

Sabbatical Leave Report: Julio Soto

The central focus of this sabbatical leave project was to engage in an expansive analysis of American racism towards Latinos, forms of racism perpetuated within Latino communities (with a special focus on Latino anti-blackness), and gaining a better understanding of anti-racist practices within Latinx communities. Research methodology included secondary data analysis from a variety of fields such as sociology, history, legal scholarship, and political science (abbreviated bibliography attached). In addition, field research in the form of participant observations, shadowing educators and students in their classroom environment and community spaces were employed. Demographic trends from the Pew Research Center as well as content analysis from a variety of media including documentary films, podcasts episodes (e.g., Latino USA) were also part of my secondary data analysis. Additional activities included attending lectures by scholars whose research relates to my project, as well as analyzing cultural representation of Latinos in local and regional museums, culminating with a comparative analysis of the cultural representation of Latinos at the Smithsonian's National Museum of the American Latino.

Accomplishments:

Outcome 1: Gain a more diverse understanding of the struggles, agency, and resilience of Latinx communities in the United States.

- *Example:* The extensive secondary data and media content analysis allowed me to understand the legacy of the four layers of white supremacy that have imposed systems of status inequality on Latinos in the United States. The findings in this research project are now part of the content in all of my courses (reaching close to 300 students, in six different sections this term).

Outcome 2: Stimulate student interest in social science research.

- *Example:* The research methodology employed in this project is currently being introduced in a Module on Latinos from an Ethnic Studies and Sociological perspective.

Outcome 3: Develop a course that could be used for Sociology and the Ethnic, Gender and Social Justice Department.

- *Example:* Currently teaching two cross-listed Sociology and Ethnic Studies courses with modules on the racialization of Latinx communities. In addition, three more courses are going to be taught in the Spring 25 and there is a current proposal being considered for Fall 2025 to develop an Ethnic Studies course geared towards student athletes.

Outcome 4: Engage Latinx students in collaborating with leadership groups such as the ASGC, Latinx Alliance, our faculty, staff, and administrative body.

- *Example:* To increase the visibility and representation of Latinx communities in our campus, a Latinx student club is being developed with my mentorship and guidance. Our third meeting is scheduled for Tuesday, September 24 with members of ASGC and other student leaders.

Sabbatical Leave Report: Julio Soto

Personal Implications (Implications for the individual): This project was as much an intellectual endeavor as it was an introspective journey that allowed me to recognize gaps in my teaching practice. To further support the educational success of our Latinx student, I joined the 2024/2025 Faculty Equity and Innovation Institute. Moreover, this research project has revitalized my interest in social science research, leading me to the decision to apply for admission into a doctoral degree program in the Fall 2025. It is my goal to further expand what I learned thanks to this sabbatical leave project and potentially develop these findings into a doctoral degree dissertation.

Implications for the discipline: The findings of this research project may support the development of a set of courses that look at the intersectionality of race, class, gender, citizenship status, and immigration; including courses on Afro-Latinidad. In addition, they may enhance the pedagogical practices and curriculum of colleagues in my discipline and in our Ethnic, Gender and Social Justice department.

Contributions to the educational goals of the District: This sabbatical leave project contributes to the expansion of our anti-racism and equity work, promoting a larger understanding of how Latinx communities face and perpetuate racism while also actively engaging in anti-racism efforts. Furthermore, this project can enhance collaboration between students and our various District constituent groups. Finally, opportunities for professional development in the form of presentations of this project will support our district's anti-racism and equity work.

Supportive and Descriptive Material: Pictures of events, descriptions based on participant observations, cultural artifacts, relevant themes of interviews, quotes, literature and main theoretical frameworks.

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Sabbatical Leave Report: Julio Soto

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Sabbatical Leave Report: Julio Soto

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