonging, and incompetence, despite prominent achievements and accomplishments. However, the original theory was conceptualized by a group of White women, which may not acknowledge culturally relevant influences for Black female students such as race, gender, or racialdiscrimination. Furthermore, only a few studies focus on impostor syndrome with Black female students and their educational experiences. Data collections include quantitative research by online survey instruments, distributed via email and social media outlets. The survey consists of four instruments: (1) Informed Consent (see Appendix A); (2) Demographics (seeAppendix C); (3) Daily Struggle Survey (seeAppendix C); and (4) Imposter Syndrome(see Appendix C). The 45 respondents reported frequent daily struggles on campus while having moderate levels of imposter feelings. Data analysis revealed there was no correlation between imposter syndrome and participants' daily experiences in highereducation. Yet, there was a strongly identified relationship between imposter syndrome symptoms and experiences of daily struggles with topics of: lack of a sense of belonging, isolation, self-doubt, and low-self-esteem. It is essential for academic institutions and their occupants to recognize and understand the experiences of Black female students to ensure stronger support for them academically, culturally, and professionally. For instance, create proposals that require more inclusivity in hiring committees that could result in more diverse staff, require Black mental health counselors to provide a safe setting for students of color seeking services, and develop proposals that require study centers or academic spaces for students who identify as Black. Future

implications from this study on practice, research, policy, and directions are discussed.

The Journey to College Success: A Pilot Study

Alaina Castor

Research on first-generation college students (FGCS) shows that these students face unique challenges adapting to higher education which may be exacerbated for current students facing additional challenges due to the global COVID-19 pandemic. Additionally, this student population is pertinent to the California State University, Chico's campus as 52 percent of students identified as FGCS during the Fall 2020 semester. The purpose of this qualitative pilot study was to explore how FGCS students compared to non-FGCS were adjusting to higher education during a global pandemic, to identify factors that play a role in helping or hindering them in their academic journeys, and to identify what students personally value as important to their college success and wellbeing. Both FGCS and non-FGCS responded to 11 open-ended questions about their decisions to attend college, their current college experiences, and overall college experiences. Students also responded to a question in which they ranked items from most to least important relevant to their college success and wellbeing. Mann-Whitney U Tests indicated no significant difference between how FGCS and non-FGCS ranked items except on anxiety mindset where FGCS ranked it lower than non-FGCS. Furthermore, both student groups ranked grit components; passion and perseverance, as first and second in importance to their college success. They also ranked intelligence mindsets as the third most important. This is in further alignment with students' responses to the open-ended questions. Qualitative results showed that financial security, both mental and physical

health, and adapting to an online format has been difficult for both groups of students, suggesting a need for more support in these areas. All students similarly indicated that course content and enrollment was easier than expected, suggesting that students are adequately supported within the classroom. It was also revealed, in responses to multiple questions, that both FGCS and non-FGCS highly value passion, perseverance, growth mindset and social emotional support in their pursuit of higher education. Results from this pilot study inform an upcoming thesis study investigating these variables in their relation to college success and resilience, specifically as protective factors for FGCS.

The Camp Fire, Solastalgia, and Disaster Case Management
Blake Ellis

On November 8th of 2018, the Camp Fire devastated the towns of Paradise, Magalia, Concow, and several communities nestled in the Sierra Nevada foothills. In the months following the fire, a profound sense of loss reverberated throughout the region. The areas affected by the Camp Fire were once covered in dense, beautiful forest, but now the landscape is barren and unrecognizable. As a changing climate continues to increase the incidence and ferocity of wildfires in California, human populations are exposed to devastating societal losses, ecological loss, and environmental degradation. Research has begun to show that after severe environmental degradation, people mourn the loss of cherished home environments. "Solastalgia," a term created by the environmental philosopher, Glenn Albrecht, describes the grief associated with the loss of place and environment. Solastalgia encapsulates the mental, emotional, and spiritual distress experienced when cherished places and landscapes are transformed beyond recognition. This study utilized a

longitudinal, mixed-method research design to explore the perceptions and experiences of disaster case managers (DCMs) responsible for supporting individuals and families on their journey to recovery following the Camp Fire. Through pre- and post-test surveys and focus groups, data revealed that DCMs gained an increased awareness of the overwhelming impacts of grief, trauma, solastalgia, and sense of place. For the DCM's who were directly affected by the fire, time spent in service to other survivors reduced their self-reported feelings of solastalgia, suggesting that service has the potential to heal and reduce emotional distress. Results showed that place attachments were broken, and the effects of trauma permeated survivors' place meanings and place identities which negatively affected their mental health, disrupted relationships, and complicated recovery. Future research should provide an exploration into what variables contribute to better client outcomes and reduce solastalgia. The solastalgia scale could be integrated into DCM training, client needs, health, and community recovery assessments. An understanding of solastalgia could inform public health planning, disaster recovery, social work, and land management to improve community resilience and outcomes.

Zoom University: The Effects of Covid-19 on Student Success at CSU Chico
Emilee Hunt, Alaina Castor, and Giang Hang

During Spring 2020, students across the world transitioned to virtual learning during the COVID-19 pandemic. California State University, Chico administration examined the impact of the pandemic on student success to improve campus services and student well-being. Under the supervision of the Assistant Dean for Undergraduate Education, all data was gathered and

distributed to a team of student researchers for analysis. The team analyzed data from multiple sources including mixed methods surveys (n=2998) and focus groups (n~139) administered across various courses, organizations, and departments. Data was both aggregated and raw. Through Grounded Theory methodology, five main themes emerged from the data: mental health, student concerns, financial concerns, university concerns, and technological concerns. *Mental Health* centered on the emotional and interior world of the student; students expressed increased stress, anxiety, and mental health needs, struggles with motivation, and anxiety over Zoom and webcam use. *Student Concerns* centered around social and exterior life, and highlighted students questioning the quality of their education, grappling with asynchronous and online studies, and struggling with their physical environment during virtual learning. Additionally, students expressed concern with building connections and community, balancing academics, work, and home life, and navigating online programs. *Financial Concerns* included issues such as job and housing loss, difficulty securing stable internet connection, and lack of computer access. *University Concerns* centered around issues with campus communication, mixed responses in evaluations of faculty and university administration, and limited access to campus resources. *Technological Concerns* included students expressing difficulty navigating online programs, experiencing internet outages, locating resources, and accessing general help. Key recommendations included: promoting mental health resources and access, increasing virtual social events to enhance sense of belonging, implementing pedagogical changes to reflect the complexity of virtual learning, expanding financial support and resource information,

and enhancing outreach and communication from the university. As a result of this research, over thirty campus-wide changes have occurred. School administration is currently implementing most of these recommendations, including a one-stop information center where students can connect to financial resources, learning tools, and mental health support. This research can help guide future studies to better support distance education students.

Investigation of the *nifH* Gene and Diazotrophic Activity in the Sea Anemone *Exaiptasia Padilla*
Jaime Lopez and Cawa Tran

Supplementation of inorganic forms of nitrogen into nutrient-poor environments is carried out through microbial nitrogen fixation (diazotrophic activity). Oligotrophic environments, like those that coral reefs inhabit, are scarce in nutrients but biological hotspots for diversity. The success of corals is credited to their symbiotic relationship with a diverse community of microbes (photosynthetic algae, prokaryotes, and other microbes), and together, the animal host and its associated microbes are collectively known as a holobiont. Nitrogen-fixing bacteria (diazotrophs) have an association with various coral species, indicating they are key members of the coral microbiome. Within the last few years, studies have shown that environmental changes can stimulate diazotrophic activity, resulting in different impacts on various coral species. In some species, diazotrophs provide the host with an alternative source of carbon when bleached. In others, stimulated diazotrophic activity induced traits seen with coral bleaching. As a result, our comprehension of diazotrophs and their activity in corals remains two-sided and needs further investigation. To detect the presence of diazotrophs in the sea anemone *Exaiptasia pallida* (a laboratory model for

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coral studies), the biomarker gene for diazotroph identification, *nifH*, was targeted in symbiotic (with algae) and aposymbiotic (without algae) anemones. Gene abundance and expression of *nifH* were determined using qPCR in all samples. Furthermore, nitrogen-fixation rates were indirectly assessed by an acetylene reduction assay on symbiotic and aposymbiotic anemones. Amplicon sizes of ~394 bp and Sanger sequencing confirmed the existence of diazotrophs in symbiotic and aposymbiotic anemones. Two independent trials of the acetylene reduction assay suggested the presence of diazotrophic activity (thus, nitrogen fixation) in symbiotic anemones. If diazotrophic activity differs between symbiotic and aposymbiotic anemones, there may be major implications of how diazotrophs interact with the algal symbionts specifically. This study elucidates the role of diazotrophs in the holobiont and expands our understanding of how microbes contribute to nutrient cycling within animal hosts susceptible to environmental changes. Future work evaluating anemone-associated diazotrophs should focus on (i) determining nitrogenase activity and *nifH* abundance and expression under heat stress, (ii) identifying species of diazotrophs using culture-dependent and -independent techniques, and (iii) localizing diazotrophs to specific anemone tissues.

Smoking Monkeys, Drunken Jaguars: A Formal Study of El Zotz-Style Ceramics
Dana G. Moot II

Since the 1970s hundreds of looted ceramics of related styles have found their way into public and private collections around the world through the international antiquities and black markets. These objects were later found to have been illegally excavated at the ancient Maya archaeological site of El Zotz, Guatemala. Over the past few decades, a corpus of related vessels has been identified and compiled by various scholars of Maya art. Since their original context has been occluded and their stratigraphic information has been lost, traditional archaeological seriation has proven difficult to develop and apply to these objects. Through the application of formal analysis, pairwise comparison of all the individual graphemes used throughout the corpus and paleographic scrutiny, though, some of the original social contexts as well as a general chronological sequence for them can be recreated. Since some of these vessels contain the names of kings in their respective texts, this relative chronology reveals a framework for the reconstruction of a dynastic sequence. Demonstrating stylistic change over time, it also reflects the iconographic and conceptual development of particular spiritual practices and supernatural entities. It is hoped that this study will provide a methodological framework and demonstration of efficacy for the future research of similarly problematic collections of objects that have been looted and subsequently exchanged on the international art market, which is the status of most Maya ceramics.

Trinity County Needs and Opportunities Assessment
LuAnn Peitz

Trinity County, California has a long, unstable economic history based in a cycle of economic boom and bust. This cycle has resulted in high rates of poverty and poor health outcomes for the small and rural communities of this mountainous and largely isolated county. The young people of Trinity County provide an opportunity to inform both the needs and opportunities that will shape policy change. This study focused on the health, social, and educational needs of youth by combining existing quantitative data with the voices of youth from all five

Trinity County high schools. Using the central tenets of youth-led participatory change, focus groups were held throughout the County to garner youth voice and vision. The following themes organically surfaced from young people: Trinity County has a strong sense of community, natural helping networks, limited economic opportunities, limited infrastructure, suspicion of outsiders, and an illegal underground economy. An undertone of the six themes was geographical and political isolation. In addition to the specific themes was an important underlying factor, school culture. School culture at the various schools was significantly different likely due to a variety of factors including the school personnel, the students themselves, as well as the economic and resource variations across the county. Across the schools the students stated they would like to improve town infrastructure and create jobs by building local businesses. Another popular idea was building affordable housing for the economically disadvantaged. The students shared they would like more mental health services along with the creation of drug rehabilitation centers for youth and adults. Other responses varied across different schools as each school had their own stated needs. The results of this project have surfaced the many opportunities and challenges for Trinity County youth. According to the research, two significant factors lay the foundation for the unique experiences of young people here: the cyclical nature of the raw materials industry and geographical and political isolation. These components have largely contributed to the environment of poverty that has shaped the current deficit in economic opportunities, access to resources, and infrastructure in Trinity County. This is a social justice issue requiring the participation of the entire community including the next generation to effect equitable social policy change.

Bacterial Exposure Impacts Host Health of the Sea Anemone Exaiptasia Pallida
Kaitlyn Romo

Coral reefs are threatened by rising ocean temperatures associated with climate change. Coral survival depends highly on the three-way symbiosis involving the coral host, intracellular algae, and bacteria, together making up the holobiont. As ocean temperatures rise, the holobiont undergoes stress, which ultimately leads to the breakdown of the host-algal symbiosis and the growth of pathogenic bacteria. All partners' roles and functions must be elucidated to understand symbiosis breakdown and assist corals in the fight against climate change. In this study, the sea anemone, *Exaiptasia pallida* (commonly referred to as 'Aiptasia'), a common laboratory model for coral-symbiosis research, was used to investigate three key bacterial species associated with both Aiptasia and corals. *Ruegeria mobilis*, *Vibrio alginolyticus*, and *Alteromonas macleodii* were separately inoculated into the seawater of both symbiotic (with algal symbionts) and aposymbiotic (without algal symbionts) hosts to investigate their effects on host health. Each bacterium was hypothesized to have a different effect on host health—beneficial, pathogenic, or no effect. Various densities (0, 8×10^7, 8×10^8, 2×10^9, 3×10^9 and 7×10^9 cells/ml) of each bacterium were used to assess impacts on host survival over 14 days at 27°C, and one density (8×10^8 cells/ml) of each bacterium was used to determine its effects on host biomass, protein content, and algal abundance over 7 days at 27°C. When compared to uninoculated hosts, *V. alginolyticus* decreased survival of symbiotic and aposymbiotic hosts, and decreased host biomass by 27 percent and 54 percent in symbiotic and aposymbiotic Aiptasia, respectively. *V. alginolyticus* also decreased algal abundance by 20 percent in symbiotic

Aiptasia. *R. mobilis* increased animal-host survival, biomass by 9 percent, protein content by 50 percent, and algal abundance by 60 percent of symbiotic Aiptasia. *A. macleodii* had no major effects on host health. *V. alginolyticus* had negative impacts on host health, while *R. mobilis* appears to be a beneficial bacterium and warrants further investigation. Identification of specific, beneficial microbes is a major contribution to conservation techniques, such as microbiome manipulation, that aim to assist cnidarians in adapting to climate change.

Decolonizing Museums: Native Narratives and K-12 Education
Meegan Sims

My research explores Northern California museums' efforts to decolonize and their potential use of their education programs to facilitate decolonization in K-12 schools. Decolonization, according to various scholars, is a series of processes that include restoring land, identity, and cultural and political freedoms and repatriating cultural objects and human remains to groups that have been impacted by colonialism. My research focuses on the decolonization of Native peoples who have inhabited and still inhabit California. Various literature has been published about decolonization within U.S. museums, however, there is limited literature about California. There are three overarching research questions addressed in this thesis: (1) How do museum staff and K-12 educators perceive decolonization? (2) How can the methods of decolonization, according to scholars and Native individuals, become more accessible and organized? (3) How can museum education programs facilitate decolonization in K-12 schools? In order to explore these questions, I conducted surveys of museum staff, K-12 educators, and Native individuals from Northern California along with interviews of Native individuals.

The data shows that there are gaps in the museum staff and K-12 educators' understandings of decolonization. To address the gaps in knowledge, the methods of decolonization are organized into phases and indicators. The literature, surveys, and interviews from Native individuals and scholars show that there are phases or differentiated steps of decolonization and each phase has specific practices or indicators. When museums implement the phases and indicators in every aspect of their institution, they can begin addressing their colonial history and the colonial ideologies that are embedded in their practices. Concurrently, museums can also fill the gaps present in K-12 state curriculum by strengthening their relationships with K-12 schools and developing educational programs that discuss Native peoples and decolonization.

Pregnancy, Stigma, and Mass Media: A Narrative Analysis of Reporting about Miscarriage
Travis Souders

Miscarriage is often a source of trauma, grief, isolation, and depression for those who experience it. Research across disciplines suggests that stigma influences a variety of health outcomes; consequences of stigma surrounding traumatic health events, like miscarriage, have particularly harmful consequences for mental health. Drawing from the disciplines of sociology, psychology, and communication, this study explores stigma as a fundamental cause of disease and health inequality generally. It also examines stigma as a social phenomenon and process with direct consequences for depression and isolation associated with miscarriage. This study is compelled by findings from recent research revealing connections between communication practices and patients' internalization of

stigma in miscarriage. Perceiving and heeding an interdisciplinary call to identify the varied forces that contribute to the structure of stigma, and to confront the social norms, policies, and other mechanisms that facilitate the process of stigmatization, I investigate public communication surrounding miscarriage as both a source *and resource* for miscarriage-related stigma. This study deploys rhetorical criticism as a method used to understand how and why members of the U.S. public are persuaded to understand the experience of miscarriage in particular, often prescriptive ways. The primary analysis of public-facing documents in this study applies to online columns, news websites, and social media, particularly focusing on miscarriage support communities that attempt to normalize miscarriage through the sharing of personal narratives. By identifying common themes, verbiage, tonality, and other salient rhetoric, this study interrogates the communicative roots of stigma and suggests alternative methods for confronting and ultimately overcoming stigma that often accompanies experiences with miscarriage. Identifying communicative strategies that mitigate stigma among miscarriage survivors could instruct meaningful approaches for mass media to similarly normalize miscarriage and communicate about it in non-stigmatizing ways.

Positive Thinking Techniques for Higher Education to Reduce Stress and Increase Well-being: An Online Module for College Courses
Amanda M. Taylor

Positive thinking skills and techniques can improve an individual's outlook on life. This changed outlook can improve through areas such as better grades, more motivation, healthier body, clearer mind, and overall increased well-being. Higher education

institutions can be a stressful environment. To help mediate this stress, an online module titled *Try Your B.E.S.T.* was designed to teach the skills of positive thinking to students in higher education. The *Try Your B.E.S.T.* module focuses on the following four common positive thinking techniques:

- Breathing
- Empowerment
- Stressing Less
- Transforming Thoughts

These four domains are the foundation for positive thinking techniques and are constructed as four parts of the online module. The study explored the creation of stress-reduction modules and outcomes of positive thinking during stressful events. The *Try Your B.E.S.T.* module teaches students in higher education, skills and techniques to increase their positive thinking, reduce stress, and increase overall well-being. The research designed contained a pre-survey and a post-survey to analyze students' stress levels before the implementation of the *Try Your B.E.S.T* module and after the completion of the module. These surveys were administered via an online format through the course the participants are enrolled in. The pre-survey was given before the module begins. The online module is a four-week design, so week zero was the pre-survey and at the end of week four was the post-survey. The responses were anonymous. Roughly 125-175 students were eligible as participants. Upon reviewing the results from the pre and post survey, it can be concluded that the *Try Your B.E.S.T* module was successful in regard to providing students with positive thinking techniques. The results of the surveys show a decrease in participants' stress and a decrease in participants' negative emotions with an increase in their positive emotions. Students were provided positive thinking tools, techniques, and resources to assist with combating negative thoughts, bad

stress, and the overwhelming feeling of daily stressors.

Achievement Without Opportunities, the Higher Education Equity Gap: A Survey to Inform the Impact of Systemic and Colorblind Racism
Katherine Vargas

The history of the United States is replete with racist policies and practices, implemented even before statehood in colonial times. More than four hundred years later, detrimental impacts remain along with outdated discriminatory policies and practices which continue to generate inequitable socioeconomic outcomes, especially evident in higher education racial equity gaps. This study examined the existence and impact of racism, bias, and discrimination in higher education, using California State University, Chico as a sample population. All students, staff, and faculty were solicited to participate in an anonymous, electronic questionnaire. Qualitative and quantitative responses from the 890 participants noted the severity of racism. Results were statistically significant and revealed 56 percent of students (632) and 55 percent of staff and faculty (248) having either experienced or witnessed racism, bias, or discrimination at Chico State. Based on the research and analysis of qualitative data, recommendations were made to Chico State leadership to support moving past antiracist non-performativity, and into creating a transformational impact by engaging in truly antiracist work.

Proselytizing Modernity: Reexamining the Summer Institute of Linguistics' Tenure in Mexico, 1934-1979
Juan Vega Ramirez

The Summer Institute of Linguistics was a faith-based linguistic organization from the United States that entered Mexico in 1934 to translate the Bible into Mexico's indigenous languages. It developed a symbiotic relationship with the government despite its proclaimed missionary aspirations and its ties to U.S.-based Protestant communities. However, its missionary-linguist dual identity and unchecked influence over indigenous people compelled its detractors to accuse the organization of propagating cultural imperialism and committing ethnocide. The Mexican government ignored these accusations for several decades because SIL linguists facilitated the state's national agenda. By 1979 however, Mexican officials abruptly cut ties with the SIL and cited its connections to organized religion as a deciding factor. This project examines the Summer Institute of Linguistics' rise and fall in Mexico to provide insight into the mechanisms the Mexican government employed to encourage national integration, promote modernization, and maintain control over an increasingly dissatisfied populace. It will add to SIL historiography by demonstrating that SIL missionary-linguists helped indigenous communities even though they also sought to change the culture of the people they contacted. In doing so, it will shine a light on Mexico's economic and social policies during a time when the promises of the Mexican Revolution began to ring false. Ultimately, the SIL was neither as sinister as its detractors claimed nor as benevolent and innocent as its supporters maintain. For the Mexican government, the SIL was a means to an end. When that result was increasingly called into question, it threw its longtime ally overboard to save itself.

Barriers to Nutrition and Dietetics Education Among English-as-a-Second Language Students: An Exploratory Study

Jennifer White, Seth Klobodu, Lauren M. McNamara, and Keiko Goto

Diversity in the nutrition and dietetics profession is essential for providing culturally relevant nutrition care. Despite efforts to increase diversity, the profession remains primarily non-Hispanic white (72 percent) and female (85 percent). Notably, there is a rise of diverse students in nutrition and dietetics programs particularly those with English-as-a-Second Language (ESL). Diet-related illnesses are predominantly higher among minority populations. Poor nutrition and diet contribute to six of the ten leading causes of death in the US. Therefore, the objective of this study was to explore barriers to nutrition education for ESL students and identify potential strategies for success. A grounded theory approach using in-depth structured interviews was used to gather experiences of participants who were currently enrolled in or had completed the nutrition program at a mid-sized public Western US university. Thirteen ESL students were recruited using a purposive snowball sampling method. This multi-cultural sample included both international and domestic born ESL students. Collectively, the students spoke eight different languages with Spanish being the most common language. The primary barriers identified by ESL students included language, financial difficulties, immigration concerns, and a lack of support systems. Overcoming these barriers took self-motivation, confidence, and support from trusted sources like faculty, advisors, and their peers. Academic strategies that supported their learning included visual learning techniques, opportunities to practice their English skills and share their culture, multiple choice exams, and access to class materials early enough to prepare for lectures. Participants suggested tutoring for nutrition and Didactic Programs in Dietetics courses, cultural considerations, and recording classes as recommendations for supporting future ESL students. This study gained valuable insight into the unique experiences of ESL students. The results of this study are an initial step to understanding the challenges ESL students face. This research also provides information that could be used as the basis for developing strategies and programs to meet the needs of ESL students. Further exploration of these barriers may assist in ensuring an equitable learning experience for ESL nutrition students to foster diverse growth and advance the nutrition and dietetics profession.