

2019 Belmont Undergraduate Research Symposium

Spanish

Moderator: Natalia Pelaz-Escribano, Ph.D.

April 11, 2019, 3:30-5 p.m.
JAAC 5005

3:30 p.m.-4:00p.m.

Adolescent Trauma in Chicano Gang Members

Kaylen Dotter

Faculty Advisor: Natalia Pelaz-Escribano, Ph.D.

Trauma associated with committing acts of violence, while not often considered when thinking about traumatic events, is incredibly prevalent in urban members of gangs. Not only are members of gangs more likely to suffer from violence and trauma, they are more likely than the average member of the population to commit acts of violence. In this paper, I will analyze violence and trauma related to one of the oldest gangs in Los Angeles, the 38th Street Gang, a Mexican-American gang that has held territory in LA since the 1920's.

4:00 p.m. – 4:30 p.m.

Flamenco, Tango, and All That Jazz

Lizzie Johnson

Faculty Advisors: Mitch McCoy, Ph.D.; Clare Eng, Ph.D.

Flamenco, tango, and jazz are three distinct styles of music from Spain, Argentina, and the United States of America, respectively. While developed independently of each other in different continents and during different eras, these styles of musical composition found their origins in places inhabited by mixed-race groups of people living in similar, low-class environments. All three styles of music incorporate lyrics that highlight everyday struggles faced by everyday people. To demonstrate the similarities and differences between these styles, the speaker will lead the audience through a multifaceted analysis of new and old flamenco, tango, and jazz pieces. In this session, the audience will learn how flamenco, tango, and jazz differ musically, but resemble each other in origin and historical relevance.

4:30-5:00 p.m.

The Representation of Latino Students in the Los Angeles Public Schools' Music Education Curriculum

Claire Ward

Faculty Advisor: Natalia Pelaz, Ph.D.

The Los Angeles Unified School District is comprised of 1,322 schools, 25,430 teachers, and 694,096 students, making it the second-largest school district in the United States. Over seventy

percent of students in the 2018-2019 school year identified as being Latino/a. Approximately twenty-three percent of students are English Language Learners, the vast majority of which speak Spanish as their first language. Although these demographics describe the students of LAUSD, they do not apply to the teachers, of whom only thirty percent identify as Latino/a and even fewer are bilingual. These demographic discrepancies create a cultural and linguistic gap between teachers and students, which is only heightened when the curriculum that is taught does not reflect student demographics.

Music education, a mandatory component of public education in the state of California, can be similarly impactful depending on the extent to which the music and content that is taught reflects the culture and history of the students in every classroom. In some schools and music programs, great efforts have been made to bridge this gap. Others, however, are not incorporating the necessary elements to meet students where they are to create an enriching and stimulating music curriculum. This research seeks out these successes and deficits, analyzing where they tend to fall, their causes, and how they impact students across Los Angeles.