4.1 Interactive Workshop Session  
*Murray Boardroom, Wheelock Student Center*

Facilitators:

**Anu Taranath**, Senior Lecturer & Study Abroad Program Director, University of Washington,  
**Amy Hirayama**, Educational Consultant and Assistant, Honolulu, Hawaii, and **Brandon Maust**, Research Consultant, Mullins Microbiology Laboratory, Seattle, “*Just How Much of the “Personal” is “Political?”: Self Care IS Social Justice*”

Our workshop “Self Care IS Social Justice” explores the notion of self-care as a form of social justice, an idea that emerged through the collaboration of three very different people from very different fields. We all know that working toward and for social justice involve intense fatigue, and often leads to self-destructive practices in the name of “the cause.” And while we all know the personal pitfalls of overextending ourselves or working too hard with too little reward, this pain is usually individuated and rarely enters into conversation about “the movement” in general. In our workshop we want to interrupt this cycle of how we speak about personal exhaustion and burnout. We believe that when we expand exhaustion discourse, and move it from the personal realm into the political, we then can begin a real conversation about sustainable social justice work. Reimagining where personal exhaustion ends and political work begins can best happen, we feel, in collaboration and community. The three workshop facilitators have found energy, support and joy in our interdisciplinary collaboration with each other, and our workshop will highlight this work as an example of self care on both an individual personal level as well as how this must be thought of as social justice.

4.2 Panel Session  
*Thompson Hall, Room 391*

**Making Mathematical Excellence For Our Children: How Policy, Pedagogy and Culture Meet**

Panelists:

**Maria del Rosario Zavala**, doctoral candidate, University of Washington, Seattle,  
“*Mathematical Identity, Race and Classrooms: New frameworks for thinking about Latino/a students in research and practice*”

In this paper, I review recent scholarship on mathematical identity and Latino/a students’ experiences in mathematics classrooms. Review of the recent scholarship reveals foregrounding of *sociocultural theory* and *Critical Race Theory* in research on identity and learning in classrooms with students of color. These theoretical areas help scholars and teachers consider how their students are not just the products of a lifetime of socialization, but also agents in their classroom cultures and in constructing their own mathematical identities. Further, this scholarship helps researchers and teachers consider the ways that race and racism play foundational roles in a place as seemingly neutral from these ideas as mathematics classrooms. These theoretical areas represent a departure from traditional research on Latino/a and other students of color, which often fails to take into account how students are not empty vessels awaiting school knowledge, but rather arrive in a classroom as full participants in ethnic, racial, and linguistic (among other) communities. This departure is a critical moment in mathematics education research that must be seized to push conversations around race and racism in teaching and learning mathematics.

**Kandy Cassaday-Steel**, Principal, Prairie Middle School, Denver, Colorado, and **Rosanne Fulton**, Assistant Deputy Superintendent, Tacoma Public Schools; “*Culturally Responsive Teaching in Mathematics*”

This session will contribute to the participants’ knowledge about learning experiences in mathematics that support all students through the use of culturally responsive teaching strategies. These experiences are
organized to actualize the balance between accommodating the individual student’s culture, needs and interests and supporting the attainment of appropriate mathematics learning goals. Data collected from classroom observations of three middle school mathematics teachers and interviews with these teachers, their students, and their school leaders will be presented and discussed. A strong school culture and daily opportunities for students to learn in strong classroom communities have resulted in the closing of achievement gaps for all students. Each student is supported in their development of conceptual understandings in mathematics and their acquisition of skills through the culturally responsive instruction and support that they receive.

4.3 Panel Presentation  
Wyatt Hall, Room 101
What does it take to prepare all students for college; they story of two high schools

Panelists:
Dan Wolfrom, Data Consultant, Tacoma School District
Colleen Philbrook, Career Counselor, Lincoln High School
Bernadette Ray, Teacher, Lincoln High School

Henry Foss and Lincoln High School received the Achiever Grant in 2001. The Achiever Grant two components; one was high school redesign and the other was a college scholarship for low-income students. Both high schools have a high rate of free and reduced lunch students and are ethnically diverse. This presentation will examine the dramatic changes that took place at Foss High School in the numbers and demographics of students who took college preparatory courses and continued on to college. We will explain the shift in policy that occurred and the addition of support systems that helped foster this change. We will discuss some of the roadblocks we met, how they were dealt with, and the results of this project. Creating radical change in a school system has several obstacles including overcoming a commonly held belief among faculty and staff that not all students are capable. We will be presenting data collected from 2001-2007 and individual stories from different students about the impact these programs had. We will also look at how the implementation of standards based grading and the utilization of Conley’s College Knowledge has increased the rigor for students at Lincoln High School. We will explore issues of sustainability, listen to student voices and request audience participation in transferable implementation. Equitable access to a quality education through rigor, relevance and relationships is a matter of social justice and we will ask participants to examine methods of application in their sphere of influence.

4.4 Panel Presentation and Discussion  
Rasmussen Rotunda, Wheelock Student Center
Doing Art at Racialized Intersections: Marita Dingus’ Responsibility Figures in Your Classroom

Marita Dingus is visual artist and educator. She attended Tyler School of Art at Temple University in Philadelphia and she received her MFA at San Jose State University. Dingus currently lives and works in the state of Washington. She received a Visual Art Fellowship from Artist Trust (1994), a John S. Guggenheim Fellowship (1999), and the Morrie and Joan Alhadeff PONCHO Artist of the Year Award (2005). In this session Ms. Dingus will lead workshops involving the creation of “Little People.” These 6-8 inch figures have also been called “Action Figures” and “Ancestor Figures,” and “Responsibility Figures.” They are made out of recycled and even discarded materials such as telephone wire, fabric, beads, and buttons.
4.5 Panel Session  
McIntyre Hall, Room 107

Locating Whiteness in the Development of Racialized Literacies for Institutional Change

Kyoko Kishimoto, Associate Professor, St. Cloud State University, and Darlene St. Clair, Assistant Professor, St. Cloud State University, “Challenges and Opportunities of Teaching Race at a Predominantly White Institution”

This presentation will discuss the challenges and opportunities of teaching race in a predominantly White institution. We examine the strengths and challenges of the Racial Issues model at St. Cloud State University (SCSU), which goes beyond “diversity” or “multicultural” course content. Located in multiple disciplines and departments, these courses address challenging concepts such as racism, institutional racism, and white privilege. We envision an Anti-Racism Teaching Continuum that includes our current courses and pedagogy and an extension to where these courses might go. This continuum uses a scaffolding design to describe courses that build upon previous content and skills to move toward anti-racism. We also envision the Continuum of the Anti-Racist Positionality of the Teacher. We discuss the Anti-Racist Pedagogy Across the Curriculum workshop at SCSU that supports faculty’s effort to move along in the journey of anti-racism in their life and in their teaching. We argue the importance of having Racial Issues courses taught across the curriculum and the need for the institution to address the challenges and opportunities that these Racial Issues courses provide. We recognize that we need partners in this anti-racist work across our campus and in all disciplines. Providing training and support to develop a community of anti-racist educators is an exciting next step. It is our hope that educational institutions will recognize the importance of these endeavors and how they will allow us, as institutions, to move along in the journey of anti-racism.

Jonathan Warren, Professor, University of Washington, Seattle, “Building Racial Literacy among White Progressives”

In this paper I consider ways of advancing racial literacy among a subgroup of whites less frequently considered within critical race and whiteness studies: whites who are not color or race evasive and for the most part identify as political progressives. A great deal of anti-racist academic and activist attention has been given to colorblindness in white America. Indeed the most common label attached to white “race talk” is colorblindness. Yet many of the white people I work with in the Seattle area – be they students, teachers or parents – are not neatly classifiable as color evasive. In fact they usually end up in my seminars or attend my workshops because they believe that race matters and have, in many instances, reflected upon and struggled with the issue in some depth. Drawing from my teaching experience and professional training with whites who recognize the ongoing significance of race – as well as my own personal experiences as a white progressive – I identify what I see as some of the major stumbling blocks to building greater racial literacy among this population and suggest a few pedagogical strategies for overcoming them.

4.6 Panel Session  
Howarth Hall, Rooms 212-214

Teaching for Learning: Troubling Teachers’ Identities, Identification and Knowledge

Chair: Fred Hamel, Associate Professor, University of Puget Sound

Yukari-Takimoto Amos, Assistant Professor, Central Washington University, “Differently Racialized Identity in ESL Teaching: Pre-service Teachers’ Perceptions and Practices”

This study investigated how preservice teachers’ perceptions of race and racism affected how they taught ESL. Twelve preservice teachers (nine white and three students of color) who were minors in TESL participated in this qualitative study. The multiple interviews and observations revealed that the white preservice teachers and the preservice teachers of color were clearly different in how they taught. Although the white preservice teachers taught in a much warmer atmosphere compared to the preservice teachers of color, they had more discipline problems than their counterparts. The white preservice
teachers focused on the ELL’s cultures but not race, while the preservice teachers of color focused on the ELL’s race. For the white preservice teachers, cultural sensitivity was the essential theme in ESL teaching, while for the preservice teachers of color empowering the ELLs was the main theme. This study suggests that a differently racialized teacher identity could create a different learning for the ELLs.

Michellana Jester, doctoral candidate, Teachers College, Columbia University and Yolanda Sealey-Ruiz, Assistant Professor, Columbia University, “When and Where I Enter: Preparing Preservice Teachers to Teach in Diverse Educational Settings”

Teacher education research over the past two decades has resulted in a vast array of literature about the kind of knowledge and skills that should be incorporated in teacher education preparation. As the proportion and number of children of color in the nation’s schools increase, the US teacher workforce remains overwhelmingly white, monolingual, and female. There is a need to include or augment teacher preparation to address the needs of an increasingly diverse classroom. Student learning success is linked to a teacher’s ability to narrow the gap that separates the teacher’s and student’s understanding of each other (Gay, 2000), yet even after participating in the best multicultural or diversity programs, pre-service teachers often still feel uncomfortable or under-prepared (Sleeter, 2001). This innovative session examines the use of multiple interventions to support the development of multicultural educators through dialogue and critical self-reflection.

Carlos Adams, Adjunct Faculty, Green River Community College, “The Pedagogy of Realizations: Moving Beyond Goals and Objectives Towards the Process of Learning to (Un)Learn”

My presentation addresses the conference theme "Teaching and Learning For Justice: Danger and Opportunity In Our Critical Moment" and relates to Theme #3 "Dilemmas and New Directions in Pedagogy About Race" by describing the development of what I call "The Pedagogy of Realizations" and its relationships to teaching towards realizations rather than goals and objectives (the former indicating process, the latter indicating result) and how teaching to realizations begins the process of self-actualization and promotes creative critical thinking skills by exposing internalized hegemonic ideologies, discourses, and practices. In addition, I address the relationship between realizations and the process of learning to (un)learning: meaning while a student learns in class he or she begins to unlearn, more often than not, oppressive ideologies and practices. I present my ideas on what I call Writing to (Un)Learn that incorporates Formal Journals, Response to Response journals and a final (Re)vision paper and is premise on the idea that writing is a dialectical in nature and involves critical self-reflection. The dialectics involved a series of writing assignments where the student questions the new information introduced in class, relates this new understanding to previous knowledge and understanding (the dialectic) while centering the student within this dialectic (critical self-reflection). By incorporating a critical pedagogical approach, I explain how critical pedagogy is premise upon this process of (un)learning and adheres to teaching towards realizations. I integrate Paulo Freire’s idea of "Authentic Thinking: thinking concern with reality and his critical consciousness with other writers who seek a more cultural democratic society, which allows for students to take ownership over their education and what they come to realize about the significance the course content has on society and their individual lives.

4.7 Panel Session  
Thompson Hall, Room 383  
History’s Nightmares, Diseases, Stereotypes and Struggles: Making Our Way Through It All in Our Critical Moment  
Chair & Discussant: A. Susan Owen, Professor, University of Puget Sound  
Panelists:  
Ayanna Drakos, University of Puget Sound, “The Historiography of the Black Student Union at University Puget Sound”
Glynnis Kirchmeier, Alumna, University of Puget Sound, “Studying New Intersections in History: Race, Disease, Government, and Conflict in Washington Territory”
Ms. Hattie Lindsley, University of Puget Sound, “Food, Segregation, Popular Literature and Aunt Jemima”
Jamie Nguyen, University of Puget Sound, “My Father’s Nightmare: An Escape from Vietnam”
Nicky Wright, Alumna, University of Puget Sound, “The World Thru’ the Eyes of A Dark Black Woman”

4.8 Panel Session  
Wyatt Hall, Room 313  
Rethinking Approaches to the Student and the Teacher, the Curriculum and the Institution, As We Strive For Education For Justice  
Chair & Discussant: Nila Wiese, Associate Professor, University of Puget Sound

Hannah Dyer, doctoral candidate, University of Toronto, “Children’s Imaginaries and Racialized Subject Formations”
This paper reflects on the state of knowledge and learning under multiculturalism. Tensions between knowledge, ignorance, and repression will haunt and strengthen a theorizing of multicultural education’s successes and failures. Deborah Britzman’s notion of "Difficult Knowledge", and Freud's design of Repression (1915), will deepen my understanding of how knowledge and ignorance, learning and not learning, characterize the successes and failures of one's education in 'race'. "Difficult Knowledge" involves what children know but do not know they know; what children resist knowing' and what children do know but pretend not to know for fear of the punishment that comes with this knowing. Coming-into recognition and identification with race and gender, children embody and come into contact with a multitude of "difficult knowledges", constituted through the fragility and potential pain of racial and gendered identities. I will explore how children's psycho-social registers are affected by, and constituted through, difficult knowledges, and how multiculturalism supervises these knowledges.

Melissa Goodnight, Program Manager, Urban School Improvement Network, “The False Tension between ‘Relevant’ and ‘Rigorous’ Curriculum: Interrogating a Dichotomy that Undermines Equitable Education for Students of Color”
This study explores two characteristics of social justice education—rigor and relevance. Supporting this inquiry will be the narrative of one social justice educator. He outlines his process for creating a meaningful and challenging high school chemistry curriculum rooted in community activism and local environmental concerns. His curriculum and pedagogy functions as a model for intentional integration of community and student identity, of local political issues, of neighborhood organizing, and of popular culture into a core subject’s curriculum and instruction—chemistry. This paper addresses conference theme: “Dilemmas and New Directions in Pedagogy about Race” through “interrogating the possibilities and traps of diverse, culturally relevant pedagogies” and “investigating related tensions, partnerships, and possibilities between the classroom, families, and broader communities”.
Diane Schmitz, Director of Commuter and Transfer Student Services, Seattle University, “Striving ‘till we get it right: Student Affairs Personnel Challenging Whiteness in Higher Education”

Research on whiteness in higher education has predominantly been done in the classroom with much less focus on the critical role student affairs professionals can play in challenging racist structures and practices infused with whiteness. Engagement with students about racism and the power and privilege of whiteness will backfire if those who seek to educate in these areas have not examined their own racial justice attitudes and actions and lack a deep grasp of critical concepts. This presentation reports on recent research and utilizes a theoretical framework based on critical race theory to offer concrete ways for student affairs professionals to effectively challenge whiteness in higher education.

C. Albert Bardi, Associate Professor, Sewanee-University of the South in Tennessee, “Diversity Training in the Classroom—Lessons from Psychological Science”

Against the backdrop of greater scrutiny of the success of diversity training programs in the business sector (e.g., Dobbin, Kalev & Kelly), greater attention is warranted to pulling together current research in psychology (e.g. Janet Helms, Claude Steele, Stanley Sue) toward a best-practices model. The advantages of the college classroom over the corporate training model will be briefly addressed. The presenter will proceed, using classroom examples to illustrate essential concepts from the psychological literature that are pertinent to process (as opposed to content) of addressing diversity in the classroom. Examples include using an educational frame to eliminate activation of the stereotype threat of white racism, the importance of white racial identity as a consciousness-raising process, the abandonment of the white-centrist “cross-cultural” model, familiarity with micro-aggressions from the standpoint of current non-dominant U.S. cultural groups, and the importance of student journaling to facilitate multiple avenues of communication between students and faculty.

4.9 Panel Presentation and Discussion

Wyatt Hall, Room 109

What Happens When ‘Academic’ and ‘Non-Formalized’ Ways of Knowing Meet in the Search for Critical Pedagogies

Chair & Discussant: Emily Ignacio, Associate Professor, University of Washington, Tacoma

Panelists:

Benjamin Gardner, Assistant Professor; Susan Harewood, Assistant Professor; John Eric Stewart, Assistant Professor, University of Washington, Bothell, “Critical Pedagogy, Community-based Learning and Pitfalls of Raciology”

This panel seeks to bring together educators in higher and K-12 education, along with those involved in educational practices in a variety of civic, artistic, and community-based organizations interested in ethical and antiracist pedagogical goals. The leaders of the roundtable are faculty members at the University of Washington Bothell’s Master in Cultural Studies (MACS) program. The MACS curriculum “stresses the integration of skills, abilities, and fields of knowledge at the heart of interdisciplinary education (critical theoretical approaches, problem-posing and problem-solving capacities, critical research methodologies, and creative and effective writing and speaking) with community-based experiences, applied research, and experiential learning opportunities.” We are therefore deeply interested in what critical pedagogy, and in particular cultural studies

Peter Heinze, Associate Professor, Ramapo College of New Jersey, “From Journals to Grassroots: Reflections on Involvement in a Community Based Organization Addressing Inequities in Education”
This presentation details the efforts of a community group formed to address institutional racism in a local school system. Even in a community which prides itself on its diversity, tracking students, primarily by race, has residents sharply and passionately divided. However, closer examination of those who argue against the tracking system reveals that many “Liberal” and “progressive” attempts to remedy social injustice actually serve to perpetuate stereotypes. Characterizations of Black students as coming from disadvantaged backgrounds, and in need of remediation efforts, perpetuate a deficit model, emblematic of the decades-long debate regarding the nature of Black self-esteem and identity development. Also addressed will be reflections on my own learning and increased awareness of blind-spots.

4.11 Workshop Session  
**Trimble Forum**

**White People Challenging Racism: Moving from Talk to Action—An adult education workshop model**

Facilitators:
Barbara Beckwith, educator and trainer, Cambridge Center for Adult Education
Jennifer Yanco, educator and trainer, Cambridge Center for Adult Education

The WPCR adult education model focuses on 1) developing skills to move ‘from talk to action,’ and 2) exploring white privilege and how being unaware of it perpetuates racism. While this model was conceived primarily with white people in mind, people of color have taken the course and found it useful. Our participatory presentation will demonstrate two key aspects: speaking up practice through role plays and creating an action plan. WPCR has been offered nearly every term since 1999 at the Cambridge Center for Adult Education, and has been taught on college campuses (Wellesley, Tufts, M.I.T.), reaching nearly 1,000 people, ages 13 to 81. Twenty-eight participants have joined the facilitators group. With our mentoring, educators have led WPCR in Connecticut, South Dakota, and Pennsylvania.

4.12 Panel Session  
**Thompson Hall, Room 193**

**Psychological Perspectives on Recognizing and Responding to Racial inequalities in the Age of Obama**

Chair & Discussant: Kathryn Oleson, Professor, Reed College
Co-chair: Benjamin Drury, doctoral candidate, University of Washington, Seattle

Panelists:
Barack Obama’s election was a landmark moment in the history of racial relations in the United States. However, might this event have led Americans to think there is now less need for policies that explicitly address racial inequalities in this country? I present three studies examining the hypothesis that Obama’s election would reduce the perceived need for policies that address racial inequalities in the United States.

A Black man is now president of the United States. What does that say about the racial hierarchy? What does it mean for perceptions of who are the oppressors and who are the oppressed? I suggest that powerful minorities, such as Barack Obama, and racial progress in general may be threatening for Whites who are accustomed to seeing their own group in positions of privilege. This threat leads to a defensive
response by Whites, which causes them to perceive increased racial prejudice and discrimination directed against their group.

Alexander Czopp, Assistant Professor, Western Washington University, “Whoa, That Was Prejudiced! What Should I do? The Consequences of Publicly Addressing Social Expressions of Bias”
I will discuss a series of experiments that examine the intrapersonal and interpersonal consequences of confronting another person’s biased responding. In each study, participants induced to make stereotypic inferences were confronted by a confederate. Despite negative reactions toward the confronter (e.g., anger & dislike), confronted participants were less likely to provide biased responses in subsequent tasks and this effect was stronger among those who felt guilty after the confrontation. I will discuss the practical applications of this research for understanding the potential costs and benefits of confronting prejudice in everyday situations.

In my presentation, I will discuss theory and research relevant to these structural and psychological obstacles to understanding the persistence of racial prejudice. I will then describe several teaching strategies that I use to help students gain experience with racial bias. For example, I supervise a class project for which students have extended interactions with someone of a different race, religion, sexual orientation, or socioeconomic status. During this project students are encouraged to examine their own expectations, feelings, and behavior which often results in identifying personal biases of which they were previously unaware.

4.13 Presentation Session  
Rausch Auditorium, McIntyre Hall, Room 003
Culture and Pedagogic Competencies: Teacher Professional Development at the Crossroads of Our Critical Moment
Presenter: Erin Jones, Assistant Superintendent of Student Achievement, Office of Superintendent of Public Instruction, State of Washington
This workshop is designed to provide teachers at all levels with strategies to eliminate the gaps in their classrooms. Teachers will leave having heard about and experienced best practice. Teachers will leave with a better understanding of what data they should be considering as they plan, how to construct culturally and linguistically relevant lessons, how to connect students to the support they need to be successful, how to communicate with and from one academic level to the next. Each participant will receive a free toolkit from the Center for the Improvement of Student Learning.