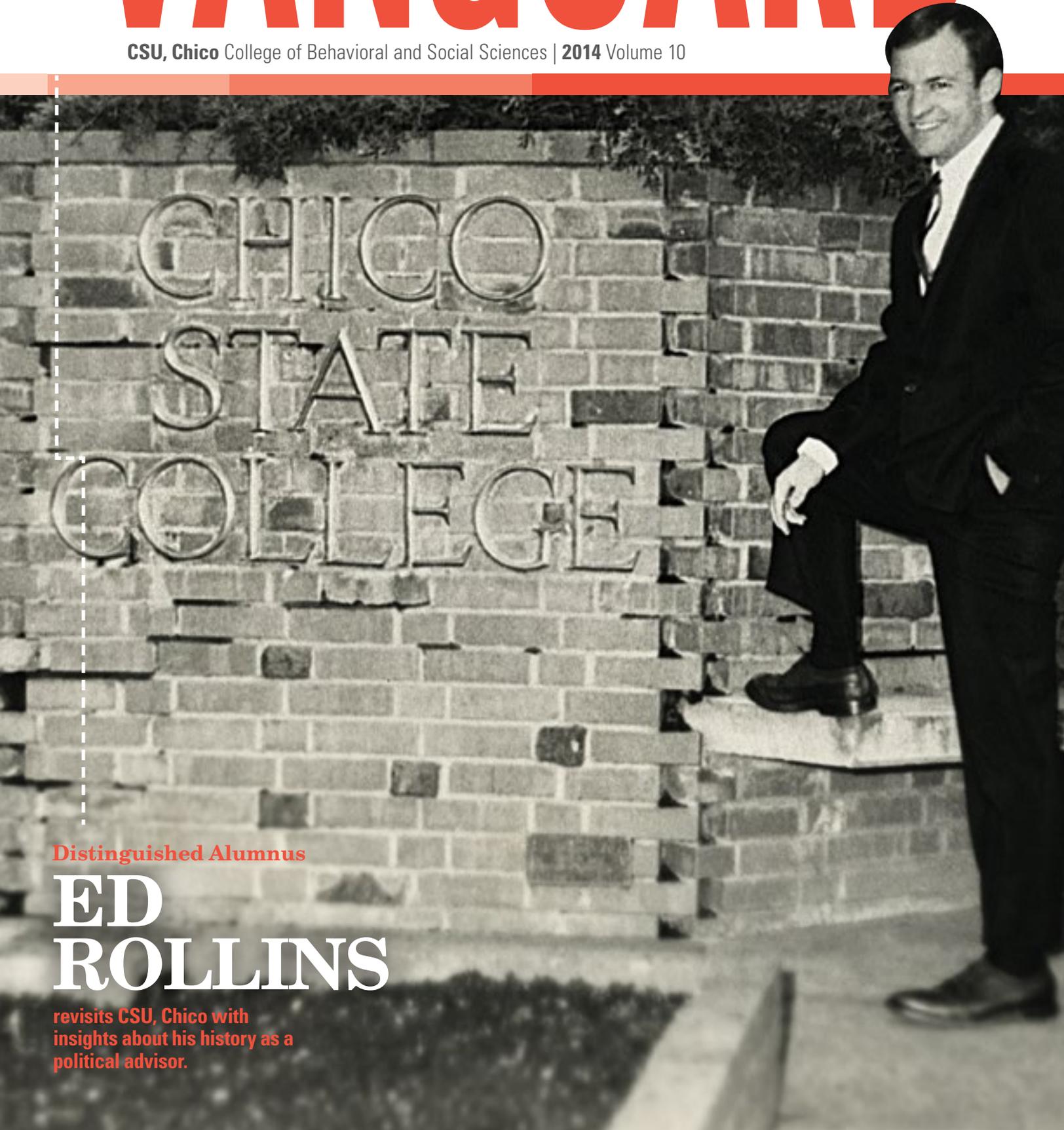


VANGUARD

CSU, Chico College of Behavioral and Social Sciences | 2014 Volume 10



Distinguished Alumnus

ED ROLLINS

revisits CSU, Chico with
insights about his history as a
political advisor.

dean's message

Reading through the page proofs of the current edition of *Vanguard*, I am reminded about the amazing things going on in the college and the amazing people that make all these things happen. Faculty are engaged in a broad range of research, service, and outreach projects, and almost without exception involve students at every turn. If we use the Collegiate Learning Assessment as a rough proxy for academic achievement, in addition to the scholarships, awards, and recognitions our students receive, and not to mention (but I will) the numbers accepted into top doctoral programs in the country, it is clear that the college hosts among the most accomplished students on campus, mentored by faculty who are themselves impressively accomplished.

The value of an education goes beyond the classroom, and in the College of Behavioral and Social Sciences we extend student learning by providing a host of internship and service-learning opportunities, a small sample of which are included in this issue of *Vanguard*. The Multicultural and Gender Studies Program brings theory to practice by placing students in activist-related internships, and the social work programs require extensive field work as a critical component of student learning and professional development. You will also read about the innovative child development internship program that systematically leads



Dr. Eddie Vela, Interim Dean
evela@csuchico.edu

students through a progressive series of applied experiences. Graduate students in the Marriage and Family Therapy program begin their training immediately by leading discussion groups with undergraduate students, offering a valuable space for students new to the campus to talk and share. We take small credit in the career path of our Distinguished Alumnus Dr. Ed Rollins, whose participation and impact on American politics was sparked by a political science internship.

We don't think about it, we just turn on the faucet, take a shower, and water is always there. Everything depends on it. The current issue reminds us all of the importance of that precious resource and that mindful stewardship is increasingly urgent. We are also reminded that the college continues to take a leadership role in online learning, and that the use of social media, linked with service learning, can be a powerful tool in effecting positive social change.

Speaking of cutting edge education, Professor Cathie Benjamin, invited by Google to be a Glass Explorer, provides geography students the chance to interface and experiment with Google Glass, a technology not yet available to the general public. Looking a bit cybernetic, I can tell you from personal experience that Google Glass is very impressive, and we may all be donning similar headgear in the near future. Applications of this technology are only now being considered, but its potential is fascinating. For me, resistance is clearly futile.

Visually interesting and content diverse, I am confident that you will enjoy this issue of *Vanguard*. As members of the academy, we embrace the central role that education plays in social and personal growth, and I hope you will find this issue evidence of our continued commitment to high quality and meaningful education.

Dr. Eddie Vela, Interim Dean
College of Behavioral and Social Sciences

CONTENTS

feature stories

Interns Connect Theory to Practice Through Activism

6

Molly Heck discusses the expectations and powerful results that are associated with MCGS 489, the Activist Internship course.

Ed Rollins: History in the Making

12

Campaign director and member of the political fray for decades, Ed Rollins reflects on his past and the future that applies to today's students.

The Unseen, Rich Diversity

20

Three different students describe their positive experience with the online social science program.

and more

- 4 Water Sucked Dry
- 5 Counseling for Students, Provided by Students
- 8 BSS Symposium
- 9 Bureaucratizing the Child With Tensions
- 10 Economic Graduate Outreach
- 11 Looking Into the Modern American Campaign
- 16 Getting California Covered
- 17 Child Development Three-Step Internship Program
- 18 Field Education—The Heart of Social Work Education
- 19 Exploring Maps With Google Glass
- 22 Capital Alumni Luncheon
- 24 College Accomplishments

MAGAZINE CREDIT

| | |
|-----------------------|------------------------------------|
| Editors | Jody Prusia and Lise Smith-Peters |
| Content Writer | Chantal Richards |
| Designer | David Clark |
| Copy Editor | Kacey Gardner and Anna Harris |
| Photography | Chantal Richards |
| Printing | University Print and Mail Services |

Water Sucked DRY

Imagine a giant milkshake. There are hundreds of straws stuffed in the same glass, sucking out the milkshake until the glass stands empty, depleted. That is the real threat for groundwater in California.

Jesse Dizard, a professor in the Department of Anthropology, has been working on a three-part film series about water in California. Part two of *Treading Water* broadcasted on KIXE TV PBS Redding in November 2013 and on KVIE TV PBS Sacramento in March 2014.

The 26-minute ethnographic film tells the story of water through the eyes of farmers, businesspeople, concerned citizens, politicians, and California Indians. Each perspective adds to the growing chorus of concerned voices regarding the depletion of our rivers, reservoirs, and groundwater.

The film focuses on where water has been going as people lobby to move it around, causing rivers to lose both volume and viability as habitat. And as more groundwater is pumped to make up for less surface water, the ground is sinking.

In addition to factory farms, there is a growing demand for fresh water to be used for extracting petroleum by hydraulic fracturing, or “fracking.” The problem is that once the water is used to frack, it becomes poisoned and cannot be recycled.

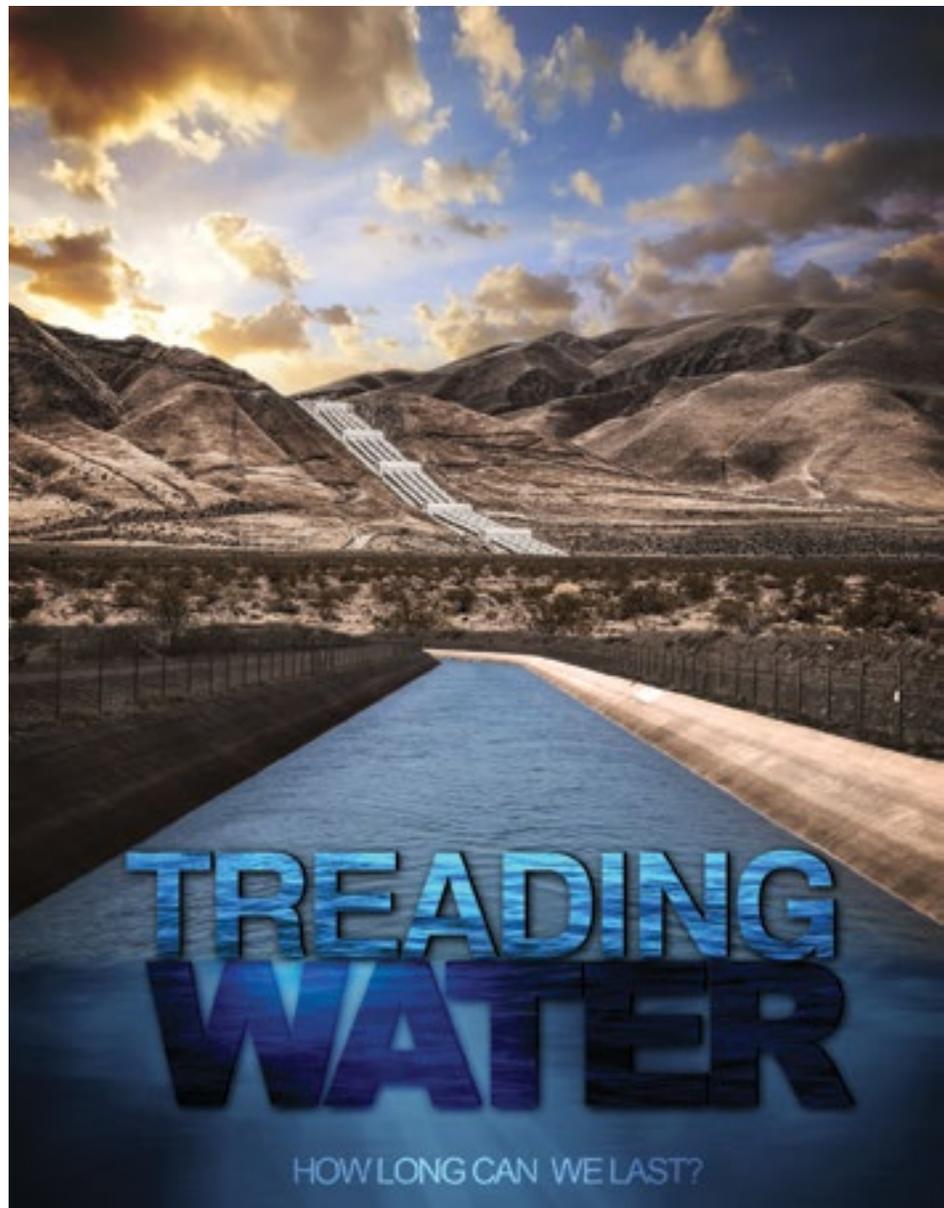
Treading Water shows how many people who used to fish in the streams and creeks of the northern Sacramento Valley now stand in a dried-up bed with only their memories of swinging from a tree into a deep pool below and salmon runs that fed families.

Mother Earth took centuries to build water supplies underground, but within the last 50 years, California has been drilling deeper wells to keep up with the high demand in ever-growing industrialized areas. The wells used to be 50 feet deep, or less, but now are often 300–900 feet deep.

If we are not more careful, one day, the water may run out. Poisoned water will destroy the land, and the generations after us will only remember stories of how water once flowed freely.

From farmer to politician to environmentalist, the message is the same: everyone needs to stand up and put a stop to the waste of water that is happening daily. ■

Poster for the film series ▶
Treading Water by Jesse Dizard



Talk about feeling vulnerable! You just entered a room and joined a group of strangers seated in a small circle. Each of you is here to talk about your deepest, darkest secrets—things that you never tell anyone. Your first group counseling session is about to begin.

CSU, Chico students voluntarily put themselves into this scenario every semester at the psychology department's Counselor Training Center, choosing to participate in group counseling sessions led by second-year Marriage and Family Therapy (MFT) graduate students. Participants join these groups for many reasons: for support from peers, to learn more about themselves, out of plain curiosity, or just to earn extra credit. In most cases, participants ultimately choose to reveal much about themselves and, at the end of the semester, typically report it to have been a very positive experience.

Counseling for Students, Provided by Students

Along with following all state laws required of therapists (e.g., consent, confidentiality, and maintaining records), group leaders also receive weekly supervision from psychology department MFT faculty who ensure that proper protocols are followed and appropriate counseling services are provided.

Although new group members often feel vulnerable at first, they soon realize that they control their own destinies. “The counselor isn't there to change anybody,” said Peter Lopez, MFT program coordinator. “Our role is to provide opportunities to students to figure out and make changes on their own.” ■



Interns Connect Theory to Practice Through

ACTIVISM

Molly Heck has been teaching the Multicultural and Gender Studies 489 Activist Internship course for four years.

Multicultural and gender studies majors and minors are required to complete the course because service learning is significant to the program's goals.

Version one is the standard internship students take because it uses a classic service-learning model with a concurrent academic course. Students need both the academic work and strong supervision to really process the experience within their internships.

Version one is a prerequisite for version two, for which students are required to do weekly assignments online with oversight by Heck but without attending the academic seminars.

Students work with a wide range of organizations that strive for equity and more socially just policy and service delivery. These include on-campus placements such as the Office of Diversity and Inclusion, Cross-Cultural Leadership Center, and AS Gender and Sexuality Equity Center, and off-campus placements such as Planned Parenthood, Catalyst Domestic Violence Services, and Stonewall Alliance Center.

“Activism in the internship program includes any kind of experience in which students are doing advocacy, community organizing, or education work around social justice issues,” said Heck.

The focus of the internship is helping students to see themselves as change makers and as people who can influence society and challenge the injustices that they see on a daily basis. The MCGS internship benefits both the student and the organizations because organizations can conclude more outreach events and can gain student interest in their efforts.

Students have conversations with their supervisors and co-workers, asking questions and challenging the community in dynamic ways.

“They're bringing multicultural and gender studies content and theory to the community in ways that the community wouldn't otherwise have access to,” said Heck. “The fact that students are having these conversations with folks is pretty great. I really love that part of it.” ■

▼ MCGS student interns preparing for the annual Take Back the Night event



I do ACTIVISM when...





BSS Symposium

Student Research and Scholarly Work

The Student Symposium is an annual springtime celebration that recognizes outstanding student scholarship in the College of Behavioral and Social Sciences. Select undergraduate and graduate students present on topics researched in one of their courses or as part of a research project sponsored by one or more BSS faculty. In addition to orally presented research projects, a series of engaging and interactive displays are presented during a concurrent poster session.

The photo gallery can be viewed here: <http://www.csuchico.edu/bss/vanguard/vanguard-slideshow-vol10.html>



▲ CALIFORNIA'S DEMOCRACY THROUGH THE INITIATIVE PROCESS
Lupe Arim-Law & Katlyn Perugini
Department of Political Science



▲ DO WHALES NEED FRIENDS, TOO? WHALE OF COURSE!
Jacob Goodwin, Brittney Haas,
Sarah Scharf & Tom Whittington
Department of Psychology



▲ HOW DOES STRESS AFFECT DECISION MAKING?
Jeffrey Brouillette, Bridgette Vargas,
Ashley Woodford & Kaitlyn Yartz
Department of Psychology

Bureaucratizing the Child With Tensions

“One of the tightest bonds we have is between parents and children.”

Tony Waters wrote his fifth book, *Schooling, Childhood, and Bureaucracy: Bureaucratizing the Child*, because he wanted to understand the role that the educational institution plays in recreating society, specifically in the United States.

Waters, a faculty member in the sociology department, pulled from his own experience as a child and teacher, as well as from a body of 200 years of research about schooling.

Modern societies have mass populations where the schools turn impulsive 5-year-old children into regimented, bureaucratized, and rationalized individuals who do things when they are supposed to and in concert with other people who make up the society of adults, Waters said.

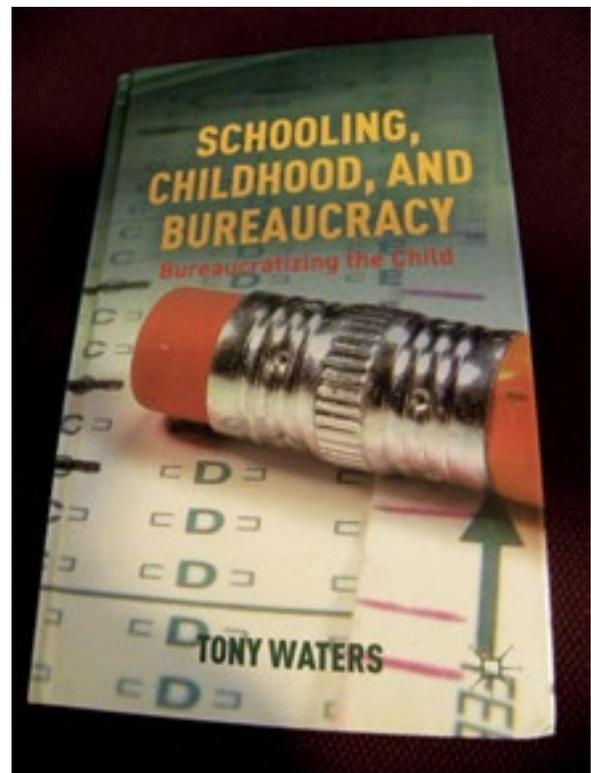
“It’s never good enough—countries are always looking to reform it,” he said. “Schooling is inherently an emotion-laden enterprise in which teachers are caught between the bureaucracies that hire them and create a curriculum for the masses, and parents who love their one child and seek the best for that child.”

As a result, parents are always going to complain about schools, and teachers are caught in the middle because they complain about parents and the administration.

It is emotionally laden because the schools are separating parents’ children to make them into members of society. The children’s loyalties shift from parent to school and society, a process that teachers mediate.

Schools around the world have similar goals for mass public education. The goal is to change the impulsive 5-year-old into the 18-year-old who contributes to society in predictable ways as both citizens and workers.

What Waters’ book doesn’t do is offer a solution to solving the specific problems in today’s schools; instead, it explains that schools will never be perfected and describes the inherent tension between the state school bureaucracy, teachers, and parents. ■



Economic Graduate Outreach

School is all about learning and preparing for a future career. Frederica Shockley, chair of the Department of Economics, recently compiled an online list of where Chico State economics graduates are today and what they are doing with their degrees.

Shockley created a web page because she wanted to establish a connection between graduates and current students. In line with that effort, she also hosted a mixer for graduates in the San Francisco area in April 2014 and hosted alumni on campus to speak with students. Shockley hopes to keep building the list of alumni information and eventually organize it by job type.

Many graduates, including Jessica Zotz, Catherine Thoma, and Thomas Logan, value the importance of creating a network of alumni and current students.

Jessica Zotz graduated in 2010 and immediately pursued a master's degree in New Mexico, which she completed in 2012. While attending school, Zotz worked at Gap as a sales associate. Her experience at Gap combined with her degree in economics led her to become a project manager at Gap's San Francisco headquarters. Her experience helps her bridge the gap between the store environment and the headquarters environment, she said.

"My degree was beneficial because it fundamentally shaped the way I approach problem solving in a dynamic approach," Zotz said.

Catherine Thoma started her banking career in downtown Chico while she was attending Chico State, and she stayed in town for 17 years. She worked for the Jesus Center as executive director before getting an

opportunity to return to banking, and later she returned to Chico State as a financial advisor. Thoma says she used her knowledge of economics creatively. "It gave me a sense of analysis when looking at problems," she said.

Thomas Logan, an alumnus who works at JP Morgan, says his time at Chico State helped him prepare for life after graduation because he created relationships with his professors. "The teachers did an amazing job with me, but the job market is inefficient because companies base your skills on where you went to school, not on your merits," Logan said. "Companies hired Ivy League graduates, but they also hired me."

Logan credits his current job to his professors at Chico State, who took the extra time to help him, and a former classmate who he had previously helped get their first internship. "It's like the Godfather said in one scene," he said. "I will do you this one favor, but you have to repay me or someone else in life."

Shockley is proud of all of the graduates of the Department of Economics and hopes to continue to foster the relationship between current students and alumni.

"I am very proud of our students," Shockley said. "So many are in very successful careers and make important contributions to their communities." She encourages graduates to join the web page, which can be found here: <http://www.csuchico.edu/econ/careers/grads.shtml> ■



▲ Jessica Zotz



▲ Catherine Thoma



▲ Thomas Logan



Looking Into the Modern American Campaign

The modern American political campaign is highly technological and candidate centered with a healthy dose of old-fashioned grassroots politics.

Diana Dwyre, professor of political science, teaches the courses U.S. Campaigns and Elections, the U.S. Congress, and Introduction to American Government. She notes that here on campus and in communities across the country, candidates, parties, and other groups have rediscovered the importance and effectiveness of retail politics—i.e., shaking hands, kissing babies, knocking on doors, and calling people. Modern campaigners have updated age-old means of politicking by applying sophisticated data gathering and targeting techniques to grassroots voter contact and get-out-the-vote operations.

The internet has made a huge difference, she said. Young people on campus are well attuned to and welcome this use of technology to make connections during campaigns. “In a lot of respects, it feels more personal to voters than a TV ad,” Dwyre said.

Research shows that if a politician contacts voters, this fundamentally increases the likelihood that people will remember the politician's name and increases the voter's inclination to remember something positive about the politician.

Republican campaign consultant Ed Rollins has long recognized that retail politics works—that, for example, knocking on doors to meet with voters is even more powerful when you follow it up with an email or a phone call, Dwyre said. “He was always one to say, ‘You cannot skip this important face-to-face, personal contact retail politics to build that sense of trust among voters,’” she said.

Rollins has seen major changes in campaigning over the past few decades and observed how it has come back to what has always been important—that politicians will be more effective if they have real contact with the people, and that voters don't want to just see politicians on TV. ■



▲ Diana Dwyre and Ed Rollins
April 10, 2014

ED ROLLINS: *History in the Making*

Ed Rollins has witnessed as well as participated in history. He never pictured himself front and center in the political arena; his early desire was to become a school teacher and coach, but his university experience launched him into political pursuits.

Rollins began his political foray when he tried to set up ROTC units on both the Vallejo Junior College and Chico State campuses, an unusual thing to do during the Vietnam War. Rollins had wanted to serve in the war but was unable to due to complications from a back injury suffered while playing varsity high school football. He was also a boxer, having boxed his way through high school and through his rough hometown of Vallejo. “It was good for the world of politics,” Rollins said. “I learned to take a beating and come back.”

At Chico State, Rollins served as 1967 student-body president and then as an intern in Sacramento for California’s Democratic leader, Assembly Speaker Jesse Unruh. At the time, Unruh was the strongest politician in California and the experience opened Rollins’ eyes to state and national politics. The Speaker introduced Rollins to Robert Kennedy, and he eagerly worked on his presidential campaign to get out the student vote in the North State. He had lunch with Kennedy a week before he was assassinated. Remembering the senator with great

fondness, he said that if Kennedy had been elected president, he would have been a Democrat.

A major political turning point for Rollins was serving as the vice chancellor for Student Affairs at Washington University in St. Louis. He witnessed student protests firsthand. “It was tough,” said Rollins. “I had great relationships with students, but all of a sudden, I was the person who was dealing with police and telling students to go home from protests.” After the students burned down a building, President Nixon assigned 25 FBI agents to watch over Washington University because students had destroyed government property during a time of national emergency. “Unfortunately, I was forced to testify against a lot of students because I was the chief person who witnessed them set buildings on fire that were government property,” Rollins said.

Rollins readily returned to Sacramento and worked for Assemblyman Ray Johnson from Chico, who introduced him to presidential candidate Richard Nixon. He served in the Nixon administration in 1973 and 1974. “I was startled by Watergate, and while my job was as a secretary, I did a lot of work on detailing the White House on the Watergate stuff.” With his resignation, President Nixon encouraged Rollins to join the Reagan camp.

Ed Rollins revisits Chico State campus April 2014 as college of Behavioral and Social Sciences Distinguished Alumnus. ▶




**California State
University, Chico**



“ [A background in boxing] was good for the world of politics. I learned to take a beating and come back. ”



President Reagan and Rollins

prepare for a TV interview.

Rollins is probably best known for the landslide 1984 Reagan-Bush re-election campaign. President Reagan did not run a campaign in Minnesota because he felt it wasn't fair to run against Mondale in his own state. Rollins built a strong 50 state grassroots organization, registered six million new voters, and had a great, likeable candidate in Reagan. Campaigns were publicly financed at that time, so the money spent was much less than that spent in today's campaigns. "Reagan won 49 states; I lost Minnesota," said Rollins.

He went on to serve President George Bush as the chairman of the congressional committee. "I was involved in everything in the White House, all the policy meetings, all the cabinet meetings, everything," he said. In all, he served four presidents.

The political style of campaigning has changed over the years. According to Rollins, presidential campaigns used to be run by all of the president's friends. Today, with lots of political consultants involved and millions of dollars spent on presidential campaigns, it has become a highly sophisticated process. Consultants carefully construct the advertising and coach the president on talking points.

Rollins's award-winning memoir *Bare Knuckles and Back Rooms* was published in 1996 and still serves today as a political tome reflecting our country's presidential workings.

On returning to Chico State, Rollins was in his element doing what he loves most, speaking to young people. He told them that what he learned from Chico was confidence. When he entered politics, he was competing with people who had attended Yale and Harvard, yet he realized early on that the world was open to him despite going to a state college.

"Don't let anybody tell you you're not the best generation," said Rollins. "We've left you a mess, and there's a lot of things you got to do to fix it, but my sense of your generation is it is an extraordinary one. You're smart, you have technology at your fingertips, and are able to have lifelong learning."

Rollins said his career involved a lot of luck, but he also said that without hard work, the successes would not have been gained. "However you come out of here, whatever degree you have, it's just the beginning and the first step," he said. The CSU Board of Regents awarded Rollins an honorary doctorate in 2012, and he returned to campus in April as the College of Behavioral and Social Sciences Distinguished Alumnus. Rollins plans to come back to Chico annually to work with students and to meet with Chico State faculty. He said he looks forward to analyzing the 2016 presidential campaign with Chico students. Rollins is currently a principal at Teneo Strategies, a political analyst for Fox News, and a senior presidential fellow at Hofstra University's Peter S. Kalikow Center for the Study of the American Presidency. ■

"However you come out of here, whatever degree you have, it's just the beginning and the first step."



President Reagan, Rollins,

and staff on Air Force One.



▲ From left to right: Cassie Bryant (Student Educator), Peter Lee (Executive Director of Covered California), Alicia Guzman (Student Educator), and Holly Nevarez (faculty assistant for grant at CSU, Chico).

Getting California Covered

The Covered California campaign is currently happening across the state, including on California State University campuses. Phase I of the campaign focused on educating students about the changes that are coming under the Patient Protection and Affordable Care Act. Phase II focused on getting people signed up for health care coverage by the March 31 deadline.

California was the first state to set up its marketplace, which is called Covered California. CSU, Los Angeles, in collaboration with the Office of the Chancellor, was granted \$1.25 million from Covered California. This money was split between 14 CSU health science departments to provide education about health reform and how the changes will affect students.

Heading the efforts at CSU, Chico is the Department of Health and Community Services chair, Holly Nevarez.

“One third of the Chico student population does not have health insurance,” she said. “They call college students the ‘young invincibles’ because students can’t afford insurance and have the mindset that they are young, won’t get sick, and can go without health insurance.”

Nevarez hired three Health Science majors through the grant who each work 20 hours a week. Their main goal was to educate fellow students about health care reform and to help them get connected to sign up for health insurance under Covered California.

The three students have organized and completed approximately 200 presentations in classrooms and to campus organizations. In October 2013, all 14 campuses held a statewide forum to help answer students’ questions and to educate students on the benefits of signing up.

“The students did all this work,” Nevarez said. “They have completed presentations to the entire College of Behavioral and Social Sciences and have reached out to the other colleges on campus. That takes passion and dedication on their part.”

Ongoing enrollment efforts took place in February and March to sign students up before the March 31 deadline. ■



Child Development Three-Step Internship Program Connects Students With Community as Professionals and Critical Thinkers

CSU, Chico alumna Valerie Singleton is currently supervising the child development internship program.

Singleton wanted to oversee the program because she considers internships an integral part of learning.

The child development program involves three different courses that are required within the major.

“What we were intentional about was providing three separate internships that provide over 200 hours of experience but in very different ways,” Singleton said. The focused learning outcomes for all three internships are professionalism, critical thinking, and developmental context.

CHLD 282 involves students learning developmentally appropriate practice in a classroom setting. Students are placed in six pre-selected programs and are required to work three hours a week learning to interact with children and implement curriculum.

CHLD 392 involves practical experience on-site at the Associated Students Child Development Lab. The course requires eight hours a week in the classroom and three hours a week in lecture. Two career staff offer support to the students in the classrooms.

During this course, students design and implement an inquiry project. Based on their observations of children, knowledge of the classroom, and developmentally

appropriate practice, students work in groups to investigate a research question that is relevant to the developmental context in which they work. Past groups have taught sign language to infants, cultivated a garden with preschoolers, and supported healthy eating with families.

CHLD 492 is the senior internship where students choose their own placement in the community and are able to personalize their individual learning outcomes.

Students who complete these courses go on to work in careers that range from teaching to advocating. Many students leave the program to go into master's programs.

“The theory and the practice go together and help students be successful and be desired by employers,” Singleton said. “We're not just glorified babysitters; we're highly educated professionals.” ■

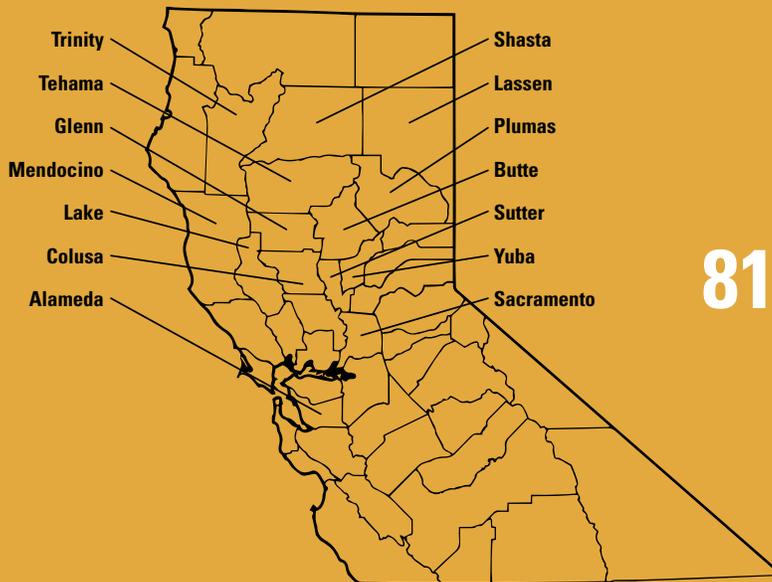


Field Education

The Heart of Social Work Education

High-impact learning occurs when students are actively engaged and can apply knowledge and skills learned in the classroom to real-life situations. Field education is often referred to as the “heart of social work education.” As the signature pedagogy, it represents the profession’s central form of instruction. The purpose of field education is to prepare students for the world of professional social work practice by placing them in actual settings where, under the guidance of social work practitioners, they will develop essential competencies in applying social work knowledge, values, and skills.

Patty Hunter is the director of Field Education for the School of Social Work and believes that field experience serves a dual purpose, offering students the opportunity to apply what they are learning in the classroom to practice in the field and make a significant contribution to their community. Students are placed in government and nonprofit social service settings and complete hundreds of hours of internship work in pursuit of their social work degree. They provide valuable services to residents in numerous counties throughout Northern California. ■



14 counties in California are being served by social work majors. 

165 agencies are currently being served through the social work department. 

81,600 hours have been clocked by social work majors. 

Statistics provided by Director Patty Hunter



Exploring Maps

With Google Glass

▼ Cathie Benjamin demonstrates Google Glass.



One day, students will be walking around with Google Glass instead of relying on tour guides during Summer Orientation or a campus tree tour.

Cathie Benjamin, professor of geography and planning, acquired Google Glass at the end of last semester when she applied to Google and was invited to become a Glass Explorer. Digital devices like smart phones have become commonplace, but Google Glass is not available to the general public yet. “That has been really fun for me and for our students to use technology that isn’t even on the market,” Benjamin said.

Benjamin takes the glass into her classrooms and makes it available to faculty and students. Her students use the test device to view the maps they code in class. They have viewed maps on different interfaces to see the web maps react on different screen sizes. The reduced screen size on Google Glass has proven to be challenging.

The geography faculty are also interested in the “sense of place” that people use to navigate within the world.

The sense of place is how people navigate through the world, whether it is by using maps, an app on their phone, or GPS. Google Glass has added another level of complexity to this, said Benjamin.

Apps that are changing the face of Google Glass:

Word Lens is a text reader. Point Google Glass at foreign text and see it translated from Portuguese, German, Italian, French, or Spanish to English and vice versa. It replaces the words with the language of your choice using the same font and size and also reads it out loud. See a video on how it works here: <http://www.youtube.com/watch?v=pZKWW3rzT2Q>

Field Trip recognizes the shapes of buildings and places and provides history and other information about them. Arcadia Publishing provides most of the local information, including details about the Bank of Chico, Stansbury Home, Bidwell Mansion, and bicycling in the 1920s through downtown past Pullins Cyclery. Benjamin said that as she was driving down West Fifth Street, Google Glass informed her: “Homes along West Fifth Street once made up one of Chico’s fashionable neighborhoods, but the area is now dominated by student housing.” (Text quoted courtesy of John Nopel.) For more information, visit <http://www.fieldtripper.com/glass/>

Benjamin will be exploring Google Glass’s “get directions to” and “translate this” voice commands plus apps like Field Trip, WeatherAlert, ColorSnap, GlassNest, and CNN News, and she will try programming apps of her own. She hopes that it will also be used in the college for other projects. One project possibility could be replacing the tree information on the campus tree tour with QR codes that can be read with the glass. ■

The Unseen, Rich DIVERSITY

Students sit with their books open in a classroom, getting ready to take notes as their professor addresses the subject of that day. But there are other students, not in classrooms but at home, unseen, behind their computers learning the coursework and earning their social science BA degrees online. These students add to the rich diversity of the campus, completing their coursework while maintaining their activities in their distant home communities. Three students illustrate how the online program can accommodate those who cannot physically be on campus.



▲ Ellen Yuen

ELLEN YUEN

One student is Ellen Yuen, a part-time actress and full-time mother, who graduated magna cum laude with her BA in social science at the age of 49. Chico State was the best choice for her as it was the only university in the country to offer an accredited online degree in social science. “I pursue education for learning,” said Yuen. “I truly believe in learning for the sake of learning and have not walked away from furthering my education.”

PHIL RUCKRICH

Another student is Phil Ruckrich, a father and an intern with International Rescue Committee (IRC), who is grateful he can get a degree through the online social science program. Ruckrich's IRC internship involves picking up refugees who have gained a one-way ticket to America from the airport and shuttling them around to help them with social services including setting up a bank account and getting their social security cards. It's so rewarding, he said. “I love it.”

JEFF GRAVES

A third student is Jeff Graves, who works as a Bay Area K-9 officer. “The online Social Science and Career and Life Planning curriculum has provided me with a broader understanding and perspective on issues I encounter at work every day,” he said. Graves works the night shift and sleeps during the day, so managing his time while going to school was one of the reasons he chose Chico State. The subject matter offered in the social science online degree has direct benefits that help Graves face challenges while working as a police officer. The online format, along with the support and encouragement of the faculty and staff of the Social Science Program, “made all the difference” in the completion of his degree.



▲ Jeff Graves

Yuen, Ruckrich, and Graves exemplify the breadth and depth of students who complete their social science degrees online, and their contributions to the program enrich the experience of all students. ■

College of Behavioral and Social Sciences Accomplishments

ANTHROPOLOGY FACULTY MEMBER

Professor Georgia Fox was selected as a Lantis Endowed University Chair. Her selection follows a very competitive process featuring a number of strong applications from among our faculty.

Professor David Lantis was a faculty member of the Department of Geography who understood that private giving would help to enrich the teaching and learning environment of the University. Lantis and his wife, Helen, donated \$2 million to endow a university chair in their name, which allows for the annual funding of two university chairs.

Fox will receive a \$40,000 award to advance her research and student-centered projects. The award period will begin July 1, 2014, and continue for 18 months to 24 months.

Fox will use the Lantis Professorship to continue her research at the Betty’s Hope Plantation on the Caribbean island of Antigua. Fox’s project incorporates scholarly research and student-centered learning and will build on the research she has already conducted, since 2007. Betty’s Hope offers Fox and her students the opportunity to study the rise of a capitalist economy, the Atlantic slave trade, and the African Diaspora within the context of the European colonization of the New World. In addition, the research will explore the ecological disaster precipitated by the unprecedented demand for sugar produced by the cane agriculture system on the island. The work of Fox’s research team will be complemented by faculty in the field of ecosystems from the University of South Florida. Fox’s research will culminate in the completion of her book, *Plowing Paradise: Ecological Disaster and the British Plantation System in the Eastern Caribbean, 1630s–1944*. Through this project, students will learn how the past and present are inextricably linked by human actions and how the long-term consequences from local, regional, and global perspectives can affect human populations, both past and present.





Capital Alumni Luncheon Provides Opportunity to Share CSU Chico's Highlights

▲ From left to right: Rebecca Flaig (Sacramento Semester Intern), Jacob Buffenbarger (Charles Price Award Recipient and Sacramento Semester Intern), President Zingg, Amanda Haddad (Sacramento Semester Intern) and Catalina Sanchez (Charles Price Award Recipient and Sacramento Semester Intern).



Each spring, the College of Behavioral and Social Sciences partners with the President's Office to host the Capital Alumni Luncheon in Sacramento. The event was held on March 27, 2014, at the Tsakopolulos Library Galleria. The 12th Annual Charles M. Price Fellows Award was given to two outstanding Chico State students, Jason Buffenbarger and Catalina Sanchez, who are placed in Sacramento internships through the political science department. For many years, Price oversaw this internship program and has contributed to it. Donna Jensen of the School of Social Work presented "It's All About Access: Hybrid Format Receives North State Recognition." As with other BSS innovative programs, the Distributed Learning Program through the School of Social Work answered the call in the North State of providing accessibility using interactive technology as well as flexible scheduling for weekend classes and mentors in outlying areas.



BSS celebrates Graduates



VANGUARD

CHANTAL—CONTENT WRITER

Chantal Richards is a senior journalism news and public relations major. She moved from South Africa when she was 15 and has lived in California for eight years. Richards has worked with Tehama Group Communications and *The Orion* for multiple semesters. Her experience in Chico has been a once-in-a-lifetime journey. She loves reading, writing, and volunteering. After graduation in May, Richards plans

on relocating to the Bay Area or New York City. She is unsure where her future career will lead her, but she is excited at all the possibilities available. Her experience working on the *Vanguard* newsletter has been a rich and rewarding one. It has allowed her to network with faculty and alumni as well as learn about things happening on other parts of the campus.



DAVID—GRAPHIC DESIGNER

David Clark is a graphic design major and senior at CSU, Chico. He grew up in the area and discovered his passion for art and design attending Butte College while in high school. He has been an intern with ATEC Design on campus for three semesters, during which he has learned a significant amount and obtained valuable experience. Clark is passionate about music, creativity, and trying

new things. His graduation approaches at the end of the spring semester, after which he will be staying in Chico to pursue other interests. As one of his final projects in the studio, Clark has enjoyed his role in the production of this semester's *Vanguard*. He is pleased by the opportunity to work with some great people on a great publication.



more
online

College of Behavioral and Social Sciences Accomplishments

FACULTY

Dr. Ryan Patten, Recipient of the Myles Tracy Outstanding Student Organization Advisor Award of 2014

Dr. Jean Schulberg, Recipient of the Outstanding Faculty Service Award of 2014

STUDENTS

Alejandra Ayala-Bas, Recipient of the Anthropology Dept. Outstanding Student Award of 2014

Nikita Benson, Recipient of the Economic Dept. Outstanding Student Award of 2014

Sarah Gunvordahl, Recipient of the Child Development Dept. Outstanding Student Award of 2014

Jolin Harris, Recipient of the Social Work (BSW) Outstanding Student Award of 2014

Fidel Ilustre, Recipient of the Health & Community Service Dept. Outstanding Student Award of 2014

Fidel Ilustre (Health and Community Services), Recipient of the Valene Smith BSS Outstanding Student Award of 2104

Katlyn Perugini, Recipient of the Political Science Dept. Outstanding Student Award of 2014

Ellen Rose, Recipient of the Social Work (MSW) Outstanding Student Award of 2014

Lindsey Runge, Recipient of the Psychology Dept. Outstanding Student Award of 2014

Haley Madison Tucker, Recipient of the Sociology Dept. Outstanding Student Award of 2014

Darion Johnson, Recipient of the Jackie Faris-Rees Award

Lauren Crane (Criminal Justice), Recipient of the Glenn Kendall Public Service Award



▲ Criminal justice graduate student, Emily LaRue's poster wins second place at the Association for Criminal Justice Research (California) conference.



California State University, Chico

College of Behavioral and Social Sciences
400 West First Street
Chico, CA 95926-0450

Phone 530.898.6171

Fax 530.898.5986

Email bss@csuchico.edu



Read more of *Vanguard* online at www.csuchico.edu/bss/news or scan the QR code below.

