

At the Borderlands of First-gen & Latine

2024 ARIZONA HISPANIC SERVING INSTITUTIONS SUMMIT

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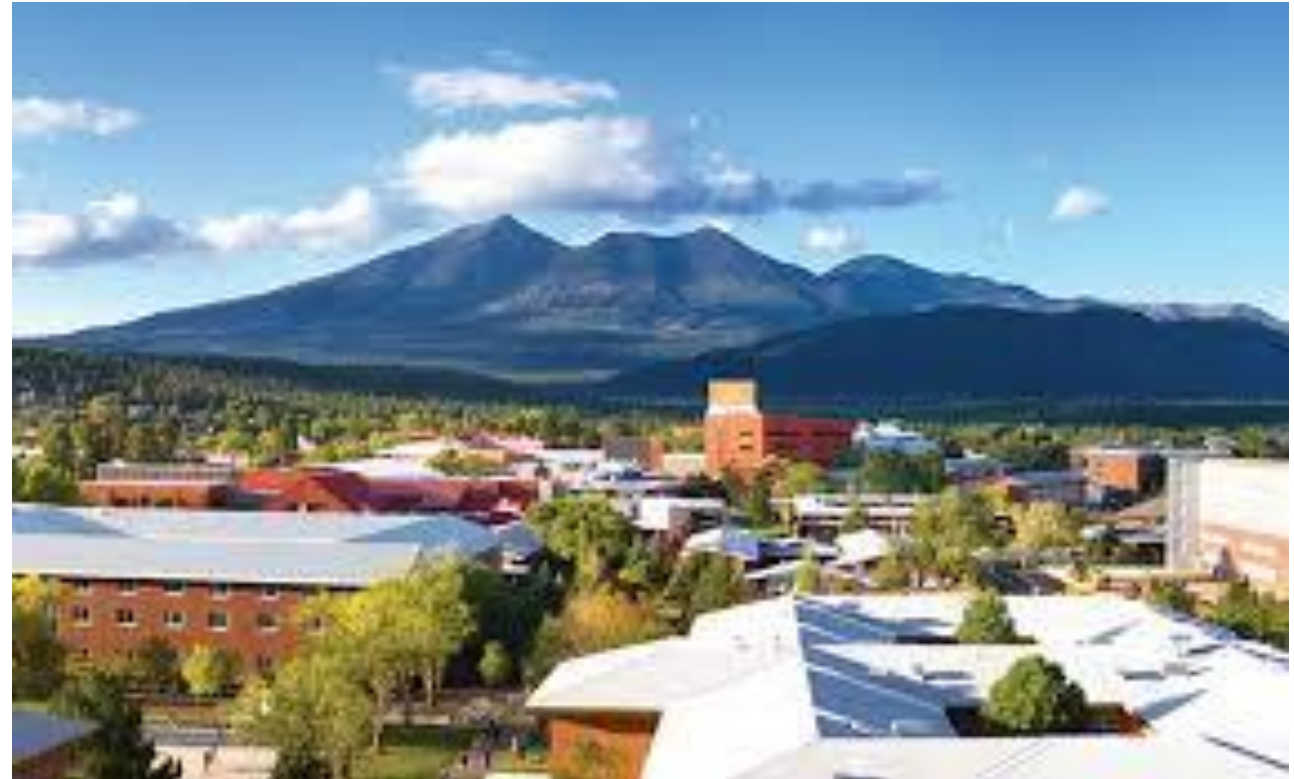
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Positionality

Who am I?

Who I am.



Learning outcomes



Draw attention to the academic border-crossing experiences of Latine first-gen.



Engage in dialogue around self-identification and discuss what we can do to guide these journeys.

Questions



Are you first-gen?

Are you a first-gen champion/advocate?

Do you work with first-gen students?

Are you Latine?

Are you a Latine champion/advocate?

Do you work with Latine students?



What does this even mean?

First-gen

- An undergraduate whose parents did not graduate with a 4-year college degree



First-gen at NAU

46%

Other highlights:

- Highest percentage of new Hispanic students ever 29%
- Pell eligible 41%



Things we already know



Hispanic
&
first-gen
students
are more
likely:

- To be students of color
 - higher incidents of racism
- To be of a low socioeconomic background
 - thus attend K-12 schools with limited resources
- To enroll in and graduate from college at significantly lower rates
 - but comprise a significant and growing percentage of university populations nationwide.

Another question

How should we talk about our identities?



One word

Ethnically speaking, in one word, how do you describe your identity?



More questions

Why are there so many terms?

How are these terms embedded in specific contexts?

What is the relationship between our personal identities and larger structural forces, conversations, and dynamics?



Terms

Latina/o/@/x/e

- Under erasure is a strategic philosophical device, involving the crossing out of a word within a text, but allowing it to remain legible and in place

Hispanic

- Hispano

Spanish

- Spanish Speaking
- Spain but not Brasil
- Colonization

Hyphen American

- Other-American

Regional

- Poblana

Chicana/o/@/x/e

- Xicanx
 - Mexica
 - Mexico
 - Chicano
 - Xicano

Mestizo

- Mestizaje

Raza

- La Raza Cosmica

New Mexican

- “old” Mexico

Internalized Racism

- Anti-Indigenous racism
- Anti-Black racism
- Colorism



Positionality 2.0

It depends



Not Latine enough?

I'm so jealous every time I hear my mom speak perfect Spanish."



"Latine identity has never been, and never will be a monolith, so how can we even quantify the label of being Latine 'enough?'"

Levels of inequality

Historical

Institutional

Ideological

Personal

Where is the focus, usually? Why?



Deficit narratives

Assumed Crises

- “At-Risk”
- Damaged
- Apathetic
- Deviant

Assumed Solutions

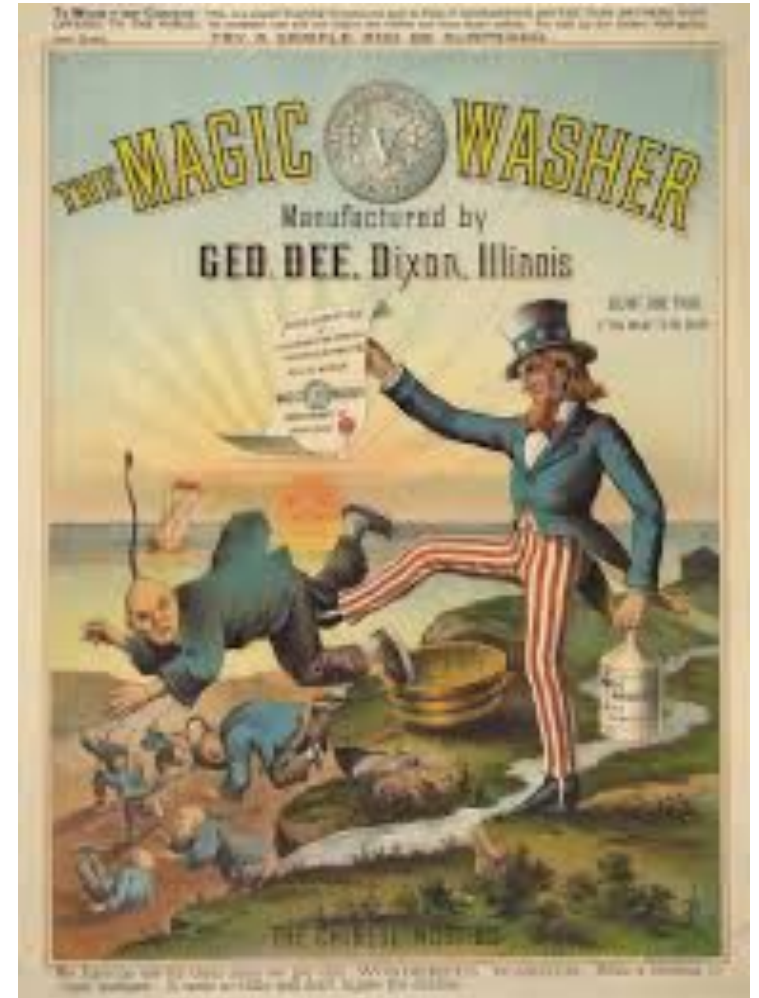
- Need to save
- Modify toward “Respectability”





Borderlands Studies

Borders are exclusive



Serna v Portales Municipal Schools (1974)

First court case to raise the issue of bilingual education outside the context of desegregation.

Portales Municipal Schools included four elementary schools, one junior high, and one high school. A quarter of the district was divided by railroad tracks. Most Mexican-American students lived in this district and attended Lindsey Elementary, which served 87% of students with Spanish surnames.



The case



Plaintiff: Judy Serna (a minor) through Romana Serna argued that the Portales Municipal Schools did not provide or take into consideration bilingual/bicultural education for Mexican-American students and further claimed the schools failed to hire faculty of Mexican-American descent, thus Mexican American students were being deprived of rights guaranteed by the 14th Amendment and the Civil Rights Act of 1964.

Defendant: Portales Municipal Schools argued teachers of Mexican-American Descent were not hired because they didn't apply and that it was not appropriate to bring this lawsuit because they were not at fault for not having candidates who were not “interested.”

The outcome

The court found “undisputed evidence that students with Spanish surnames did not achieve the same levels as their Anglo counterparts.” As a result, Portales Municipal Schools were ordered to create an education plan that accounted for students’ national origin, created bilingual and bicultural curricula, revised assessments, and hired bilingual educators and administrators.



Borderlands Pedagogy

The borderlands are not only observed, they are lived. (Anzaldúa 1987)



My first-gen story

...but



My border story

That line





WASTA LA VICTORIA SEMPRE

LOS INDIVIDUOS
ENTRE LAS ACCIONES
RESPECTO AL DERECHO AJENO
FS LA P...



GENTE

ABAJOS LOS TANKI-FERRORRILLOS Y LOS POLICIALES

CAMARADA

VIVA LA

REVOLUCION



¡CHINGA LA MIGRA!

¡JUSTICA PARA JOSE ANTONIO!

¡NO MAS MUERTES!

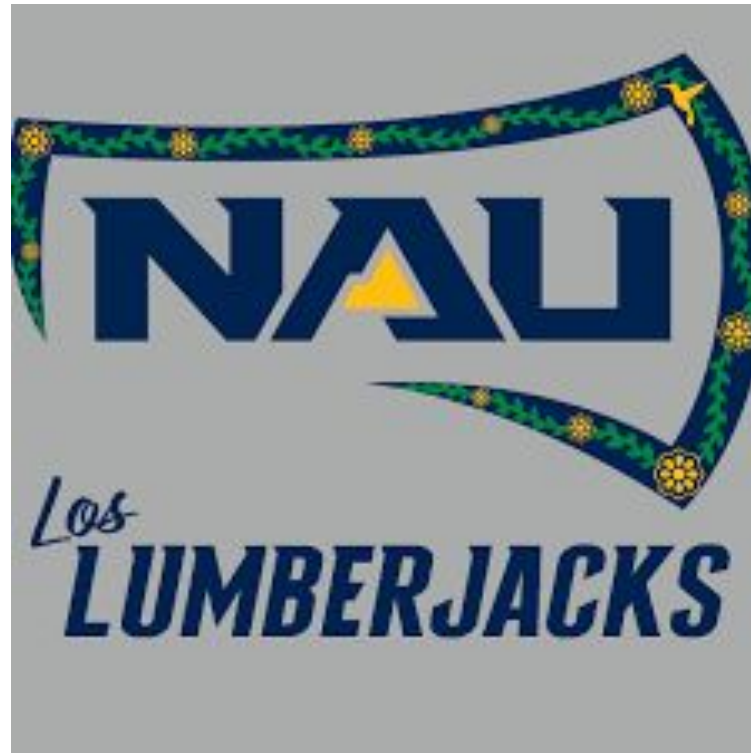
¡JUSTICIA!



RIP
[illegible markings]

Thus...

The classroom should not exist in isolation. It needs to be connected to our lived experiences.



Positionality 3.0

Borderlander



The creation of AZ



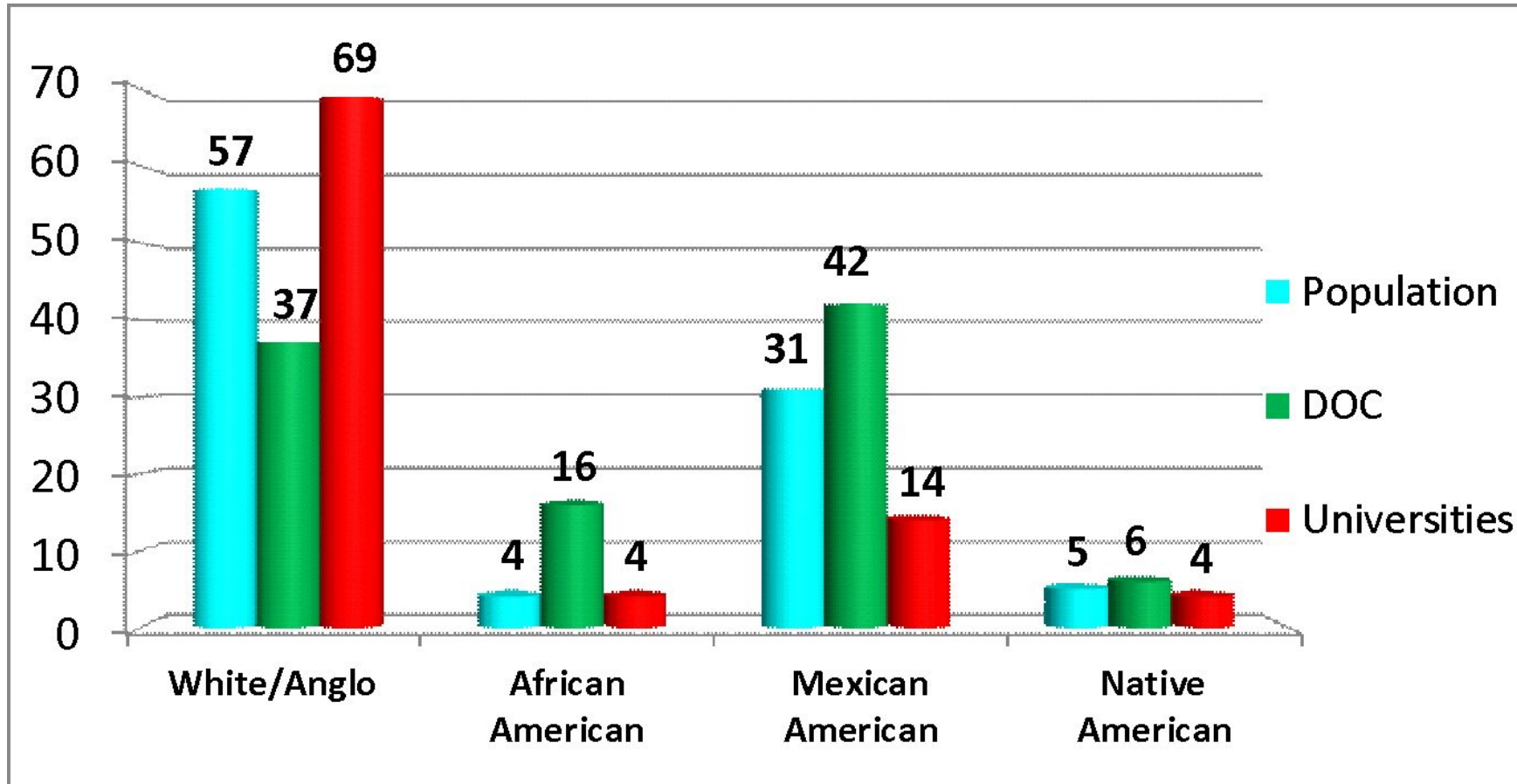
■ Arizona Territory (prop.)



■ to State of Nevada

Data implications:

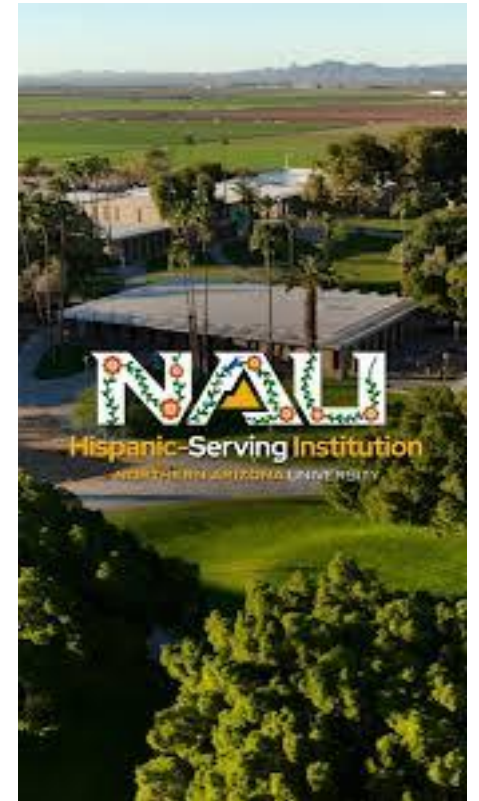
Participation in AZ state institutions



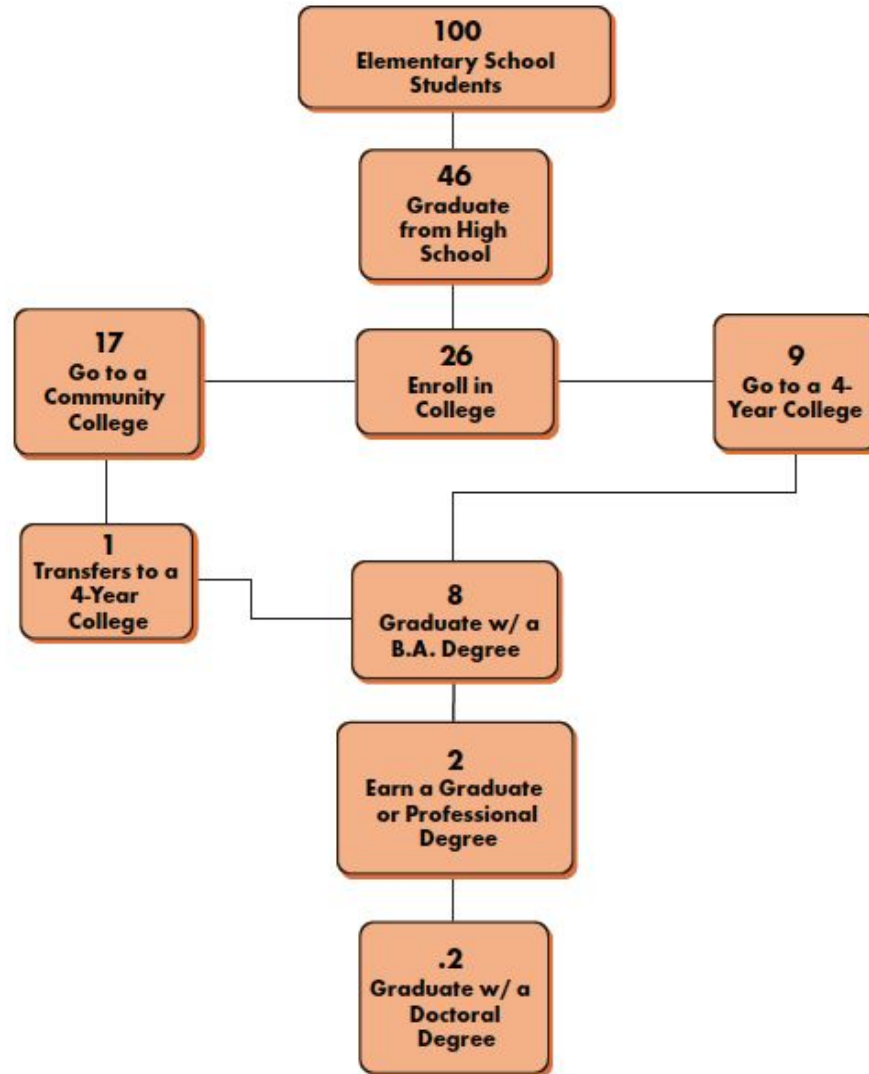
What does it mean to serve

I am interested in the S not the H!

- We need to be aware of the systemic issues.
 - Flagstaff's Hisp Population is 19%
 - AZ Hisp Population 32%
 - NAU's Hisp Population 25%
 - AZ DOC Hisp Population 42%



The educational pipeline



Suggestion

Do not fear the opportunity to do better



Thank you



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Speaker Topics

- Latinx and First-gen
- First-gen as borderlands
- Race/ism and First-gen
- First-gen through Hip Hop Pedagogy



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